



The Federation of Cherry Oak School, Victoria School and Victoria College

Special Educational Needs Policy

This policy only applies to Cherry Oak School and Victoria School

Mission Statement

The Governing Body of the Federation of the above schools is committed to ensuring that the necessary provision is made for every pupil that has special educational needs. Both Schools are committed to offering all our pupils a broad and balanced curriculum suited to their individual needs and abilities.

Context

A child is defined as having special educational needs (SEN) if he or she has a learning difficulty, which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it may mean that a child has a disability, which needs different educational facilities from those generally provided by schools for children of the same age in same area. At Victoria and Cherry Oak Schools all our pupils have an Education Health and Care Plan, are waiting for the new document to be issued or are undergoing a statutory assessment of their SEN. During the next 12 months we will complete the process of transferring all pupil's to an Education Health and Care Plan. This follows the new SEN code of practice 2014.

Aims:

The overall aim of this policy is to improve the outcome for every child with a Special Educational Need or Disability (SEND) in all the areas outlined in Every Child Matters under the Special Educational Needs Code of Practice

The specific objectives of this policy are as follows:

- To ensure that all our learners make the best possible progress in whatever way they can
- To ensure that parents/carers are fully informed and involved in their child's education, as partners, and to ensure that there is effective communication between parents/carers and school
- To ensure that all governors are up to date and knowledgeable about the School's SEND provision.
- To ensure full Governing Body involvement in the future development and monitoring of this policy.
- To ensure that all our learners, where possible, can express their views and are fully involved, as partners, in decisions which affect their education
- To involve and work in partnership with all health professionals based in school who work with our learners
- To involve and work in partnership with all outside agencies and non-statutory organisations (as appropriate) to support our learners
- To ensure that all our learners make a successful transition when they leave our schools
- To reduce barriers to achievement and offer a variety of alternative and/or individualised learning programmes as appropriate to meet the needs of our learners
- To ensure that all our learners have personal targets

CDA

- To ensure that appropriate staffing and funding is in place for pupils with individualised and specific identified SEN.
- To develop and maintain a complementary and consistent Disability Equality scheme that reflects the legal duty of the Governing Body to promote equality of opportunity between disabled people and other people

Roles, Responsibilities and Monitoring

All members of the Senior Leadership Team across the Federation have responsibility for implementing statutory SEND procedures within school and liaising with SENAR

Admissions to the school are made following a request from Birmingham SENAR.

- The Executive Head teacher and the Federations leadership teams have responsibility to ensure the implementation of the Special Educational Needs (SEN) Policy, with the involvement of Key Stage Managers (Victoria) and Senior teachers (Cherry Oak)
- The appointed governor for SEND plays a vital role in ensuring that SEND stays on the Governing Body agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEND. This includes making all staff who are likely to teach these pupils aware of those needs.
- The responsible Governing Body Committee shall receive regular reports from the Executive Head teacher, and the named SEND Governor on the practical implementation of this policy, highlighting any issues of concern and follow up actions.

Leadership and Management

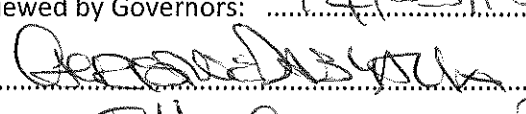
All members of the Senior Leadership Team have responsibility for implementing statutory SEND procedures within school and liaising with SENAR

- The Governing Body and the Leadership Team will set a clear ethos, which reflects the School’s commitment to Special Educational Needs (SEN) provision and the Every Child Matters agenda.
- A copy of the School’s SEN Policy will be available on the school website.

Staffing and Professional Development

The Senior Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this Policy. This will be reflected in the framework of professional development and staff training. The person responsible for CPD will take into account specific and individual SEN when planning training events.

Date Reviewed by Governors: 14/03/18

Signed: 

Committee: Full Governing Body

Review Date: March 2019