

HAMPTON COLLEGE: SPECIAL EDUCATIONAL NEEDS POLICY

Policy	Special Educational Needs
SLT Coordinator	H Price
Additional documentation	SEN code of Practice
Renewal date	July 2006

RATIONALE

A student is defined as having Special Educational Needs if he/she has a learning difficulty which requires special educational provision to be made for him/her. All students with SEN must have those needs addressed. Head teachers and governors have a responsibility to ensure that students with SEN can engage in all regular activities of the school, where reasonable practicable, with due regard to the child's welfare and the interests of other students.

GUIDELINES

1. Hampton College follows the guidance detailed in the **SEN code of practice**, including the administration of :
 - School based assessments and interventions for SEN students
 - Statutory assessments of special educational needs
 - Statements of special educational needs
 - Annual reviews
 - Transition plans
2. The school has an SEN coordinator (SENCO), who is responsible for the day to day operation of the school's SEN policy. The SENCO coordinates provision for students with SEN, disability and Individual Behaviour Plans (IBPs) and ensures appropriate liaison with parents and carers, staff and external agencies.
3. The SENCO is line managed by the Deputy Headteacher.
4. The SENCO is responsible for ensuring that staff are aware of SEN issues and liaises with teachers and Teaching Assistants (TAs) to monitor whether support/intervention strategies are effective.
5. Resources are deployed by the school to provide support for students with SEN in ways that are both educationally and cost effective.
6. The SENCO, in consultation with other professionals, will decide the how best resources are to be deployed and how best to meet an individual child's needs.
7. Parents and carers are integral to the SEN process and they are kept informed about their child's progress and how the school is working with their child. Due consideration will be given to parents' views and preferences.
8. Students are consulted about their provision and due consideration is given to their views.
9. SEN training is provided to support the work of teachers and teaching assistants. This will often take the form of after school training from the SENCO/ leading SEN practitioners. SEN issues are also built into the CPD programme (Continuing Professional Development) and will be included in training events, such as staff INSET days.

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10. Every faculty and every teacher is required to liaise with the SENCO, to ensure that IEPs (Individual Education Plans) and IBPs are met and that students have access to appropriate challenge and support.
11. The department understands that some information it holds relating to students is sensitive and will ensure that it is stored securely and that high professional standards are maintained and where possible, confidentiality is respected.

LINKS TO OTHER POLICIES

Child Protection, Equal opportunities, Teaching and Learning, Continuing Professional Development, Home School Agreement, Gifted and Talented

CONCLUSION

The School is committed to providing a high quality of education and care for all students. Provision for students with SEN is at the heart of this core aim. The work of the SEN department will be monitored and evaluated.

APPROVED BY GOVERNORS:

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SIGNATURE

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NAME

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DATE

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