



Loreto Convent School

Gibraltar

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

This policy reflects the ethos of Loreto Convent School and has been compiled and reviewed with the involvement of children, staff and Governors.

Loreto Convent School is committed to:

- *Creating a happy, safe, disciplined and stimulating learning environment for all children regardless of age, attainment, background or gender.*
- *Actively seeking to remove barriers to learning and participation.*
- *Ensuring all children have access to an appropriate education that affords them the opportunity to achieve their personal potential.*

1. Introduction:

- 1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.3 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. These needs may require help with academic progress or help with social, emotional and behavioural development. Children who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2. Aims and Objectives:

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.

The SENCO, with the support of the Headteacher, takes responsibility for the day-to-day operation of provision made by the school for children with SEN and provides professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all children.

Special Educational Needs Coordinator: Rachel Yome

3. Procedure for SEN Provision

- 3.1 Class teacher identifies child with difficulties.
- 3.2 Class teacher will fill in Record of Concern and inform SENCo.
- 3.3 SENCo will observe pupil and carry out necessary assessments.
- 3.4 Class teacher and SENCo will meet parents to discuss.
- 3.5. Class teacher, Headteacher and SENCo will meet to develop and Educational/Behaviour plan (Behaviour Plan action plan for pupil and class teacher
A – establish rules/target ideal environment, B – look for desired behaviour and reward, C – consequences of inappropriate behaviour/quiet space and time for reflection.
- 3.6 Class teacher and SENCo will meet with parents to discuss programme.
- 3.7 All staff will be informed of intervention so that expectation and responses will be the same in all situations.
- 3.8 SENCo and class teacher will monitor the intervention.

4. Strategic Management:

- 4.1 The teaching staff, under the management of the SENCO, are involved in the school's support management, monitoring and review cycle.
- 4.2 The SENCO ensures that matters relating to SEN are represented in whole school planning.
- 4.3 The SENCO ensures that policies relating to SEN are integral to and aligned with whole school policies.
- 4.4 The teaching staff, under the management of the SENCO, sets targets for development relating to SEN issues. This is constructed in line with the Whole School Plan and is reviewed annually.

5. Admissions Procedures:

Children with SEN are admitted to the school in line with the Admissions Policy.

6. Identification, Assessment and Review Procedures:

Loreto Convent School is committed to ensuring that children with SEN have their needs:

- identified and assessed
- appropriately and effectively provided for in the least restrictive environment
- regularly reviewed to ensure provision continues to match need and that progress is documented enabling all those involved to be clear of roles and responsibilities.

7. Guidelines:

The SENCO should ensure that:

- 7.1 A continuum of provision is provided and coordinated throughout the school.
- 7.2 Specialist staff are employed and deployed effectively to meet the varying types of need.
- 7.3 All teaching and appropriate non-teaching colleagues are aware of the stages of the SEN Code of Practice and carry out review procedures in accordance with its requirements.
- 7.4 Opportunities are provided for all staff to develop expertise in meeting the needs of those students with SEN and that these are included in the Whole School Professional Development Plans.
- 7.5 Regular contact is maintained with appropriate support services, partner schools and local special schools.
- 7.6 Parents are regarded as partners and are involved at all stages of the identification, assessment and provision.

- 7.7 A suite of well resourced, specialist rooms is maintained centrally in the school.
- 7.8 The staged model for assessing SEN is used appropriately. In particular that:
- information is collated from all involved with the child including parents and the child themselves
 - an Individual Education Plan is drawn up
 - support is monitored and progress recorded
 - a review date is set within at least half a term
- 7.9 Guidelines exist detailing how identification, assessment and provision for children with SEN are met.
- 7.10 That all children with SEN have access to a broad and balanced curriculum.
- 7.11 That, through the provision of support in class and methods of differentiation, children with SEN are integrated fully wherever possible.

8. Disability Equality:

Loreto Convent School is committed to:

- 8.1 Making reasonable steps to ensure that disabled children are not placed at a substantial disadvantage compared to other children who are not disabled.
- 8.2 Planning strategically for and making progress towards improving the physical environment for disabled children.

This is in line with the Disability Equality Scheme which is in response to the Disability Equality Duty introduced into the Disability Discrimination Act in 2005.

9. Complaints Procedures

- 9.1 Loreto Convent School values the general good relations it enjoys with parents and the community. However, should a concern arise, the Complaints Procedure provides a framework and a structured opportunity for all concerned to express and resolve concerns, thus improving the provision for the children.

Seen by Governing Body: