

Governors' Report in relation to Special Educational Needs (SEN)

1. The governing body will:
 - Ensure that the school has regard to the SEN code of practice when carrying out its duties towards all pupils with SEN
 - With the Headteacher determine the school's policy for meeting the needs of all pupils
 - Report to parents annually on the school policy
2. The school's policies are compliant with equality legislation ensuring that no child is disadvantaged.
3. Resources are allocated to best meet the needs of all the pupils in the school.
4. All children with Statements of Special Educational Needs have an annual review in which short term targets are set and action is taken to increase the rate of progress and ensure that it is in line with the requirements laid out in the Statement.
5. All pupils on the provision map who have either a Statement, School Action + and School Action Level have an Individual Education Plan (IEP). Strategies to meet targets are set out in the IEP; this records areas that are additional to, or different from, the differentiated curriculum. As a result, classroom teachers are expected to evaluate the strategies and assess pupil performance and progress. Teachers are expected to feedback to the Special Educational Needs Co-ordinator information for review meetings.
6. In addition, the school, through its cycle of observations, assessments, pupil tracking data, planning and review, will make provision for increasing curriculum differentiation.
7. In reviewing the child's needs, the following will be considered
 - The impact of the school's action identified in the IEP
 - Records of reviews and their outcomes
 - The pupil's health including the pupil's medical history where relevant
 - National Curriculum Levels, pupil tracking data, GCSE grades
 - Educational and other assessments, for example for an advisory specialist or Educational Psychologist
 - Views of parents and pupil
 - Involvement of other professionals
 - Any involvement by Social Services or education welfare services
8. Governors ensure that action is taken to increase inclusion and progress for all pupils through making improvements to increase access to the curriculum
9. Governors will ensure there is an emphasis on the importance of providing effective learning opportunities for all students, following three key principles for inclusion
 1. Setting appropriate learning challenges
 2. Responding to pupils' diverse needs
 3. Overcoming barriers to learning and assessment for individuals

The governors have regard to the SEN Code of Practice which states that:

- Provision for students with special educational needs is a matter for the school as a whole
 - All teachers are teachers of pupils with special educational needs. Teaching such students is a whole school responsibility, requiring a whole school response.
10. Governors receive reports from the Headteacher which identify pupil progress and achievement.
 11. The complaints procedure is made clear in the SEN policy which is available on the website.