



Special Educational Needs and Disabilities Policy (SEND)

The School is committed to equality of opportunity and intends to provide full access to the National Curriculum for all pupils, including those with special educational needs and disabilities.

Aims of the School

- To identify, through appropriate assessment, those students with special educational needs and disabilities.
- To ensure that all students have access to a broad, balanced and relevant curriculum and a range of educational opportunities.
- To ensure that all students receive an education appropriate to their age, aptitude and ability.
- To ensure that SEND provision in the school is effective in meeting the needs of students with SEND.
- To ensure that every effort is made to allow all students with SEND to experience educational success and to feel a valued member of ID.
- To ensure that all students enjoy equality of educational opportunity through the planning, organisation and implementation of an appropriately modified curriculum.
- To recognise and allow for individual differences between students, understanding that:

Children develop intellectually, emotionally and physically at different rates. Children's needs change with time and circumstances. Educational provision must be adapted to keep pace with these changes.

Objectives

The staff will work together as a whole school with responsibility to achieve these aims by:

- Prompt identification of those students who may have special educational needs or a disability.
- Assessing the student's individual needs as soon as possible after a cause for concern has been raised.
- Reviewing EHC Plans (EHCP) as outlined in the Code of Practice.
- Providing appropriate support to those with special educational needs.
- Working in partnership with parents, carers and others by liaising and supporting with everyone to ensure that they play an active and valued role in the education of their child.
- Working in partnership with appropriate outside agencies to ensure a multi-disciplinary approach to planning and implementing appropriate and effective support.
- Working in partnership with students to ensure that they play an active and valued role in their own education, including setting targets, monitoring and reviewing their own progress.

The identification and assessment of pupils with Special Educational Needs and/or Disabilities

The Government's Green Paper (June 2011) on 'Special Educational needs and Disability' proposed radical changes to special educational needs (SEN). The paper put forward a new means of identifying SEN earlier, replacing the current SEN levels of 'School Action' (SA) and 'School Action Plus' (SA+) with a single based SEN category, leading to a single, coordinated.

At ID we aim to identify children with SEND as early as possible, through contact with our feeder schools.

The law says that a child has special educational needs if he or she has:

- **a learning difficulty** (i.e. a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for
- **special educational provision** (i.e. provision additional to, or different from, that made generally for children of the same age in local schools).
- **A learning disability** (i.e a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities). Long term is defined as being more than one year, and substantial is considered as being more than 'trivial' or 'minor'.

Throughout the school we monitor and track the progress of all students by an ongoing process of planning, teaching and assessment. students with SEND may be identified at any stage of this process during their school life. Examples of assessments used are across the school include:

- Diagnostic Reading Tests (currently the Access Reading test)
- Diagnostic Spelling Test (currently the diagnostic spelling test)
- Termly assessment of progress.
- On-going teacher assessment / observation.
- Subject assessments throughout the year where SEND pupils are tracked and appropriate intervention put in place as necessary.

Areas of Need

The School recognises that children with special educational needs and disabilities may fall into one or more of the following categories:

- Those who have difficulties in the following 4 areas:
 1. Communication and interaction
 2. Cognition and learning
 3. Emotional, social, and mental health needs
 4. Sensory and/or physical/medical

The Headteacher (SENCO)

will:

- provide the students teacher with as much information as possible
- discuss with the student's parents/carers the SENDCO's involvement
- liaise with the parents/carers and student to plan and implement appropriate differentiation to meet the needs of learners with SEND.
- provide reports on progress for Review meetings.

If the pupil continues to have difficulties and it is felt that outside specialists need to be involved, the headteacher will:

- discuss situation with parents, carers, others and student at a review meeting.
- support in collating any relevant information such as learning data, assessment results, reports from external agencies
- plan new appropriate differentiation with, outside specialists, teachers, parents, carers, others and student (where appropriate), agreeing targets and strategies to support.

Statement Provision/Education, Health and Care

Plans (in addition to the above)

- collate any relevant information, curriculum assessment records, test results etc.
- plan with teachers, outside specialists, parents, carers, others and pupil (where appropriate), agreeing targets and strategies to support.
- liaise with Teaching Assistants
- provide reports on progress for Review Meetings.

Student Involvement

Students are involved in self-monitoring and are encouraged to take part in their own assessment and self -monitoring process.

Students with SEND are involved in their Annual Reviews in a manner appropriate to their maturity. All students will be given the opportunity to outline their own strengths and weaknesses and set targets etc. prior to review.

The School operates an inclusive policy that endorses and supports the Code of Practice Guidance for Equal Opportunities and Inclusive Education. The school seeks to provide effective learning opportunities for all pupils taking the National Curriculum as the main structure for our planning. Programs of study are modified as necessary so that all pupils are offered appropriately challenging work according to their diverse learning needs.

Careers Guidance.

We will ensure that students are provided with independent careers advice. It is vitally important that students access provision which supports them to build on their



achievements at school and which helps them progress towards adulthood. Young people with EHC plans are likely to need more tailored post 16 pathways.

Mental Health

The right of young people to make a decision is subject to their capacity to do so as set out in the Mental Capacity Act 2005. The underlying principle of the Act is to ensure those who lack the capacity are empowered to make as many decisions for themselves as possible and that any decisions made or action taken on their behalf is done so in their best interests. Decisions about mental capacity are made on an individual basis and may vary according to the nature of the decision

Partnership with Others

The school recognises parental involvement and input as an essential element in a child's education, as well as an important part of the assessment, monitoring and reviewing process. Once concern has been registered by school, parents, carers and others will be informed. This may be by letter from the Headteacher and / or by direct discussion with the parent, carers or others. Concerns and views will always be actively sought and recorded by school at SEN Support or EHCP. School will always request parental, carers or others permission before involving any outside agency. If parents/carers have concerns, they are welcome to make an appointment to speak to their child's teacher.

Staff Training

The School recognises the importance of keeping abreast of new initiatives in SEND, and ensures that all staff are given appropriate training in order to offer effective support for students with SEND. The SENDCO attends courses related to SEND. Relevant information is disseminated to the teaching staff by the SENDCO.

The school makes full use of the advice and support available from all outside agencies when necessary. For example:

Additional Pupil and Student Services:

- Educational Psychologist
- Dyslexia Team
- Language and Communication Team
- Educational Welfare
- Public Health Nurse
- Child and Family Therapy Unit
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapists
- Social Services
- Parent Partnership