

Cambian New Elizabethan School
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Legal Status:

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001

Applies to:

- the whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- Gifted and Talented
- English as an Additional Language Policy

Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor representative undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:

Date: November 2023



Steve O'Gara
Headteacher



Andrew Sutherland
Representative, Proprietor- Cambian Group

Reviewed: September 2023

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Principles

The school aims to identify pupils with Special Educational Needs (SEN) at the earliest opportunity and offer appropriate provision. Our School seeks to offer pupils with Special Educational Needs full access to a broad and balanced curriculum. There is a whole school approach, which involves all staff, in understanding how children learn and supporting pupils with Special Educational Needs. All peripatetic staff are made aware of each pupil's needs. All staff have a responsibility to differentiate lessons to cater for individual learning needs. Parents/guardians and pupils will be involved fully in the process of the planning and delivery of support. It is the policy of New Elizabethan School that pupils who have been accepted into the school will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive school, determined to meet the needs of all our pupils. Our school has a clear approach to identifying and responding to SEN. We recognise the benefits of early identification – identifying need at the earliest point and then making effective provision improves longterm outcomes for the child or young person. All our pupils will have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers will set high expectations for every pupil, whatever their prior attainment. Teachers at our school will use appropriate assessment to set targets which are deliberately ambitious. We will identify potential areas of difficulty will be identified and addressed at the outset. Lessons will be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

By planning in this way, our pupils with SEN and disabilities will be able to study the full national curriculum. The quality of teaching for pupils with SEN, and the progress made by pupils, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN, both within our school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils.

Interpretation

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2014)*.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Within the context of the pupils who might require additional support at our school include:

- pupils with specific learning differences e.g. dyslexia, dyspraxia
- the gifted and talented
- pupils with hearing and/or visual impairment
- pupils with specific physical and medical conditions

The following are quotes from famous dyslexics;

"I see some things clearer than other people do because I have to simplify things to help me and that has helped others." *Richard Branson*

"Writing and spelling were always terribly difficult for me. I was an extraordinarily bad speller and have remained so until this day." *Agatha Christie*

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“The secret of getting ahead is getting started.” *Agatha Christie*

“If you can dream it, you can do it.” *Walt Disney*

“I am not discouraged because every wrong attempt discarded is another step forward.” *Thomas Edison*

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life thinking it’s stupid.”
Albert Einstein

“I barely made it through school. I read real slow. But I like to find things that nobody else has found, like a dinosaur egg that has an embryo inside. Well, there are 36 of them in the world, and I found 35.” *Dr. John R. Horner (Palaeontologist)*

Our school regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with SEN or disabilities. We also consider our duties, as they apply to us as an independent school, under The Equality Act 2010. We give careful consideration in advance to what disabled children and young people we can accommodate in our independent school. Our academic and pastoral sub-committee has specific oversight of our school’s arrangements for SEN and disability. School leaders will regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

Equality Act 2010

Our school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

Aims and Objectives

Our school’s Special Educational Needs policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership. Although we aim to make provision for identified Special Educational Needs, it may not always be possible to do so within the school’s resources. In such cases the Headteacher and the pupil’s parents would be informed. Where a concern has been raised, any special needs or disabilities will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the pupil, including parents/carers, teachers and other professionals. The pupil’s views will also be sought. The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils 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 pupil’s special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their pupil’s education;
- to ensure that our pupils have a voice in this process.

In order to meet these aims, our objectives are:

- to ensure pupils with learning needs are identified as early as possible;
- to assess the pupil to identify specific areas of difficulty;
- to ensure all peripatetic staff are aware of the pupil’s needs and are able to meet those needs within the school setting;

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- to ensure pupils' records include information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying curriculum to meet the pupil's needs within the classroom and provide training programmes when required;
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability;
- to work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.

Admission Arrangements

Pupils entering the school will normally have a baseline assessment. This includes English, Mathematics and cognitive abilities. If a pupil has already been identified as having learning needs, relevant reports should be brought to the family interview. If necessary the SENCo or a member of the SEND team will meet the pupil and talk to parents. Pupils are admitted to the school at the discretion of the Headteacher. Pupils with additional needs will be admitted if the school can offer appropriate support. However, every effort will be made to accommodate a pupil with learning needs.

Special Educational Needs Co-ordinator (SENCo).

The Headteacher has appointed a co-ordinator for special educational needs known as a Special Education Needs Co-ordinator (SENCo). The current SENCo is Sam Allen-Wiggin, supported by the SENCo Assistant. There is also a Special Education Needs and Disabilities (SEND) team in place to help oversee the needs of pupils throughout the whole school. It is the responsibility of the SENCo to oversee this team and to co-ordinate the operation of the Special Educational Needs Policy. The SENCo who has an important role to play in determining the strategic development of SEN policy and provision in our school has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCo:

- provides professional guidance to colleagues and will work closely with staff, parents and other agencies
- will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- designs and monitors the independent education plans (IEPs);
- oversees the records for all pupils with special educational needs;
- maintains the school's SEND and EAL lists;
- liaises with/and advising fellow staff;
- liaises with parents of pupils with special educational needs;
- works with external agencies, professionals and specialist tutors as appropriate;
- monitors Individual Educational Plans, as and when required;
- supports staff in developing strategies to meet effectively the learning needs of all pupils at our school;
- Provides high quality training for teachers and LSAs to support pupils well-being.

Learning Support Assistants (LSA)

We also use LSAs who are timetabled termly to work with various pupils either individually or in the classroom. Teachers and LSAs hold regular weekly meetings to discuss pupils learning and to plan next steps. This includes which children will be focused on and allow time for both staff and LSAs to plan provision and differentiation for those children to ensure that they extend their learning beyond the completion of work. We believe that good collaboration between teachers and support staff is essential to ensure maximum progress for our pupils. As part of inclusion we believe that pupils should receive assistance with their peers within their classrooms, therefore as much as possible the majority of our pupils receive assistance during normal lesson times within their normal classroom setting in order that they can access the curriculum along with the rest of their class.

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What New Elizabethan School does

In practical situations of our school we do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes. Our school recognises emerging difficulties arising with young people and respond promptly. We understand parents know their children best and we place stress great importance when parents express concerns about their child's development. We listen to and address any concerns raised by children themselves.

The model of action and intervention in our school, a graduated approach to help children who have Special Educational Needs. Our approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing. We are following the current guidance for by using this graduated approach to identify and support our children with Special Educational Needs. In our school, the graduated approach is led and co-ordinated by the SENCo. Where we identify a child as having SEN in our school, we take action to remove barriers to learning and put effective special educational provision in place. The support provided takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws upon more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

All pupils at New Elizabethan School have an Education, Health and Care (EHC) Plan. We will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the Education, Health and Care (EHC) Plan, including the full National Curriculum if this is specified. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with an EHC Plan. Any additional services that are needed to meet the requirements of the EHC Plan or additional services such as dyslexic tuition will be subject to charge. This will be either directly to the parents, or the Local Authority if they are responsible for the fees and our school is named in the Education, Health and Care (EHC) Plan.

It is our aim to know precisely where children with SEN are in their learning and development. We:

- ensure decisions are informed by the insights of parents and those of children themselves;
- have high ambitions and set stretching targets for them;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school will regularly and carefully review the quality of teaching for all of our pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. In deciding whether to make special educational provision, the teacher and school SENCo will consider all of the information gathered from within our school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, our school will have arrangements in place to draw on more specialised assessments from external agencies and professionals.

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Use of data and record keeping

Our school has developed its own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEN will be recorded accurately and kept up to date. As part of any inspection, both Ofsted and ISI will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Ofsted and ISI publish more detail about their expectations in their inspection guidelines. Our school will particularly record details of additional or different provision made under SEN support. This will form part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. They will ensure that they have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. A local authority that is considering or is carrying out an assessment of the pupil's needs will wish to review such information. We use our information system to monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists will be recorded as part of this overall approach. Our school will readily share this information with parents. It will be provided in a format that is accessible (for example, a note setting out the areas of discussion following a regular SEN support meeting or tracking data showing the pupil's progress together with highlighted sections of a provision map that enables parents to see the support that has been provided).

Improving outcomes: high aspirations and expectations for children and young people with SEN in our school

All children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best;
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Our school will identify and address the SEN of the pupils that we support. Our school must:

- use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything our school can to meet children and young people's SEN;
- ensure that children and young people with SEN engage in the activities of our school alongside pupils who do not have SEN;
- designate a teacher to be responsible for co-ordinating SEN provision – the SENCo
- inform parents when they are making special educational provision for a child;
- prepare an SEN information report and our arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others in our school, the facilities provided to enable access to our school for disabled children and our accessibility plan showing how we plan to improve access progressively over time.

The identification of pupils with special educational needs and disabilities can be:

- on entry when specific needs are identified and recorded as part of the entrance/transition process;
- by staff recognition of a pupil whom they perceive as having difficulties or specific needs in their particular curriculum area;
- by staff referring a pupil who is experiencing emotional/behavioural problems;
- through discussion with external professionals such as. doctors, counsellors, therapists and also
- through concern expressed by parents (recorded on the parental meeting record form).

Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. New Elizabethan School will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties our school shall consider whether the child might have SEN. Whilst slow progress and low

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attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN, they may be an indicator of a range of learning difficulties or disabilities. Equally, our school will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However difficulties related solely to limitations in English as an additional language are not classed as SEN. When reviewing and managing special educational provision the broad areas of need and support our school will review how well-equipped we are to provide support across these areas. This gives an overview of the range of needs that will be planned for. The purpose of identification is to work out what action we will need to take, and crucially not to fit a pupil into a category. In practice we recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.

Assess

In identifying a child as needing provision which is 'additional to and different from' other learners in the same class, the class teacher, working with the school SENCo, will carry out a clear analysis of the pupil's needs. Before provision is planned for, expected individualised outcomes will be identified. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Our school will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

When our school has decided to provide a pupil with SEN support, we will then formally update our SEND register and notify parents, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on our school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan

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and assess the impact of support and interventions and how they can be linked to classroom teaching. The school SENCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Within the graduated approach a programme of intervention and support will be implemented. If this does not enable the child to make satisfactory progress, the SENCo seeks advice from external agencies, which may include an educational psychologist report. Teachers are responsible for tracking each pupil's progress in Literacy and/or Numeracy throughout their time at our school.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. All EHCps are reviewed by the local authority as a minimum every twelve months.

Within the Assess, Plan, Do and Review cycle, our staff work seamlessly together towards enabling our pupils to reach the outcomes identified during the assessment phase of the process as their learning goals. We make key decisions about the use of the curriculum modifications and interventions are based on whether any chosen additional provision is the best way to move towards the identified outcome.

Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider to begin involving specialists, including those secured by our school itself or from outside agencies. Our school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Joint commissioning arrangements will seek to ensure that there are sufficient services to meet the likely need in an area. The Local Offer will set out clearly what support is available from different services and how it may be accessed.

Provision mapping

Each term a provision map showing the provision of support currently available within the school is drawn up. Interventions are written up for any additional provision that takes place within the year group. These outline details of the provision that is currently taking place. Teachers monitor the pupil's progress and make note of any improvements that can be made or whether the provision should or is necessary to continue. Children have personal targets they are working towards. These are written and reviewed termly (or more regularly if required) in collaboration with the pupils and the parents. Parents should expect to be informed of the targets set for their child. Targets are discussed with the child who is encouraged to participate in decision making, at an appropriate level about future options. Parents are also participate in decision making, at an appropriate level about future options. All staff who are regularly involved with your child in the School are to be aware of the child's targets. We aim for the targets set to be Targets to be S.M.A.R.T.E.R.

- | | | |
|---------------|------------------|--------------|
| 1. Specific | 4. Relevant | 7. Reviewed. |
| 2. Measurable | 5. Time bound | |
| 3. Achievable | 6. Evaluated and | |

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Parents will be encouraged to contribute your own ideas about how their child's needs could be met and what helps the child to learn and will be expected to share with the school successes when targets are met at home. Parent(s) should try to attend any meeting called by the school to review the targets with at least one review in the year could coinciding with a parents' evenings Generally, such targets focus on three or four key points and information on how these targets will be worked on and with whom. The targets are distributed to the teachers involved in the pupil's learning and parents of the pupil as soon as they are written and have been agreed by all parties. Care will be taken to avoid the four most common weaknesses in setting targets which are:-

- imprecise terminology (with frequent use of phrases such as 'improved reading', 'increased confidence', 'improved self-esteem');
- failure to indicate which teachers and subjects would be involved;
- lack of pupil involvement;
- failure to link them with other areas of assessment and recording procedures in the school.

Our experience is that the five most frequent strengths of specific focused targets are:

- based on sound knowledge of the pupil;
- taking account of pupil's strengths and interests;
- stating realistic time scales;
- linked to resources in school;
- involving parents at some stage (either in their setting and/or review).

Timetabling

The amount and type of support offered to a pupil is dependent on need. Our school believes that pupils will not be withdrawn from lessons unless it is necessary to do so. Our school believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the pupil's development and that every pupil is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary. When a pupil needs to be withdrawn for learning support, every effort is made to ensure that a pupil does not miss core curriculum subjects. Their individual strengths are also taken into account in addition to the advice of staff members and parental requests. Some support lessons are also delivered at the same time as the timetabled subject following the same lesson objectives but in a smaller group with a smaller range of abilities.

Able Pupils

Occasionally a pupil will stand out from their peers as having exceptional abilities. If the need is considered very different from their peer group, the pupil has special needs. In most cases these special abilities can be nurtured within the classroom by differentiation of the curriculum.

Access to the Curriculum

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Partnership with parents

Our school works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The Home-School Agreement is central to this. Parents have much to contribute to our support for pupils with special educational needs. Teachers have meetings to share the progress of special needs pupils with their parents. We inform the parents of any intervention, and we

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share the process of decision-making by providing clear information relating to the education of pupils with special educational needs. Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and our school. We will meet parents at least three times each year. These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used.

Pupil participation

In our school we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. Pupils are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Pupils are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Monitoring and evaluation

The SENCo or SEND team leader supports teachers, where necessary, in drawing up IEPs for pupils. The SEND team hold meetings to review the work of the school in this area. The Headteacher reviews this policy annually and considers any amendments in the light of the annual review findings.

Staffing and resources

A range of teaching resources are used to enhance learning and memory. These include ICT facilities. Teachers are supported by the Teaching Assistant (TA).

Complaints

Parents are encouraged to discuss any concerns with the pupil's class teacher, SENCo, relevant SEND leader or the Headteacher.

Disability Discrimination Act

The whole raison d'être of our school is whenever possible to provide for pupils who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan and also our Single Equalities Policy.

This Policy will be reviewed annually

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