



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Approved by: Full Governing Body

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1. Aims

- 1.1** Springwood High School is a mixed, all-ability school catering for the needs of pupils aged between 11-18 years. Within the pupil population we recognise that there are those pupils identified as having particular needs related to their learning. In addition the school is committed to identifying and removing barriers to learning which may emanate from factors related to cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical difficulties.
- 1.2** Springwood High School aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the curriculum. This policy should be read in conjunction with the school's Equality of Opportunity Policy, Behaviour Policy and Curriculum Policy.

2. Objectives of the Provision at the School

- 2.1** The aim of Springwood High School is to attain maximum achievement for every individual in an inclusive and appropriate educational environment. We will work in partnership with pupils and parents to ensure that individuals reach their full potential.
- 2.2** We believe that both academic and social development, including personal attitudes and values, are important. These essential factors will help our pupils to meet the wider demands of the world of work and adulthood.
- 2.3** In particular, we aim to:
- Enable every student to experience success
 - Promote individual confidence and a positive attitude
 - Ensure that all students, whatever their Special Educational Needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
 - Give students with SEN-D equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
 - Identify, assess, record and regularly review students' progress and needs
 - Involve parents/carers in planning and supporting at all stages of their children's development
 - Work collaboratively with parents, other professionals and support services
 - Ensure that the responsibility held by all staff and governors for SEN-D is implemented and maintained.

3. Facilities and Access

- 3.1** Ramps and lifts are an integral part of the build and there is access to toilets for people with disabilities. The School prides itself on providing access to a full entitlement curriculum for all its pupils in preparation for life in the 21st Century.
- 3.2** Staff are well versed in teaching and supporting pupils with learning difficulties and disabilities; we are committed to continuing professional development in order to further develop this expertise. The school works very closely with any external agencies. Examples of partnerships include, the Educational Psychology Support Service, Child and Adolescent Mental Health Service, Virtual School Sensory Support, and Community Paediatricians to name but a few, in order to identify pupil needs and to appropriately support them.

4. Identification and Review

- 4.1** The needs of some pupils are initially identified when they enter the school in their Statement of Special Educational Need or Education, Health and Care Plan or at SEN Support in line with the Code of Practice 2015.
- 4.2** Some pupils will have their needs identified after admission to Springwood High School and there will be a graduated response to meeting and reviewing their needs and any appropriate provision. Their needs are further assessed by their subject teachers and Achievement and Progress Support Assistants or Learning Mentors. Form Tutors and Year staff form part of the support team which ensures academic and personal achievement.
- 4.3** Pupils with an identified Special Educational Need have a Learning Profile which is reviewed at least twice a year. The SENCO will ensure that the regular monitoring of students' needs and progress takes a pupil-centred approach.

5. Access to the Curriculum

- 5.1** The school ensures that pupils access a broad and balanced curriculum based on the National Curriculum but which is suitably differentiated and adapted to meet individual needs. We have English and Maths support groups to provide support and precision teaching to targeted groups of students, whilst Tutor Time intervention also provides literacy support focusing on reading improvement programmes.

6. Roles and Responsibilities

- 6.1** Provision for children with Special Educational Needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEN-D in his/her class, and to be aware that these needs may be present in different learning situations.
- 6.2** The Governing Body, in co-operation with the Head Teacher, has a legal responsibility for determining the policy and provision for students with SEN-D. It maintains a general overview and has appointed a representative governor (the SEN-D Governor), who takes particular interest in this aspect of the school.
- 6.3** The School has a Special Educational Needs Co-ordinator (SENDSCO) who is responsible for the development and day-to-day implementation of this policy and for co-ordinating specific provision made to support individual pupils with Special Educational Needs. The SENDSCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies to ensure that pupils receive appropriate support and high quality teaching.
- 6.4** The SENDSCO works with the Head Teacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 6.5** All staff are responsible for helping to meet an individual's Special Educational Needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.
- 6.6** The School sees the close partnership between staff, Governors and parents/carers as vital to the success in meeting the needs of our pupils. Parents and carers are invited to Annual Reviews/Parents Meetings, academic mentoring sessions and numerous school events.

7. Links with other schools and transition arrangements

- 7.1** Prior to admission the School liaises closely with other professionals who have had recent links with the pupil. Attendance at Annual Reviews and links with learning mentors and staff at Primary schools assist the smooth transition from primary to secondary education. Links with parent/carers of students thought to be at risk on transition are seen as a vital part of the move to secondary school.
- 7.2** Each pupil is discussed with primary colleagues. Such information ensures the necessary continuity for a smooth transition. In addition this process also highlights where pupils may have dual exceptionalities in addition to their SEN such as a special gift or talent.

8. Complaints Procedure

- 8.1** Parental complaints or expressions of concern are dealt with by the Headteacher in consultation with the staff at the School. It is only after this process has been explored and an impasse has been reached that the full complaints procedure is implemented.
- 8.2** Details of this procedure are available from the school or on the West Norfolk Academies website.