



Churchdown School Academy
ACHIEVING SUCCESS FOR ALL

Special Education Needs Policy

Churchdown School Mission Statement

Our mission is to be a school where student development and learning are at the centre of everything we do. Students are expected to strive for personal excellence and demonstrate a commitment to learning as they fulfil their potential. Our community is a nurturing and caring one where students are encouraged to show compassion, friendship and support towards one another. We aim to provide an education which is fully inclusive, where every child is valued for who they are and who they can become.

At Churchdown School Academy the education we provide is guided by values of respect, ambition and tolerance. These values are particularly important to us as we develop the students into lifelong learners and prepare them for a life beyond school.

Churchdown School will:

1. Value all of our students and staff equally
2. Expect students to work hard and enjoy school
3. Endeavour to develop the full potential of every student
4. Expect students to be involved and to accept responsibility
5. Continue the professional development and training of all staff
6. Involve parents and carers in their children's education
7. Ensure that students meet the school's expectations
8. Expect parents, carers and the community to support the school in its expectations

Introduction

Churchdown School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and equal members of the school. As such provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students with SEND.
- To enable students with SEND to maximise their achievements.

- To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all students with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the student into account.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to students with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

The Legislative Context

Equal Opportunities

Special Education Needs was identified as an equal opportunities issue in the 1988 Education Reform Act and the subsequent NCC document "The Whole Curriculum". In these it states that all children have the right to the broad, balance and differentiated curriculum, including the National

Curriculum.

There is a clear expectation within the 1996 Education Act that pupils with special needs will be included in mainstream schools. The SEN and Disability Act 2001 reinforce this. SENDA makes it unlawful to discriminate against disabled pupils in all aspects of school life. From September 2002 schools and LEAs must:

- not treat disabled pupils less favourably, without justification for a reason which relates to their disability;
- make reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to other pupils;
- plan strategically for and make progress in improving the physical environment of the school and improve the ways in which written information is provided.

The school aims reiterate this equal opportunities theme. Meeting the special needs of students is a shared responsibility. All students share the same right to a broad, balanced and differentiated curriculum, which is relevant to their needs.

The school has been making great strides over recent years to improve the accessibility of the school to wheelchair users. All ground floor buildings now are accessible via ramps. Accessible toilets are available.

These facilities are of benefit to the local community as well as to students of the school, both present and future.

Admission Arrangements for Students with Special Educational Needs

The Headteacher is responsible for the admission arrangements as laid out in the Admissions Policy. The school acknowledges in full its responsibility to admit students with already identified special educational needs, as well as identifying and providing for those not previously identified.

Responsibility for implementing the policy

The 1988 Education Act stated that meeting the special needs of pupils is the responsibility of all the staff. This has been restated in the subsequent Education Acts and the Codes of Practice for SEND. The responsibility for special needs belongs to all staff, although there are some staff that have the added task of making sure that this is carried through into practice.

Heads of Department are responsible for liaising with the Support Department to ensure that the needs of pupils are met in their subject area and that the curriculum on offer is accessible to all.

Heads of Year are responsible for overseeing the welfare of individual pupils and for liaising with the Support Department when, for example, home or behavioural problems might affect a child's learning.

The Learning Support Team has a specific role to play in:

- The day-to-day operation of the SEND policy
- Identifying and assessing individual special needs
- Coordinating the additional provision for children with SEND
- Supporting staff in meeting the needs of students across the curriculum
- Providing individualised programmes for students who need additional and specialist intervention
- Overseeing records of needs, assessments and progress of children with individual needs
- Evaluating the effectiveness of the school's response.
- Liaising with external agencies, such as the LA's advisory services, educational psychology services, health and social care.

Role of the Governors

The governor for SEND has responsibility for informing the governing body on all aspects of SEND in the school. The governors must ensure that the SEND policy is implemented effectively and that the necessary provision is in place for students with SEND. They must have regard for the Code of Practice (Sept 2014) and report annually to parents on the school's policy for SEND.

Role of parents of students with SEND

The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents of children with SEND are encouraged to contact the SENCo if they have any concerns or queries about their child's needs.

Role Of the Special Needs Co-ordinator

It is the role of the SENCo to ensure that children with SEND experience a smooth transition from primary school and to ensure that appropriate provision is in place once at Churchdown School. The SENCo will be responsible for:

- The efficient and effective management, organisation and administration of the Support Department.
- The day-to-day operation of the school's SEN D policy.
- Coordinating and supporting the work of subject departments and year teams to ensure that individual needs are identified, recognised, and their progress monitored.
- Building a diagnostic profile of each student with individual learning needs and overseeing the records and SEN D register as required under the Code of Practice.
- Providing support and guidance to these pupils.
- Liaison with appropriate LA Support Services, feeder primary schools, sixth forms, further education, Careers Service and employers in relation to students with Special Educational Needs including students with Statements/EHCPs and their parents.
- Advising on the suitability of resources for children with Special Educational Needs.

When this policy was reviewed, an equality impact assessment was conducted to ensure any changes did not have an adverse effect under the terms of the Equality Act 2010. Should you have any comments regarding this policy, please contact the school.