

SEND POLICY

Heart of England School is committed to ensuring that the necessary provision is made for every pupil in the School to ensure that all students are able to access the Curriculum and make the best possible progress.

The new SEND Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

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

Heart of England School believes that all children with a Special Educational Need or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality and provide support for all learners. Heart of England's curriculum seeks to:

- Provide suitable learning challenges
- Meet the diverse student learning needs
- Remove the barriers to assessment and learning

OBJECTIVES

Provision for students with SEND is a whole school matter with all members of the school community. In line with the new Code of Practice, Heart of England School will:

- Identify and address the SEN of the pupils we support.
- Use our best endeavours to ensure that a child with SEND gets the support they need.
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate
- Curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximize their achievement.
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education.
- Designate a teacher responsible for the coordinating of SEND provision, our SENCO

CONTEXT

A child is defined as having a SEND need if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The new Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action each school within the Trust needs to take to support students in mainstream education. It is not to fit students into specific categories.

IMPLEMENTATION OF THE POLICY

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and seeking to meet the needs of the individual.
- Arranging specialized provision to meet the needs of groups with low-level achievement.
- Enabling all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- The quality of teaching students with SEND and progress will be closely monitored by the SENCO and support provided by the Leadership Team
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.
- Regular monitoring of the progress and development of all pupils throughout each school.
- Providing high quality teaching that is differentiated to meet the needs of every individual.
- Following a comprehensive and structured approach to ASSESS – PLAN – DO - REVIEW
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the School'S SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

STAFFING AND PROFESSIONAL DEVELOPMENT

The Leadership Team will take active steps to ensure that staff are both aware of and adhere to the aims and stated outcomes that are contained in this policy.

Key Members of Staff:

- SENCO: Miss Anna Hoban
- Link Governor: Mrs Lesley Markham
- Leadership Team: Mr Gethyn Bennett

This policy will be reviewed annually.