SPECIAL EDUCATIONAL NEEDS POLICY

Statement of Intent

This Policy will ensure that Beechwood Sacred Heart is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every pupil matter. This School provides an inclusive curriculum, which is designed to meet the needs of all its pupils including those with physical disabilities (within the physical constraints of our environment), those with special educational needs (including social, emotional and mental health needs), those from all cultural backgrounds and pupils with English as an additional language. All pupils may have an additional need at different times and therefore a wide variety of strategies are used to meet these needs as they arise. The Head ensures that there is sufficient funding for special educational provision including the necessary staffing. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed and all pupils will be provided with equality of opportunity. Parents will be fully informed when special educational provision is made for their pupil.

A Definition

According to the SEN& D Code of Practice (2014)

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have significantly greater difficulty in learning than the majority of children of the same age; or

b) have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others in mainstream schools or mainstream post-16 institutions.

Where a child has a disability or health condition which requires special educational provision to be made, they are covered by this definition.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught."

January 2015 (6.5)

"The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils"

Disabled children and young people without SEN are provided for in Legislation from the Children Act 1989, the Equality Act 2010, the Health and Social Care Act 2012 and the Children and Families Act 2014.

Aims and Objectives

Beechwood Sacred Heart follows the British Dyslexia Association principles to develop good practice in the early identification of pupils with learning difficulties. We follow the guidelines of other professional bodies as required, for example, The Royal College of Speech and Language Therapists.

The Learning Development Department pays due regard to the principles embodied in the SEN & Disability Act 2001, the Disability Discrimination Act 1995, and the revised Code of Practice for SEN Jan 2015 for identification and assessment, in order to support all children with learning difficulties. We also adhere to any further adjustments in the Equality Act 2010 and the Children and Families Act 2014.

The revised Code of Practice puts emphasis on the fact that every teacher of children and young people with SEN&D. The Learning Development Department will support the Beechwood teachers in their role, helping them with identifying and differentiating for these pupils within the classroom.

We believe that our students have the right to an education that is appropriate to their individual needs. It is our aim to provide learning experiences that are differentiated to take account of the needs and attainments of the individual student. In doing this, we intend to minimise the difficulties that some students will experience. We also realise that some children will need special consideration and provision. Beechwood supports the use of enabling technology to promote learning independence.

We adhere to the legal requirements of pupils who attend our School with a 'Statement of Special Educational Needs' or the new 'Education, Health and Care' plans, co-operating with outside agencies, putting in place special requirements and paying due attention to all their welfare and educational provision.

Learning difficulties can be demonstrated across the ability spectrum. Our objective is to help all pupils achieve their potential, by improving their learning opportunities, and to provide a safe and secure 'inclusive' environment where support is considered as a School response to a pupil's diversity. This should enable all children to participate in the life and activities of the School to the best of their abilities whatever their needs.

We consider parents to be partners with the School in their children's educational progress, and recognise that they have a crucial bearing on the child's learning and on the effectiveness of school action. We aim to keep them informed about their children's progress during Parents' Evenings, Learning Development Day and any other necessary time.

We believe that there are many reasons, apart from a long-term learning difficulty, that can cause a pupil at some stage of his or her school life to require support for learning. The Learning Development Department works with subject teachers to put in place the appropriate graduated response for pupils according to the level of need.

In summary, our Policy objectives are:

- To ensure that students with Special Educational Needs will be given the opportunity for access to a broad and balanced curriculum. We also aim to provide the flexibility and programmes to suit individual requirements so that all pupils have an equal opportunity to receive an education that is appropriate to their needs.

- For all pupils to achieve their full potential across the whole curriculum.

- To provide a supportive, caring environment where they can gain in self-esteem and confidence.

- That pupils are respected as individuals whatever their race, gender, religion, culture, disability or ability.

- To screen pupils for SpLD when they join the School and to identify and assess students needing other forms of learning support using information from all possible sources.

- To use the Learning Development budget to provide appropriate resources to support the individual requirements of all those pupils needing learning support.

- To develop a partnership with parents in order that their knowledge, views and experience can assist us in assessing and providing for their children, thereby encouraging positive and active parental involvement.

- To consider the views of the students concerned in order to provide more effectively for them.

- To liaise and collaborate with outside agencies where appropriate, keeping parents informed at all times.

- To ensure that all staff are aware of their responsibilities towards students with learning difficulties and are supported by training, information and advice to enable them to differentiate effectively within the classroom.

- To continue to develop a system of recording and communicating information so that all staff, agencies and parents of children receiving Learning Support are informed of changes and progress.

- To monitor our effectiveness in achieving the above objectives.

- The day-to-day co-ordination of SEN is delegated to the Head of Learning Development.

Revised September 2019 (DHM/KC)
To be reviewed September 2020