



Special Educational Needs and Disability Policy

Date of next review: **September 2023**

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
September 2022	Headteacher	New formatting – numbering added to paragraphs; new logo added	07.08.22

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Introduction

The following *Special Needs and Disability Policy* should be read and used to assist in identifying and reviewing specific arrangements and responsibilities for Special Needs at Prospect School and adapted as necessary.

Prospect School is designated as a specialist provision providing day education for students aged 11-16 years old with social, emotional and mental health (SEMH) needs. A number of our students also have a range of additional needs which include attachment disorder, attention deficit and hyperactivity disorder (ADHD) and autistic spectrum conditions (ASC). All students at Prospect School have an Education, Health and Care Plan (EHCP) of Special Educational Needs.

The school is committed to its vision statement, aims and objectives which provide the foundation for all its policies and practices. This policy ensures that curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by each student.

1. Aims

1.1. Prospect School aims to:

- create an environment that meets the special educational needs of each student;
- ensure that the special educational needs of students are identified, assessed and provided for;
- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for student's special educational needs;
- enable all students to have full access to all elements of the school curriculum;
- ensure that parents are able to play their part in supporting their child's education;
- ensure that our students have a voice in this process.

2. Educational Inclusion

2.1. In our school we aim to offer excellence and choice to all our students, whatever their ability or needs. We have high expectations of all our students. We aim to achieve this through the removal of barriers to learning and participation.

2.2. We want all our students to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that students:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates

- need a range of different teaching approaches and experiences
- 2.3. Teachers and other support staff respond to student's needs by:
- providing support for students who need help with communication, language and literacy
 - planning to develop students understanding through the use of all their senses and of varied experiences
 - planning for student's full participation in learning, in both physical and practical activities
 - helping students to manage their behaviour and to take part in learning effectively and safely
 - helping individuals to manage their emotions, particularly anxiety, stress and attachment difficulties and to take part in learning
- 2.4. Teachers use a range of strategies to meet students' special educational needs.
- 2.5. Lessons have clear learning objectives. We differentiate work appropriately and we use assessment to inform the next stage of learning.
- 2.6. Individual Learning Targets, which employ a small-steps approach, feature significantly in the provision that we make in the school for students.
- 2.7. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that students experience success.
- 2.8. Where additional support is needed from outside services, we consult parents prior to any support being actioned.
- 2.9. The school works closely with a range of outside agencies as required to meet individual student need.
- 2.10. The school works closely with parents/carers in the support for their child with special educational needs.
- 2.11. We encourage an active partnership through an ongoing dialogue with parents/carers. The home-school agreement is central to this.
- 2.12. We have regular meetings to share the student's progress with their parents/carers.
- 2.13. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of their child.

3. Student Participation

- 3.1. In our school we encourage students to take responsibility and to make decisions; this is part of the culture of our school.
- 3.2. Students are involved at an appropriate level in setting targets in their Annual Reviews and Progress Review Meetings.

4. Admissions

- 4.1. Referrals are made by the Local Authority and considered by the Headteacher and the Governing Body.
- 4.2. Referrals are considered against the following criteria:
 - The individual student's needs and the provision in the school i.e. the child has the necessary skills to access the curricular provision in the school
 - The integration of the student in relation to the other students in the school and the composition of existing teaching groups
 - The efficient and effective use of the school's resources
- 4.3. Particular reference is given to Section F of the EHCP or the Education Provision specified and whether the school has the capacity or the structure to deliver the provision described.

5. The Provision

- 5.1. Each student's needs are considered on an individual basis.
- 5.2. All students have an EHCP which summarises their needs.
- 5.3. All students' EHCP targets are shared with all leaders of learning and are recorded and reported on across the year.
- 5.4. Careful monitoring ensures that identified practices or adjustments are incorporated into the planning and delivery of all teaching and learning.
- 5.5. Each student is based lined on entry. This includes standardised testing in reading, spelling and numeracy skills, as well as across all subjects.
- 5.6. Reading and spelling are retested each year to track individual progress.
- 5.7. The school is committed to delivering a broad and balanced curriculum with a clear focus on the individual needs of each student.
- 5.8. The school implements a wide range of publicly accredited courses.
- 5.9. The Headteacher and the Governing Body are responsible for the overall provision in the school.

6. Monitoring and Review

- 6.1. The role of the Operational Safeguarding Lead and the Welfare Officer ensures that we fully measure and understand students' needs as they join our school, that any additional provision is planned for, and that its impact is monitored. This relates to a very particular group of students whose needs fall outside or at the edges of our usual range of provision.
- 6.2. In all other cases we expect staff to work with students in such an individualised way that their needs can be met within the usual careful planning and differentiation which applies to the general population of the school.

6.3. The key responsibilities (as defined in the revised SEN code of practice)

- Overseeing the day to day operation of the school's SEN Policy - *Headteacher/Assistant Headteacher: Personal Development and Wellbeing*
- Co-ordinating provision for students with special educational provision - *Headteacher/Assistant Headteacher: Personal Development and Wellbeing and Governing Body*
- Liaising with and advising fellow colleagues - *Assistant Headteacher: Personal Development and Wellbeing, Intervention Lead*
- Overseeing the records of all students with special educational needs - *Assistant Headteacher: Personal Development and Wellbeing, Tutors and Leaders of Learning*
- Managing support staff - *Senior Leadership Team and Line Managers*
- Contributing to the in-service training of staff - *Head teacher, Assistant Headteachers, Operational Safeguarding Lead, Pastoral Team, Leaders of Learning*
- Liaising with external agencies including the LA's support and educational psychology services, health and social care and voluntary bodies *Headteacher, Assistant Head teachers, Operational Safeguarding Lead and Welfare Officer*
- Managing the Annual Reviews - *Headteacher and Assistant Headteacher: Personal Development and Wellbeing, with tutors*