

# Special Educational Needs Policy – Statement of Intent

Review Body	Governing Body
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## Rationale

At the Gipsy Hill Federation, we believe that every child is unique. We value individuality and we are committed to providing opportunities for all children to achieve their best. We promote children's strengths and challenge every child accordingly. We also aim to identify needs early in their educational career and provide appropriate support. At all times, the federation aims to remove barriers to learning and thus ensure equality of opportunity for all. Throughout each child's time at the federation, we value the involvement of the child, the family and the team working around the child at all times.

The Children & Families Act (2014) sets out new requirements to be implemented for supporting children and young people/adults with Special Education Needs & Disabilities. We work in partnership with external agencies and the appropriate local authority services to ensure that all children, including those with SEND, make the best possible progress. The schools can provide for children with the following SEND:

- Communication and interaction
- Cognition and learning
- Physical and Sensory
- Social, emotional and mental health needs

The new 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, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

At the Gipsy Hill Federation, we believe that all children with a Special Educational Need or Disability (SEND) must have their needs recognized and assessed, with appropriate and timely intervention put in place to remove barriers to learning and meeting their full potential.

## Objectives

Provision for students with SEND is a whole school matter. In line with the new Code of Practice, at the Gipsy Hill Federation we will:

- Identify and address the SEND of the pupils we support.
- Use our best endeavors 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 mainstream 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 i.e. SENCO

## Context

A child is defined as having SEND 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.

## 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:

- Making SEND provision an integral part of the School Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from year to year within our schools, when joining our schools and also when transitioning to new provision (for example, moving on to secondary school).
- Removing barriers to achievement and offering alternative / personalized curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision, where necessary and appropriate, to meet the needs of individuals and groups of children.
- 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 all groups of learners, including those with SEND and progress made by students is a core part of the school's performance management arrangements.
- 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 at the Gipsy Hill Federation.
- Providing high quality teaching that is differentiated and personalized to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- 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 Schools' SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

## Staff and Professional Development

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

This policy needs to be read in conjunction with the school's SEND information report.

This policy needs to be read in conjunction with the FAQs for parents which can be found under SEND report in each school's section.

This policy will be every three years in accordance with the school's review cycle.