

SPECIAL EDUCATIONAL NEEDS POLICY

Vision

We are a community committed to excellence and the development of the potential of all.

Rationale

Addington School is a Community Special School for pupils with severe, profound or complex learning needs, many of whom have associated disabilities.

All pupils who attend Addington School have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). Addington has 205 pupil places available for pupils aged between 3 and 19 years.

Aims

- To know that what we do is making a difference to the lives of our young people now and for the future.
- To continue to promote an inclusive approach to all aspects of educational life.
- To promote and expand our Parent and Community Partnership.
- To provide a learning environment based on mutual respect and self-advocacy.
- To create a challenging forward-thinking culture.

Arrangements

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN.

The Headteacher has overall responsibility for ensuring that appropriate provision is made for all students at Addington School.

The Leadership Team will work together to ensure student's needs are identified and that appropriate support is in place.

The Leadership Team are responsible for ensuring that students receive the support necessary to successfully access the curriculum.

In all cases, class/subject teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and differentiated. All staff should ensure that they follow the school's procedures for identifying, assessing and making provision to meet those needs.

Staff will receive appropriate training in order to support our student's needs.

Where appropriate, pupils may be withdrawn for special individual and/or small group tuition. This may include Speech and Language Therapy, Occupational Therapy and Physiotherapy.

The school will endeavour to work in genuine partnership with parents in relation to pupils including regular contact through home-school books, regular meetings, parents' evenings, annual reviews and other events.

Appropriate records will be maintained by the Admin Team.

Annual Reviews

All pupils are entitled to an Annual Review of their Statement of SEN or their EHCP. Under 5 years, pupils are entitled to 6 monthly reviews.

During the next few years all pupils will be entitled to a transition review from a Statement of SEN to an EHCP. Priority from the Local Authority will be for pupils at key stages of transition.

From year 9, all reviews include a focus on preparing for adulthood including employment, independent living and participation in society.

Facilities and Resources

Addington School has purpose build accommodation appropriate for a wider range of individual needs.

In addition we aim to provide:

- Small class groups
- High staff ratio
- Quality professional development opportunities resulting in skilled staff at all levels
- Support for personalised learning – AAC, ASD, Behaviour, Access, HI, VI
- Exceptional facilities for Music, PE, Science, IT, hydrotherapy and independent living skills
- Age appropriate, well equipped play and leisure areas
- Partnership working with our speech and language therapists, physiotherapists and occupational therapy
- Partnerships working with Disabled Children's Team, Child and Adolescent Mental Health team, social services, education welfare services, respite services

Equal Opportunities

We recognise our duty and responsibility to establish equality for all pupils, staff, parents, carers, governors, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, gender reassignment, pregnancy or maternity, age, religion or beliefs as defined by existing equalities of legislation.

Recording and Reporting

The school has rigorous assessment for and assessment of learning procedures. Classroom staff formally assess pupil progress termly in Maths, English and PSHE. All pupils have an IEP which directly relates to Statement targets or EHCP outcomes. We meet parents formally to discuss progress at termly parents' evenings and an Annual Review. We formally report to parents in an annual End of Year Report.

Complaints

We are continually trying to improve the quality of education we offer and to do this in line with the wishes of the parents and carers. Whilst it is always cheering to hear good things about the school, we will be equally keen to deal properly with any complaint.

The Governors would hope that the vast majority of complaints would be resolved with teachers or the leadership team.

In the event the complaint is more serious or you are unhappy with the outcome, or even if you do not want to see a teacher first, the Headteacher or Deputy are available.

If after discussions with the school you are still not satisfied, there is a formal complaints procedure, which is available from the school website or school office.