

Avanti Fields School

Special Needs Education and Learning Differences and Disabilities Policy

Context

The school operates a unique approach towards the strategic development of supporting our vulnerable learners, recognising that all students have a right to access a stimulating and engaging curriculum, which is not only needs led but also flexible in its approaches.

Our ethos and culture encourages student independence at all levels and all school policies and procedures support this approach. We adopt a proactive style in our systems of management, recognising and responding to the needs of all individuals and adopting a more personalised and holistic approach towards the development of the curriculum and the tracking of individual pupil progress.

This SEN/LDD policy details how the School will ensure that the necessary provision is made for any

The aims of the SEN/LDD Policy

- To raise achievement by ensuring that students with SEN/LDD enjoy their education and achieve their full potential;
- To guarantee full inclusion for SEN/LDD students by ensuring they can access a broad, balanced and differentiated curriculum, in order to ensure that they fulfil their potential and enhance their self-esteem and self-worth;
- To enable SEN/LDD students to access extra-curricular activities in order for them to gain a growing sense of their place within the community;
- To offer appropriate forms of support by the most effective use of staffing and resources;
- To ensure that, in accordance with the Disability Discrimination Act (2001), all students, regardless of disability, have the right to equal educational opportunities;
- To ensure that SEN/LDD students feel safe, valued and respected in the School.

Objectives

We support the aims of the policy by:

- Identifying and assessing students with SEN/LDD through liaison with other schools and internal assessment;
- Involving parents and staff in the identification, assessment and delivery of Special Educational Needs (SEN/LDD) and promoting liaison between all agencies concerned;
- Supporting staff in meeting the needs of students with SEN/LDD via on-going professional development opportunities;
- Devising a structure for setting, implementing, monitoring and reviewing Classroom Support Plans (CSPs) and Individual/Group Educational Plans (IEPs);
- Inclusion and pastoral team monitoring students as they enter the school through home visits, information from families and schools and any third party agencies, as appropriate;
- The close tracking and monitoring of students;
- The inclusion team offering advice and training opportunities to all staff, including tutors and mentors, on employing differentiated teaching methods and resources so that they can make appropriate provision for pupils and students with SEN/LDD;
- The inclusion team ensuring that our pupils and students' Special Educational Needs are known to other schools to which they may transfer;
- Ensuring that safety is addressed when allocating resources, particularly in the science, design and technology, food technology and textiles areas, art and PE;

- Encouraging students to care for themselves and others and to take into account the demands of changing environments;
- Inclusion and pastoral teams identifying underachievement related to learning needs or behaviour and implementing appropriate intervention strategies.

Definition of Special Educational Needs

Students have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Students have a learning difficulty if they:

SENCO

- To make efficient use of resources for students with SEN/LDD;
- To disseminate SEN/LDD information to staff;
- To assess and coordinate provision for children with SEN/LDD, especially through School Action, School Action Plus and Statements of Special Educational Need;
- To liaise with fellow staff;
- To contribute to INSET for colleagues;
- To monitor and record data relating to students with SEN/LDD;
- To liaise with other schools;
- To liaise with parents of children with SEN/LD;
- To liaise with a range of external agencies;
- To coordinate and manage systems of support;
- To provide, if staffing allows, students with an environment in which they can feel safe at break and lunchtimes;
- To maintain a Dyslexia Friendly Status for the school;
- To produce the SEN/LDD register;
- To maintain pupil/student progress through analysis of data;.
- To co-ordinate the intervention for SEN/LDD students who have been identified as underperforming;
- Liaising with the Senior team, and provide opportunities for the Link Governor to visit the department in order to gain and develop a deep understanding of the development and issues related to SEN/LDD students.

Teachers

- To differentiate work by devising strategies and identifying appropriate methods of access to the curriculum for all students;
- To work with students and provide help on a daily basis;
- To plan, deliver and monitor personalised programmes for students with SEN/LDD who are on the School's register of SEN/LDD or who have a CSP;

- To maintain, in line with school policy, thorough records of intervention and records of poor student progress that occurs because of learning, behaviour, emotional or physical special educational need;