



SMITHDON HIGH SCHOOL

**SPECIAL EDUCATIONAL NEEDS AND
DISABILITY POLICY**

**Re-adopted by the Local Governing Body
March 2017**

Smithdon High School is a mixed, all-ability school catering for the needs of students aged between 11-18 years. It is recognised that there are students within the school who have particular needs related to their learning. In addition the school is committed to identifying and removing barriers to learning which may be attributable to factors related to cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical difficulties. Smithdon High School aims to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the curriculum. This policy should be read in conjunction with the school's Behaviour Policy and Curriculum Policy, as well as the Trust's Equality of Opportunity policy.

Objectives of the Provision at the School

The aim of Smithdon High School is to ensure the maximum achievement for every individual in an inclusive and appropriate educational environment. We will work in partnership with students and parents to assist individuals in reaching their full potential. We believe that both academic and social development, including personal attitudes and values, are important. These essential factors will help our students to meet the wider demands of the world of work and adulthood.

In particular, we aim to:

- Enable every student to experience success.
- Promote individual confidence and a positive attitude.
- Ensure that all students, whatever their Special Educational Needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Give students with SEN-D equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Identify, assess, record and regularly review students' progress and needs.
- Involve parents/carers in planning and supporting at all stages of their children's development.
- Work collaboratively with parents, other professionals and support services.
- Ensure that the responsibility held by all staff and governors for SEN-D is implemented and maintained.

Facilities and Access

Ramps and lifts are an integral part of the build and there is access to toilets for people with disabilities. The School prides itself on providing access to a full entitlement curriculum for all its pupils in preparation for life in the 21st Century. Staff are well versed in teaching and supporting pupils with learning difficulties and disabilities; we are committed to continuing professional development in order to further develop this expertise. The school works very closely with any external agencies. Examples of partnerships include, the Educational Psychology Support Service, Child and Adolescent Mental Health Service, Virtual School, Sensory Support and community Paediatricians in order to identify student needs and support them appropriately.

Identification and Review

The needs of some students are initially identified upon entry to the school in their Statement of Special Educational Need or Education, Health and Care Plan or at SEN Support in line with the latest Code of Practice. Some students have their needs identified after admission to the school, necessitating a gradual response to meeting and reviewing their needs and any appropriate provision. Their needs are further assessed by their subject teachers and members of the Inclusion team. Form Tutors and Heads of Year form part of the support team which ensures academic and personal achievement. Students with an identified Special Educational Need have a Learning Profile which is reviewed at least twice a year. The SENDCO ensures that the regular monitoring of students' needs and progress takes a student-centred approach.

Access to the Curriculum

The school ensures that students access a broad and balanced curriculum based on the National Curriculum but suitably differentiated and adapted to meet individual needs. The Achievement and Inclusion Centre offers specialist support and precision teaching to targeted groups of students, whilst Tutor Time intervention also provides a range of support.

Roles and Responsibilities

Provision for students with Special Educational Needs is a matter for the school as a whole. It is each teacher's responsibility to provide for those with SEN-D in his/her class, and to be aware that these needs may be present in different learning situations.

The Local Governing Body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for students with SEN-D. It maintains a general overview and has appointed a representative governor (the SEN-D Governor), who takes a particular interest in this aspect of the school.

The School has a Special Educational Needs Co-Ordinator (SENDCO) who is responsible for the development and day-to-day implementation of this policy and for co-ordinating specific provision made to support individual students with Special Educational Needs. The SENDCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies to ensure that students receive appropriate support and high quality teaching.

The SENDCO works with the Head Teacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

All staff are responsible for helping to meet an individual's Special Educational Needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The School sees the close partnership between staff, Governors and parents/carers as vital to the success in meeting the needs of our students. Parents and carers are invited to Annual Reviews as well as routine Parents' Evenings.

Links with other schools and transition arrangements

Prior to admission the School liaises closely with other professionals who have had recent links with the student. Attendance at Annual Reviews and links with learning mentors and staff at Primary schools assist the smooth transition from primary to secondary education. Links with parent/carers of students thought to be at risk on transition are seen as a vital part of the move to secondary school. Each student is discussed with primary colleagues. Such information ensures the necessary continuity for a smooth transition. In addition this process highlights where students may have dual exceptionalities in addition to their SEN such as a special gift or talent.

Complaints Procedure

Parental complaints or expressions of concern are dealt with by the Headteacher in consultation with the staff at the School. It is only after this process has been followed and where an impasse is reached that the full complaints procedure is implemented. Details of this procedure are available from the School.