



Special Educational Needs and Disability Policy

DATE CREATED	January 2018	DATE OF NEXT REVIEW	July 2024
POLICY OWNER(S)	Head Teacher		
DESIGNATION	St Elizabeth's School		

Purpose of policy	This policy has been developed in accordance with the DfE's statutory guidance 'Special educational needs and disability (SEND) code of practice 0 – 25 years' (January 2015)
Intended audience	All School staff
Links to other policies	Accessibility Policy (currently under review) Admissions Policy Curriculum and Accreditation Policy Equality and Diversity Policy SEND Code of Practice 2015 Equality Act 2010.

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1. Introduction:

This policy has been developed in accordance with the DfE's statutory guidance 'Special educational needs and disability (SEND) code of practice 0 – 25 years' (January 2015).

Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if she or he:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions. (source: SEND Code of Practice).

Definition of Disability

All children and young people at St. Elizabeth's School meet the definition of disability under the Equality Act 2010 – 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

St. Elizabeth's School children and young people needs are defined in their individual Education, Health Care Plan (EHCP).

Their complex special educational needs relate to one or more of the following areas of need as detailed in the SEND code of Practice:

- Severe communication and interaction
- Severe cognition and learning
- Significant and challenging behaviour, emotional and social development
- Severe sensory and / or physical needs
- Medical conditions that require continual monitoring and/or intervention.

This policy ensures that the curriculum, environment, assessment of need for students takes full account of the type and extent of the challenges and difficulties faced / experienced by the child/young person.

2. Aims

To ensure the School makes provision for every child and young person we aim to:

- Undertake robust, multi-disciplinary assessments prior to admissions to determine whether the School is the most appropriate setting for the child/young person and that as a result of the assessment can fully meet his or her identified need
- Work collaboratively with parents/carers and external partners to support the child's education, health and care.
- Ensure and enable every child and young person to have a voice in deciding how their needs are met, make choices and help inform the Schools development
- Maintain an inclusive, low arousal environment that puts the needs of the child/young person first
- Adapt and review resources, including the physical environment to ensure it is fully accessible
- Develop individualised learning, care, health, therapy and where appropriate behaviour plans and guidelines that are consistently applied by staff and reviewed at regular intervals by the appropriate specialist
- Develop and deliver a broad and diverse curriculum which meets the education needs of every student so that their learning and progress is maximised
- Set clear expectations for all staff to understand and fulfil their roles and responsibilities in providing the highest standards of education, care and health to every child/young person.
- Ensure all additional support is highly effective in reducing barriers to learning and participation
- Implement frequent, appropriate training for all staff to ensure they fully apply inclusive, bespoke practice.

3. Education

Every child/young person's needs are different. St. Elizabeth's is committed to ensuring that the quality of education, the broad curriculum and opportunities it brings responds to every need.

We will do this by:

- Reviewing the content and delivery of the curriculum regularly throughout the year and annually
- Design the curriculum provision in line with the EHCP outcomes, aspirations of the child, assessed needs and vision of St. Elizabeth's.
- Ensuring the highest standards of provision is accessed by every student
- Respecting every child has different education and behaviour needs and aspirations

- Responding to a range of strategies to support their learning, appreciating the impact of their complex needs in processing and acquiring information differently
- Adapting teaching approaches and experiences – ensuring provision meets individual learning styles
- Monitoring progress at regular intervals, identifying areas of concern so that swift action can be taken
- Sensitively dealing with emotions, behaviours, anxieties so that they can participate fully
- Planning fully inclusive learning activities using specialist resources, such as OT, SLT, Physio
- Offering provision for information, advice and careers guidance
- Ensuring the school is a safe and happy place to live and learn
- Celebrating the success of the child/young person's outcomes

4. Accountability

The Head Teacher is responsible for the implementation of this policy ensuring the needs of students are met. The Head teacher will also:

- Oversee and manage the future development of the curriculum in response to the changing needs of students, those that are new to School and those that are continuing.
- Work closely with colleagues to ensure the holistic, person centred, individualised needs are met across education.
- Ensure that the School maintains an appropriate environment of inclusion and accessibility
- Respond immediately if barriers to access and learning are identified.
- Ensure the effectiveness of funding, equipment and resources including staffing

The Governing Body will:

- Have due regard to the SEN Code of Practice when carrying out its duties
- Identify a nominated Governor to have oversight of the school's provision in meeting the needs of every child/young person.
- Monitor and evaluate the effectiveness of the provision through a range of methods, such as: Governor visits, data analysis, performance management, use and spend of allocated budget.

5. Working in Partnership

The school is committed to developing positive, open and collaborative relationships with parents and carers. The contribution from parents and carers to support their children in school is vital in striving for the child/young person's success. We will actively encourage ongoing discussions with all and welcome feedback to help the school improve.

Feedback and updates through a weekly newsletter, regular meetings and daily communication will further help involve parents in the provision planned.

The School will work closely with all external partners in the best interest of the child and report at agreed stages progress, concerns and any other matters in relation to the child/young person in accordance with statutory duties.

6. Monitoring and review

This policy will be monitored annually, or sooner if necessary, or in response to legislative changes.

- Adjustments to the policy will also be informed by:
- Admissions
- Curriculum development
- Environment
- Resourcing including staffing
- The progress and outcomes of children and young people
- Feedback from parents/carers
- The voice of students
- Regulatory inspection.