



Bright Futures

Special Educational Needs and Disabilities Policy

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1. Introduction

Bright Futures School provides education for students from the age of 4 years to 25 years who have a wide range of complex learning difficulties. Students may experience additional needs associated with medical conditions, sensory impairments, physical and neurological problems and autistic spectrum disorders. All students will have a Statement of Special Educational Needs.

2. Objectives

- To ensure that all learners individual education needs are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.
- To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress for their abilities.
- To recognize and record students' strengths and successes to encourage a positive self-image.
- To ensure that staff with management responsibility, and individual members of staff accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for students with individual and special needs.

3. Strategies

- Regular monitoring, evaluation and review carried out by the headteacher will ensure that our aims for learners' individual and special needs are met to the highest standard.
- All teachers at Bright Futures School have appropriate skills and training to meet a variety of SEN and the ability to follow appropriate practices and procedures linked to the SEN Code of Practice.
- INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials.
- A flexible approach will be used involving a variety of forms of intervention such as in-class support, short term individual withdrawal, monitoring and production of appropriate teaching and specific advice to teaching and supporting staff.
- The positive achievements of learners must be recognized and celebrated in line with the school's policy on assessment, reporting and recording.

- Statemented learners will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

4. Identifying and reviewing the Needs of Students

Students will have had a full multi-disciplinary assessment in order to draw up their statement. The statement will be reviewed at least annually and recommendations for any changes or amendments will be agreed with the placing authority. A full re-assessment may be requested if there are significant changes to a student's needs or if a change of school is proposed. The review meeting is held in school and is chaired by the headteacher and attended by parents, social workers, class teacher and other professionals involved with the child. The school report and any other reports submitted by the professionals involved will be copied and circulated 2 weeks before the meeting. The meeting will consider: the reports submitted; other information on the child's progress over the past year; the views of parents; where possible the child's views; other relevant issues and the targets to be set for the coming year.

Student progress is under continuous assessment through analysis of BSquared data; teachers' records and through individual pupil progress files. Annual school reports are prepared for the Annual Review Meetings which are arranged in accordance with the Code of Practice and LA Guidelines. These reports summarise pupil progress through the year and annual assessments are reported at the Annual Review.

5. Access to the Curriculum

Bright Futures School makes provision for students to access their entitlement to a balanced and broadly based curriculum. The curriculum has been developed so that it matches the aims for each identified group of learners, addresses individual needs and fulfils statutory requirements.

At Bright Futures School we have four main strands to our curriculum. These are:-

- Engagement Curriculum
- Formal Curriculum (Key Stages 1-3)
- Pathways Curriculum (Key Stage 4)
- Adult Education

All of our curriculums teach and support students in their ability to experience and learn valuable skills including independence skills, social skills, mental health and well-being, creative skills, aesthetic skills, skills in relationships and sex education (RSE), British Values, and Social, Moral, Spiritual and Cultural (SMSC) aspects to learning and life.

Students with Autistic Spectrum Disorder follow a curriculum designed to support their specific educational requirements with their own setting. Specific approaches to support

individual learning styles include TEACCH, Picture Exchange Communication System, MAKATON, IPAD communication device, signs and symbols.