
Special Educational Needs and Disabilities Policy

Category of Policy: Central Education adapted by School

Ash Meadow School

Contents

Introduction.....	Page 2
Objectives	Page 2
Strategies	Page 2
Identifying and reviewing the Needs of Student.....	Page 3
Access to the Curriculum	Page 3
Policy Revision Log	Page 4

Introduction

Ash Meadow School provides education for students from the age of 5 years to 19 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 an Education, Health and Care Plan (EHCP).

Objectives

- To ensure that all students, 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 students with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that students may achieve high standards and make good progress for their abilities.
- To recognise 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.

Strategies

- Regular monitoring, evaluation and review carried out by the headteacher will ensure that our aims for students' individual and special needs are met to the highest standard.
- All teachers at Ash Meadow School have appropriate skills and training to meet a variety of Special Educational Needs and the ability to follow appropriate practices and procedures linked to the Special Educational Needs 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 students must be recognised and celebrated in line with the school's policy on assessment, reporting and recording.
- Statemented students will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

Identifying and reviewing the Needs of Student

Students will have had a full multi-disciplinary assessment in order to draw up their Educational Health Care Plan. 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 School Business Manager 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 Evidence for Learning, teachers' records and through individual student progress files. Annual school reports are prepared for the Annual Review Meetings which are arranged in accordance with the Code of Practice and Local Authority Guidelines. These reports summarise student progress throughout the year and annual assessments are reported at the Annual Review.

Access to the Curriculum

Ash Meadow School makes provisions 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 students, addresses individual needs and fulfils statutory requirements.

At Ash Meadow School we have three main strands to our curriculum. These are: -

- Engagement Curriculum's – (Pre-engagement, Engagement & Engagement to Key Stage)

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

All of our curriculums teach and support student 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. Specific approaches to support individual learning styles include TEACCH, MAKATON, IPAD communication device, signs, symbols and communication book.

Policy Revision Log

Policy Title: Special Educational Needs and Disabilities (SEND) Policy

Revision Number	Date of Revision	Nature of Revision
1.		
2.		
3.		
4.		
5.		