



<b>Title and Description</b>	<b>Special Educational Needs (&amp; Disabilities) and Inclusion Policy</b>
<b>Date of last review</b>	October 2017
<b>Approved by</b>	Local Governing Board
<b>To be reviewed by</b>	Personal development, behaviour and welfare Working Group
<b>Responsibility</b>	Deputy Head Teacher
<b>Review period</b>	Annually
<b>Date of next review</b>	October 2018

## **Special Educational Needs (& Disabilities) and Inclusion Policy**

### **1. Introduction**

- 1.1 The Children and Families Act (2014) places responsibility on the governing boards of schools to ensure that, whenever possible, children with special needs are educated in ordinary schools and that special provision is made for all students who have special needs. The Act also requires that schools have regard to the SEND Code of Practice (0 to 25) on the Identification and Assessment of Special Educational Needs. The Achievement Centre was established at the school in order to maximise the provision for, remove barriers to and personalise learning for students on the SEND register.
- 1.2 'Special Educational Needs' has a legal definition and is defined in the Act as a learning difficulty or disability which calls for special educational provision to be made. According to the Department for Education a young person has SEN if they:
- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
  - b) Have a disability which prevents or hinders them from making full use of the educational facilities generally provided for other children of the same age in mainstream schools.
- 1.3 This covers a number of our children who have a wide range of barriers to learning including: specific learning difficulties as well as behavioural, physical and emotional issues.
- 1.4 There are three main strands to the SEND provision:-
- i) To identify and assess students with SEND.
  - ii) To provide teaching and learning support to children with learning difficulties. To aid staff to provide appropriate educational provision that is adapted and personalised for all students with a Special Educational Need. This includes developing appropriate attitudes and practices throughout the school giving all students maximum access to the curriculum in mainstream classes (sometimes referred to as Quality First teaching).
  - iii) To work in partnership with parents/carers and develop good working relationship with outside agencies.
- 1.5 The SEND and Inclusion provision should be sufficiently flexible to meet both long and short term needs as any student may have a special need at some time in his/her school career. SEND issues are viewed as whole school issues and all members of staff take responsibility for SEND students within their curriculum and/or pastoral area. Special Educational Provision means provision which is additional to, or otherwise different from the provision made generally for children of a given age within the school.

### **2. Aims of the Policy**

- 2.1 This policy aims to guide the development of provisions for SEND students. This is in order to contribute to the positive learning culture of the school as well as to help raise the aspirations of and secure positive outcomes for all students. Other aims include:-
- Raising the awareness of staff about the needs of all students so that teaching and learning is more appropriate to the needs of students.
  - Clarifying the need to work in partnership with parents/carers, students and relevant external agencies in order to provide for students with SEND.
  - Promote an ethos in which every student is encouraged towards a sense of achievement and self-worth.

- Clarify the commitment to increase the expertise of staff with respect to provision for students with SEND.

### **3. Principles**

- 3.1 Framwellgate School Durham is committed to working within the current national legislative framework. This policy will have due regard for national legislation and the strategic priorities of the school. The school is committed to providing an education that includes and motivates all students to fulfil their potential, regardless of ability. We recognise that some students will need extra support and adaptations to remove barriers to learning in the school environment in order to access the school curriculum and to participate in school activities. The school regards SEND provision as the responsibility of all staff engaged with the learning and well-being of students.

### **4. Implementation**

- 4.1 The school will have due regard for the Children and Families Act (2014) and the revised SEND Code of Practice (0 to 25). Details of the implementation of this policy, including provision for students, support for staff, procedures and quality assurance processes are outlined in the implementation documentation. This will be implemented in line with the SEND Code of Practice which will include, as appropriate, Education Health and Care Plans (EHCP). The work of the Achievement Centre and its staff is central to overcoming any barriers to learning experienced by students with SEND. The implementation of this policy will be aligned to the strategic priorities of the school and the School Improvement Plan.

### **5. Monitoring and Evaluation**

- 5.1 Monitoring of the impact of this policy will be linked to established processes of self-evaluation and quality assurance at the school. The achievement and progress of students SEND across the whole school will be monitored by the Director of the Achievement Centre and the member of the School Leadership Team with responsibility for SEND. In terms of student achievement and provision for SEND students there will also be a reporting cycle to governors. Some colleagues will have appraisal targets linked to SEND provision and outcomes. This will be an ongoing process. As appropriate, the policy and procedures will be reviewed in consultation with parents/carers, staff and a sample of students and any amendments will be made.