
CHALLENGE HIGH SCHOOL FOR GIRLS



DOCUMENT NAME:

Special Educational Needs Policy

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Signed: 
Chair of Governors

Signed: 
Headteacher

1. INTRODUCTION

Challney High School for Girls' policies are designed to support the ethos, aims and vision of the School which are; Respect, Opportunity and Achievement.

2. RATIONALE

We believe that each young person is unique, with individual educational needs, and is entitled to the best possible learning environment and opportunities to maximise their potential and become successful. The School is fully committed to including all students in all aspects of school life.

This Special Educational Needs and Disabilities (SEND) Policy is written in compliance with the 2014 Children and Families Act and it's SEND Code of Practice together with the Equality Act 2010.

Young people may have special educational needs either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for students with special educational needs takes account of the type and extent of the difficulty experienced by them.

Some young people with disabilities may have learning difficulties that call for special educational provision. However, not all students deemed to be disabled will require this provision. A student with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess need on an individual basis, and make the appropriate provision accordingly.

3. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The 2014 Code of Practice states that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

(2014 SEND Code of Practice: 0 to 25 Years– Introduction xiii and xiv)

A child or young person having a learning difficulty or disability will have:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA);
- are under compulsory school age and fall within the definitions above or would so if special educational provision was not made for them.

Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- behaviour, emotional and social development;
- sensory and/or physical needs;
- medical conditions.

Special educational provision means educational provision which is additional to, or different from, what is provided for the majority of children or young people.

3. BROAD GOALS

In line with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010 this policy will enable each school within the School to:

- identify, at the earliest possible opportunity, barriers to learning and participation for students with SEND
- ensure that every student experiences success in their learning and achieves to their maximum potential
- enable all students to participate in lessons fully and effectively
- encourage and value the contribution of all students to the life of the school
- work in partnership with parents

- work with the Local Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- work closely with external agencies, where appropriate, to support the need of individual students
- ensure that all staff have access to training and advice to support quality teaching and learning for all students

4. PLANNING AND IMPLEMENTATION

In order to achieve our goals, we will ensure that:

- Students' achievements are celebrated and their efforts recognised and rewarded.
- The Support Team will offer advice, guidance and training to other colleagues in the most effective methods of meeting needs.
- The Support Team will establish a student's specific needs through the use of data and testing, as well as through consultation with feeder junior schools, parents and the young person themselves.
- The Support Team will ensure that the SEND database is available to all staff.
- The Support Team will publish information about SEND students in September each year and update as appropriate.
- The School's admission policy will ensure that students of all abilities have equal rights to admission.
- The School will work with partner schools to ensure transition phases are as smooth as possible.
- Lessons will be conducted in a secure, supportive and disciplined manner, with mutual respect evident between teacher and student.
- The curriculum will be differentiated and accessible to all students.
- Classwork and homework will be set as appropriate according to ability.
- In class support is provided, as necessary, for those students with special education needs within the constraints of resources.
- The Support Team will liaise with teachers, students and their parents in the development, implementation and review of targets.
- Staff consult with the parents of all students who require additional support when appropriate, but at least once a term for students with Educational Health and Care Plans (EHCP) and once a year for other students who require additional support. This would be in addition to their normal consultation evenings.
- Small group work is arranged for students who require additional support and in addition, one to one sessions are provided where appropriate.

- The school seeks to make its buildings and facilities accessible to all students and reasonable adjustments will be made where appropriate.

5. GRADUATED RESPONSE

In line with current legislation each the School will develop a graduated response procedure which details how individual students will be identified and supported to make progress.

If a student fails to progress, the School, through the Head Teacher and SENCO, will request the Local Authority to make a statutory assessment of the child's SEND. If the LA agrees, it will collect information from all relevant parties involved with the young person. From this the LA decides whether the young person needs an Education, Health and Care Plan (EHCP) to meet their needs.

An EHCP is a legally binding document which sets out the provision the young person must receive to overcome their barriers to learning. The LA provides the School with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. Targets are set each term as before. Each year the school must hold an Annual Review with the young person, parents and all the outside agencies involved to assess progress. A representative from the LA may attend these reviews.

6. MONITORING AND EVALUATION

This policy will be monitored and evaluated by each local governing body, Head Teacher, leadership team and relevant governors through:

- Annual reviews.
- Monitoring of student progress against set targets, available data and participation in extra-curricular activities.
- School consultation meetings.
- Evaluation and review of special curriculum provision.
- Internal and external audits.

7. COMPLAINTS PROCEDURE

Please follow LBC's guidelines for complaints and in addition the 2014 Children and Families Act and it's SEND Code of Practice outlining additional measure that the LA must set up for

preventing and resolving disagreements. These will be explained on an individual basis to parents if required.