



Excellence for All

SPECIAL EDUCATIONAL NEEDS POLICY

Rationale

This policy contains the intentions of Manor Green School to meet its duties as identified in the Children and Families Act 2014.

Manor Green School is a 2 -19 special school, supporting the needs of students with a variety of learning difficulties and other complex needs.

All students have an Education and Health Care Plan (EHCP), however, in the EYFS, a student may be placed at the school without an EHCP while the student is undergoing a multi-professional assessment once parents have made a clear indication that they would want Manor Green School to be the named school.

Aims

- To enable all students to have their educational needs met through teaching informed by effective target setting based on accurate assessment of the students' abilities.
- To involve parents as an integral part in the education of their child.
- To provide a multi-disciplinary approach to the meeting of students' needs through close working partnerships with speech and language therapists, occupational therapists, physiotherapists and child psychotherapists.
- In addition, the school works closely in partnership with the doctors and nurses from the Primary Care Trust as well as teachers for the Visual and Hearing Impaired, (VI and HI).
- To provide opportunities for students to be actively engaged in their own learning and the setting of their targets.

Guidelines

Teaching and Learning:

- Manor Green School uses ACE model as its philosophy of holistic education:

A – academic progress

C – care and therapeutic learning support

E – enrichment and life skills development

The above three areas are all equally important to help child develop into a happy and effective learner.

Assessment:

- Teachers are responsible for the initial, formative and summative assessment of students' abilities and progress.
- Staff work closely with outside agencies, including multi-disciplinary teams, to support the assessment of a student's special needs.
- Assessment is inclusive of parents/carers' views and their engagement in the assessment process is actively sought.

Monitoring of students' SEN:

- Either prior to, or within a few weeks of joining the school, the school will coordinate a multi-professional admissions meeting at which parents / carers have the opportunity to share with the school their knowledge and experience of their child's special educational needs.
- An ACE plan will be written within six weeks of a student joining the school. The ACE plan will be reviewed at the end of each term and revised at the beginning of the new term.
- A Care Plan will be agreed with parents and put in place. These will be updated whenever information changes, or termly, as appropriate.
- There are parents' consultations throughout the academic year. Communication with parents is facilitated in various ways to ensure parents have every opportunity to consult with staff on their child's progress.
- The school will hold an annual review once a year at which the child's Education Health and Care Plan (EHCP) will be reviewed. Appropriate professionals will be invited to the review, and advice will be sought. Prior to the annual review parents will receive a school report, aspects of which will be discussed at the review.
- The Governing Board monitors the curriculum, and assessment process, ensuring they are appropriate and meeting the students' needs.

Resources:

- There will be up to 15 students within a class.
- Each class will have a Class Teacher, Higher Level Teaching Assistant (HLTA) and Specialist Support Assistants assigned to the class in line with the agreed band for the additional learning support. This agreement is between the school and the local authority and is reviewed annually.

Staff Training:

- Appropriate CPD is provided for all school staff through a comprehensive training programme developed by the leadership team and HR.
- Training is identified through the School Development Plan and school's performance management programme.
- This includes training on a Monday and Tuesday afternoon in a one hour twilight sessions as well as the statutory five training days.
- All staff have access to an Induction Programme ensuring that they have knowledge of the range of SEN within the School.
- All appropriate staff have Team Teach training, People Handling training and PECS training, as well as in-house training on communication by the Speech and Language Team (SALT). Autism awareness training is also provided annually for all staff.

- In addition to attending relevant courses, staff are encouraged to work collaboratively with other schools and education provisions offering specific skills to continuously raise their own professional knowledge and skills.

Complaints:

Parents / Carers with a concern about the curriculum support being offered can approach the Class Teacher in the first instance. If this does not bring about resolution, parents/carers are asked to write to the school's Headteacher detailing their concerns.

All such concerns/complaints will be recorded in line with the school's Complaints Policy.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school staff
- Headteacher's reports

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

Review of Procedure

This procedure shall be subject to a review every two years and may be changed from time to time.

The Governing Board approved this policy on date: 21st March 2018



Signed:

Chair of Governors



Signed:

Headteacher

Initial Equality Impact Assessment: Special Educational Needs' Policy

Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
		✓

This policy affects or is likely to affect the following members of the school community (✓)	Students	School Staff	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community
	✓	✓	✓				

Question	Equality Groups																		Conclusion												
	Age			Disability			Gender Reassignment			Marriage and Civil Partnership			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Sex						
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes
Does or could this policy have a negative impact on any of the following?		✓			✓			✓			✓			✓			✓			✓			✓			✓				✓	
Does or could this policy help promote equality for any of the following?	✓			✓			✓			✓			✓			✓			✓			✓			✓					✓	
Does data collected from the equality groups have a positive impact on this policy?	✓			✓			✓			✓			✓			✓			✓			✓			✓					✓	

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Joolz Scarlett	25.2.16	ACE Committee	4.3.16