



## WEST LANCASHIRE COMMUNITY HIGH SCHOOL

### SPECIAL EDUCATIONAL NEEDS POLICY

The special educational needs (SEN) code of practice gives schools, early education providers, local authorities and those who help them – including health and social services – a duty to provide reasonable adjustments for disabled students.

Since 1 September 2012, schools and local authorities also have a duty to provide auxiliary aids and services to disabled students.

The SEN Code of Practice 2014 updated statutory guidance to make provision for children/young person and young people from 0 to 25 years.

#### **General Principles**

Every student, regardless of sex, race, religion and special needs, should be valued equally and should have access to educational opportunities, which include a broad balanced curriculum, which prepares students for adult life. For all of our students, the purpose of education is the same.

To capitalise on each child/young person's developmental capacity to learn academically, socially and emotionally with particular reference to preparing the child/young person for the adaptive responses necessary for successfully meeting the varying demands of an ever changing society.

However, the help an individual child/young person needs in making progress will be different.

Arrangements for assessment on arrival at the school, recognises the child/young person as a whole person and will, wherever necessary, be co-ordinated with other agencies. In this way the school demonstrates itself to be part of a 'holistic' approach, which is based on shared values and beliefs in relation to the child/young person.

#### **Assessment**

The provision made in school recognises the individual needs of the students and is reviewed regularly through liaison at key stage level to ensure that the resources of the school are offered efficiently in relation to the students.

The identification of the needs of the student involves co-operation with the parents and they are encouraged to be active partners with the school in meeting the needs of their respective child/young person. The role of the Family Liaison Officer supports this process.

The provision made within the school is designed to meet the needs of the students. Educational objectives are identified which are appropriate to the needs of the individual child/young person. The reviewing process assesses the achievement of objectives set out and identifies new objectives appropriate to the efficient use of resources.

The school contributes to and co-ordinates the annual reviews and 14+ Transition Plans of the students in the form of educational advices. Other agencies contribute to these reviews as appropriate at the request of the school and the parents.

Transition at 19 will also involve multi-agencies as a summary of the holistic work carried out since 14+ reviews.

### **Provision**

Parents will be given the opportunity to gain a clear understanding of the provision to be made for their child/young person in the school. This process will begin at the Without Prejudice Visit (WPV).

The school has developed a whole school approach to meeting the needs of the students, which is differentiated, age-appropriate and reflects its commitment to the curriculum entitlement of all students.

Methods, materials and content of the curriculum available to students will reflect the nature of their respective individual needs. Such provision will be flexible and responsive to the individual needs of the students. The annual review is an essential feature of the monitoring process which enables a response to student need.

Where a mainstream approach is deemed appropriate, provision for some inclusion time can be negotiated and the Inclusion Leader will ensure appropriate support where necessary.

Appropriate in-service training will be provided for all staff to assist in keeping abreast of national legislative developments and teaching methods and the changed requirements of our client. This is developed in a CPD plan by the Deputy Head Teacher.

### **Assessment of Performance**

The performance of the school will be demonstrated through the head teacher's report presented each term at the meeting of the full governing body. The progress of individual students will be demonstrated through their Annual Reviews and by reports to governors re: accreditation.

### **Treatment of Complaints**

Any complaints must follow the Complaints policy within school. As per policy, in the first instance, complaints should be addressed to the head teacher in order that specific issues can be addressed as early as possible. Thereafter, they should be addressed to the Governing Body in writing to the Chair of Governors.

To be read with:

- Inclusion Policy
- Admissions and Transfers Policy
- SEN report
- Local Offer

Reviewed: Spring 2018

Next Review: Spring 2019

Future arrangement will be to incorporate this policy into SEN report