

Horizons Independent School

**SEND
POLICY**

Policies to be read in conjunction with this policy:

- Education – the Curriculum
- Teaching & Learning

Policy Issued: Sept 2020
Policy Author: R Boulton
Reviewed by: R Boulton
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SEND POLICY STATEMENT

Rationale

In providing for children with Additional Learning Needs we aim to:-

- Develop all children to their full potential and to value them equally, irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify the needs of children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with additional learning needs throughout the school.
- Involve Parents/Carers/Social Workers in a partnership of support and at all stages of the assessment process.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Secure the appropriate staffing and allocate resources to respond to that need(s)

Horizons Independent School aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Inclusion Statement

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Provision

Additional Learning Needs provision at Horizons Independent School seeks to ensure that pupils who exhibit specific or additional needs are identified early and where appropriate specialist support allocated. The school:

- Screens all pupils on entry (including mid-year transfers) using agreed formal assessment procedures
- Informs staff of pupils needs via the following: The publication of the Additional Needs Register; a system of written advice to teaching staff, additional updates from care, therapy and multi-agency teams.
- Clear Individual Education Plans which are shared with pupils, parents/carers at Team Around the Child meetings as well as individual meetings with teachers and the head teacher.
- IEP targets are carefully monitored and reviewed by staff and updated half termly.
- Support in lessons.
- Regular review liaises with external agencies/TAC team.

- Provides training for support and teaching staff.
- Maintains high quality teaching resources in all curriculum areas.
- Addresses the needs of a cohort representative of the full range of ability ensuring access to full curriculum entitlement and by maximising strengths and minimising weaknesses e.g. with these students who exhibit ADHD, SpLD, MLD tendencies etc through appropriate teaching and learning strategies.

Monitoring and Evaluating Provision

It is the class teacher's responsibility to monitor the progress of children in their class each half term and identify those that are below what is expected or those that have not made progress.

Broad and Balanced Curriculum

Pupils with a special need follow a broad and balanced curriculum. The exception to this may occur if it is considered in the students' best interest to follow a modified curriculum. Teaching staff will use appropriate differentiation within the classroom so that students will make academic progress in line with their prior attainment.

Evaluating Success

The policy will be evaluated against the following criteria:

- a) Students with a special educational need are identified early
- b) Records/profiles of individual students demonstrate clear evidence of progress
- c) Documented evidence demonstrates that appropriate strands of intervention and a review of those strands are reviewed regularly and action taken accordingly
- d) Staff express satisfaction with the support they receive in providing for the additional needs of students
- e) Parents/carers and pupils express satisfaction with the support packages made available in addressing individual needs of pupils

Consultation with Parents/Carers

Horizons Independent School welcomes carers/parent's views and encourages them to be involved in supporting their child's performance in achieving and attaining. They are encouraged to contact school at any time.

SENCO Cause for Concern Referral Form

(Please complete this form with as much detail as possible)

Name of Pupil_____ **Class**_____ **DoB**_____

1. Please tick which area(s) of ALN is/are of concern for this pupil

- ☐ Cognition and Learning
- ☐ Behavioural, Emotional and Social Development
- ☐ Communication and Interaction
- ☐ Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this pupil.

4. Please detail any other factors which might be relevant i.e. recent conversations with Parents.

Action taken by SENCO: