

The Swan School Policy – Special Educational and Disability Needs (SEND)

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| Aims: | <ul style="list-style-type: none"> To maintain the highest expectations of what all students, including those with SEND, can achieve. To ensure that all students have full access to a broad, balanced, and enriching curriculum where they are given every opportunity to participate and make exceptional progress. <p><i>This will be achieved by:</i></p> <ul style="list-style-type: none"> Early assessment of students on entry to the school. Consulting with documentation and information from students' primary schools. Any reasonable adjustments made to ensure access to the curriculum, the school's facilities and the wider school community. Sharing of information with staff to ensure they are made aware of specific needs. Regular implementation and review of Accelerated Learning programmes to close learning gaps. Emphasis on the use of Quality First Teaching to ensure that all pupils are able to make exceptional progress. |
| Targets/ Outcomes | <ul style="list-style-type: none"> To identify and monitor students' individual needs to ensure that appropriate provision can be made. To plan and effective curriculum to meet the needs of students with special educational needs and ensure targets are SMART. To assess, plan, do, review and in accordance with the new SEND Code of Practice To work in close partnership with, and involve, parents/carers of students who have special educational needs. To ensure all who are involved with students are aware of the procedures for identifying their needs, supporting and teaching them. To work in close partnership, where appropriate, with outside agencies to support the needs and provision for students who have special educational needs. To ensure the statutory rights of every child is met as per outlined in the new SEND code of Practice. |
| Definition | <ul style="list-style-type: none"> A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: <ul style="list-style-type: none"> has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions |
| Roles and Responsibilities: | |
| Students will: | <ul style="list-style-type: none"> Have high expectations of what they can achieve and set themselves ambitious targets. Have a growth mindset, recognising that they will have to work hard and be resilient in order to achieve great things. Positively engage Accelerated Learning programmes and complete all tasks set to the best of their ability. Actively seek out support to address misconceptions when they arise. |
| All staff will: | <ul style="list-style-type: none"> Maintain the highest expectations of what all students can achieve, no matter what their prior experiences of education or learning needs. Ensure that they are familiar with the special educational needs of students they work with and effective strategies to help them achieve. |
| In addition, teaching staff will | <ul style="list-style-type: none"> Use the principles of Quality First Teaching to ensure that all pupils are able to make exceptional progress. Ensure they are familiar with the special educational needs of students they teach and implement effective curriculum planning and classroom strategies to help them meet the highest standards. Coordinate with support staff and the Accelerated Learning team to develop provision for SEN students. Deliver Accelerated Learning programmes as directed. Communicate with parents/carers of students with SEND regarding progress and to impart knowledge of the skills needed in their subject area. |
| Subject leaders will: | <ul style="list-style-type: none"> Monitor the progress of all students in their subject area, including those with SEND. Ensure that there are coherent short, medium, and long-term curriculum plans in place that anticipate potential misconceptions/challenges and proactively address them. Lead CPD for team members on effective strategies for accelerating progress of all students, including those with SEND. |
| Accelerated Learning team/ SENCO will | <ul style="list-style-type: none"> Ensure they are familiar with the needs of the students that they work with. Ensure that relevant information regarding SEND students is disseminated to staff. Deliver Accelerated Learning programmes and monitor the impact of these interventions. Engage with research and CPD on the most effective strategies to accelerate progress of pupils with SEND, sharing best practice with teaching staff. Make referrals to and work with external agencies. Organise and oversee the Annual Review/EHCP process for all students with SEND statements. Communicate the school's approach to SEN provision clearly to parents and other stakeholders, ensuring that all support strategies complement the whole school approach. |
| SLT will: | <ul style="list-style-type: none"> Communicate the school's approach to SEN provision clearly to parents and other stakeholders. Provide appropriate facilities for the provision of SEND students. Monitor the provision and progress of SEND students and report back to the governors as appropriate. |
| Relevant Docs: | Safeguarding and Child Protection, Equalities Policy, Medical Treatment |

| Monitoring Date: | Monitored By: | Full Review Due: | Review By: |
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