

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

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: