

Sheringham Woodfields School



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Registered Charity: Friends of Sheringham Woodfields School - 1127142

SPECIAL EDUCATIONAL NEEDS/ACCESS POLICY

Approved by SMT: 2 nd March 2020	Approved by Staff: 16 th March 2020	Approved by Governors: Spring 2020 (via GovHub due to Covid19)
Next Review date: Spring 2023	Person(s) responsible for review: SENCo	

Definition

Children have special educational needs if they have a learning difficulty which calls for special education provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning what the majority of children of the same age learn.
- Have additional needs which prevent or hinder them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

Rationale

We at Sheringham Woodfields School believe that each of our pupils has unique and individual needs. All our pupils are entitled to the best educational opportunities to reach their full potential.

We recognise that to achieve this some pupils will need more support than others and we must plan accordingly.

The special relationship of nurture, respect and care we foster at SWS will ensure that all pupils receive a broad, balanced and relevant curriculum.

Aims

Our ethos and broad aims are embedded within our mission statement and should be read in conjunction with this policy but in particular we aim to:

- Enable every pupil to achieve success
- Endeavour to make our staff feel they have the skills, facilities and resources to teach all pupils effectively.
- Ensure that effective differentiation and access for all pupils exists within the school.
- Allow all pupils to learn at an appropriate and accessible level.
- Identify and provide an extended or additional curriculum for students where appropriate at SWS or in collaboration with another learning establishment.

Rights and entitlements of our pupils:

- To have equal access to all opportunities.
- To be treated with dignity, respect and confidentiality by all staff.
- To receive a rich and varied curriculum which takes account of individual needs.

- To experience success and develop self-esteem.
- To be fully included in the school curriculum and the school community.
- To achieve through a well-planned structure of small targeted steps.
- To understand that they have an effect on the world around them.

Special Educational Needs Coordinator

The SENCO is responsible for:

- The day-to-day operation of this policy.
- Coordinating provision for pupils including attending Mutli-agency meetings.
- Ensuring that staff have the skills, confidence and support to provide equal access to learning opportunities.
- Identifying areas where pupils need alternative educational opportunities or provision.
- Arranging for training opportunities to support staff alongside the Business Manager/Head Teacher.
- Ensure pupils with profound and multiple learning difficulties are included and follow a relevant and meaningful curriculum.
- Liaising and offering advice to colleagues.
- Managing smooth transitions for students into SWS from home or other settings and within school/between classes.
- The strategic planning towards curriculum balance, planning and assessment of pupils requiring extra support.
- Liaising with outside agencies, parents or other schools to ensure consistency and information is shared.

Planning and Monitoring

Regular monitoring should ensure that:

- All pupils are getting the provision they need and identified in their EHCP.
- Sufficient differentiation is shown on planning and delivered through lessons.
- There is consistency of planning for additional needs and evidence of progress.
- That some pupils can achieve through a breadth of experiences which is measured through assessment.
- Short term plans reflect the needs of particular groups but are written within the guidance of medium term plans.
- We implement and develop planning for fixed periods with review structures in place to improve access for all.
- Pupils are making progress towards their EHCP outcomes.

Meeting individual needs

Our school is purpose built to enable access to all our pupils. In addition there are a range of specialist facilities and approaches such as hydrotherapy, sensory theatre, specialist teaching rooms, rebound therapy and sensory integration.

In addition to this there is access to specialist equipment to aid mobility, communication and control including; walking frames, voice output communication aids and switch operated equipment.

Links

Our pupils have access to physiotherapy, occupational therapy, speech and language therapy, Sensory Support and educational psychologists at the school. We work closely with parents/carers to facilitate a cohesive approach to pupils through home and school. We ask the visiting professionals to notify parents/carers if they have seen their child in school. This is often via the home/school diary.

To be read in conjunction with:

H&S Policy
Curriculum Policy
Assessment, Recording and Reporting Policy
Inclusion Policy
Complaints Policy