



Special Educational Needs Policy

Signature:..... Name:.....
Date:.....
Chair of Governors

Signature:..... Name:.....
Date:..... Headteacher

Reviewed February 2017
Amended November 2018

Wightwick Hall School is a generic special school catering for students from the age of 11 – 19. All students have a wide range of special educational needs; all have an EHCP and many have medical conditions.

The majority of students are transported to the school.

The main purpose of the Special Educational Needs Policy is to recognise that the provision made for all of our students is appropriate for each individual. Students receive a broad and balanced National Curriculum, which is adapted to ensure that all individual needs are met and students achieve their full potential. This policy should be read and used in conjunction with the schools' other policies.

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties towards all students with special educational needs.

The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The Code of Practice provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

Aims

The school will strive to:

- provide the best possible standards of teaching and learning
- work with parents and students to help our children at a level that meets their individual needs and capabilities, in a safe and caring environment
- foster pride in individual and group achievement
- foster self-respect, and to care for others
- ensure a safe, caring, happy environment for all
- enable children to develop positive attitudes and become independent learners
- develop and nurture a respect for all
- provide a stimulating environment motivating all to succeed

- encourage, welcome and value involvement from parents and carers in all aspects of school life
- encourage and develop contacts with the wider community

Provision

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's former school years.

This information will be used to-

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps on the child's learning
- take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education
- work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education

The Senior Leadership Team and Governors will:

- ensure that staff receive appropriate training
- ensure that staffing and funding are allocated in such a way as to maximise the benefits to all students
- ensure that staff are involved in the development of school policy and procedures
- ensure that schools work closely with parents/carers
- ensure that the school works closely with other agencies
- ensure that there is regular monitoring of the progress and development of all pupils throughout the school
- ensure that high quality teaching is provided and is differentiated and personalised to meet the needs of every individual
- ensure a comprehensive and structured approach to assessing, identifying and responding to individual needs

This policy will be reviewed by the Governors every year in accordance with the schools' review cycle.