

ACTIVE INCLUSION

Support & Learning Ltd.

SPECIAL EDUCATIONAL NEEDS POLICY **(incorporating policy on disability)**

Purpose

To ensure that all Children & Young People who attend any form of provision with Active Inclusion, whatever their special educational needs, receive appropriate educational and/or support provision.

To ensure that all pupils at Active Inclusion are not discriminated against on the grounds of their educational needs.

To ensure that wherever possible accessibility of provision for all pupils, staff and visitors. Active Inclusion's Bristol Centre is partially wheelchair accessible, with classrooms, meeting rooms and toilets on ground floor level.

Principles

Active Inclusion promotes an ethos which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Active Inclusion will promote a culture of awareness, tolerance and inclusion.

At Active Inclusion we strongly believe that each pupil has individual and unique needs and plan accordingly for all pupils to achieve their full potential.

Active Inclusion aims to provide all pupils with strategies for dealing with their needs in a supportive environment.

Active Inclusion believes that all students should be given the opportunity to have meaningful access to the National Curriculum and appropriate accreditation, through tailored tuition aimed at meeting individual needs.

The Special Educational Needs Policy will embrace the principles of the DCSF Every Child Matters agenda, Equal Opportunities Policy, Behaviour Management Policy, Active Inclusion's Code of Conduct for Staff, Duty of Care Statement and the SEN Code of Practice

Detail

Provision for children with special educational needs is a matter for the school as a whole. A significant proportion of pupils will have special educational needs (SEN) at some time in their

school careers. Some pupils require more support than others - some throughout their whole time in school and others for short periods to help them overcome more temporary needs. If all pupils are to achieve their full potential, we must recognise this and plan accordingly.

Active Inclusion aims to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as appropriate and possible
- identify, assess, record and regularly review pupil's progress and needs
- involve parents/carers and other relevant professionals in planning and supporting at all stages of their children's educational, social and emotional development

Roles and Responsibilities

It is each Support Worker and Tutor's responsibility to provide for pupils with SEN in his/her class or activity, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following Active Inclusion's policies, procedures and guidance for identifying, assessing and making provision to meet those needs.

Active Inclusion's Managing Director, in co-ordination with all managers, has a legal responsibility for determining the policy and provision for pupils with SEN, and has responsibility for:

- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and evaluated.
- the management of all aspects of Active Inclusion's work, including provision for pupils with SEN
- working closely with the SEN personnel within the organisation.

Active Inclusion's Head of Learning and Head of Support are responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for pupils with SEN
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEN

- carrying out detailed assessments and observations of pupils with specific learning difficulties
- supporting Support Workers and Tutors in devising strategies, setting targets appropriate to the needs of the Children & Young People, and advising on appropriate resources and materials for use with SEN and on the effective use of materials and personnel in the classroom or during activities
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are
- being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these
- agencies, Support Workers, Tutors and parents
- maintaining Active Inclusion's SEN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of
- existing assessment information
- contributing to the in-service training of staff
- managing teaching assistants
- liaising with the SENCOs in any previous schools that the pupils may have attended and/or any other relevant professions to help provide a smooth transition to Active Inclusion

Support Workers and Tutors are responsible for:

- including pupils with SEN in the classroom or during activities and for providing an appropriately differentiated curriculum. They can expect to seek guidance from the **Head of Learning** and **Head of Support** for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and
- supporting pupils with SEN
- giving feedback to parents of pupils with SEN.

Teaching Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision
- for pupils with SEN
- give feedback to Support Workers and Tutors about pupils' responses to tasks and strategies.

All Active Inclusion Staff have a legal responsibility for determining the policy and provision for pupils with SEN.

They must ensure that:

- appropriate provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN

- pupils with SEN join in activities alongside other pupils, as far as is reasonably practical
- and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the *SEN Code of Practice (2001)*
- parents are notified if Active Inclusion decides to make special educational provisions for their child
- they are fully informed about SEN issues, strategies and guidance
- are involved in the development and monitoring of this policy
- SEN provision is an integral part of the Active Inclusion's strategic plan
- the quality of SEN provision is regularly monitored.

Monitoring and Evaluation

The success of the Active Inclusion's SEN policy and provision is evaluated through

- monitoring of classroom practice by the Head of Learning and Head of Support
- analysis of pupil data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- organisational self-evaluation
- organisational SEN review
- visits from LEA personnel and Ofsted inspection arrangements once registration as an Independent School has been completed with the Department for Children, Schools and Families
- feedback from parents and staff, both formal and informal

Policy Date: August 2009