

HOPEWELL SCHOOL
<u>Special Educational Needs Policy</u>

All statements regarding Hopewell School should be read as covering Hopewell School and motorvations@hopewellschool.

Introduction:

The policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (June 2014)

Guiding Principles

- At Hopewell School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximize their life chances.
- All pupils are entitled to an education that enables them to:
 - achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education, training or supported living.

Objectives of the school's SEN policy

We will ensure that a child or young person with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support.

To achieve this;

- the views of the pupils will be sought and taken into account
- our parents have a vital role to play in supporting their child's education
- our pupils will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- the school will manage its resources to ensure all pupils' needs are met
- provision and progress for our pupils will be monitored and reviewed regularly
- the school will involve outside agencies when appropriate
- Education, Health & Care Plans will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the SLT in conjunction with the School Improvement Advisor.

How pupils with special educational needs are identified and their needs determined and reviewed.

All teachers are responsible and accountable for the progress and development of all the pupils in their classes. Where a pupil is not making adequate progress, teachers and parents will collaborate on problem solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils.

The identification of SEN will be built into the school's overall approach to monitoring the progress and development of all pupils.

Collaboration with parents

There are termly parent review days where parents can meet with teachers to discuss outcomes and next steps. Each pupil has an Annual Review and for some there is the six monthly LAC or CIN review. In addition to these formal meetings parents can contact the school at any time to raise issues or to arrange a meeting with staff.

Education Health and Care Plans

The vast majority of pupils at Holmewood School have Statements or ECHP's. Teachers, through their planning, will ensure that all who are working with the pupil will be aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN changes, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.

We liaise with all professionals working with our pupils such as: child health services, social services and educational welfare services. Collectively we are then able to plan the best support for our pupils.

Policy reviewed on May 2018

Policy reviewed by Susan Mayo

Ratified by governors: date to be confirmed