



Batchwood School

make every day count

**SEN/D Policy
(Special Educational Needs &
Disabilities)**

Next Review March 2018

Adopted: January 2013
Reviewed November: 2014, 2015, 2016, 2017
Signed: Kerry Pollard
Chair of Governors
Date:

Special Educational Needs Policy

Aim

Batchwood School aims to embrace the needs of all students and has a whole school approach to special educational needs and disabilities (SEN/D). Batchwood School aims to provide the highest quality support and intervention to meet the diverse range of learning difficulties of its SEMH students. We provide effective opportunities for all students by responding to their diverse needs. Our SEN/D provision follows current DfE definitions and guidance and reflects our statutory duties according to national legislation.

Principles

1. To ensure a full entitlement and access to high quality education within a broad and balanced curriculum for all students. To provide the opportunity for all students to reach their full potential.
2. To regularly up-date, evaluate and re-shape the curriculum in terms of the SEN/D students.
3. To develop confidence and self-esteem for all students in order to engender positive attitudes to learning and to the learning process.
4. To promote inclusion, care and guidance for all students.
5. To ensure that each student's special educational needs are correctly identified, assessed and monitored.
6. To ensure that all students with SEN/D make appropriate progress.
7. To ensure that the school provides adequate resources to meet the SEN/D of all students.
8. To create a multi-disciplinary approach by involving students, parents and outside agencies.

Definition of SEN/D at Batchwood School

All students at Batchwood School have an Educational Health Care Plan (EHCP).. The EHCP defines the nature of a student's learning and SEMH difficulties and identifies strategies and targets to assist in overcoming the problems that these present for the student and school. On entry to the school a student's learning difficulties will be carefully recorded in the SEN/D register. The purpose of the register is to ensure that staff have access to accurate and clearly defined information. The register is on the shared area for staff. All staff are expected to use it in informing their planning for students, as well as familiarising themselves with student learning difficulties.

The responsibility for ensuring the organisation and updating of the 'Register' falls to the Senior Leadership Team and SENCO who work together in this process.

The information is updated regularly and looks at strategies for students' needs. Literacy and Numeracy levels are also updated. The Middle Leader works in tandem with the SLT to ensure the successful implementation of the SEN/D policy across the school.

The SEN/D cycle at Batchwood School

Following the issue of an EHCP and admission to Batchwood, students' needs are serviced by working in small class groups (no more than 8 students per class) usually supported by a T. In some cases we have 1:1 support and provide individualised programmes of study. ECHP reviews update information relating to learning difficulties and targets for the year.

A number of other strategies are employed to support students' learning:

1. Pastoral Support Plans – used in response to social/personal issues.
2. Behaviour Modification Plans – employed where specific behaviour requires intervention.
3. Weekly Support Plans – used where long term behaviour strategies have not yielded successful results and the student is in danger of permanent exclusion.
4. ICMP (Herts Steps) – used in response to exaggerated, aggressive or violent behaviour.

Where students do not respond to the range of strategies offered to them a referral is made to outside support agencies. In some cases, it may become necessary to call an early annual review in order to explore the future viability of the placement.

Accessibility

The school has installed an accessibility ramp and the first floor level of the building is now accessible to wheelchair users and disabled students, staff and visitors.

Students and staff are expected to use appropriate language that does not convey negative images with regard to people who have physical disabilities or hearing/visual impairment.

The School has an Accessibility action plan which is reviewed annually with the Governing Body.

Partnership

The school will promote partnership in dealing with students' special educational needs through the participation of parents/carers, outside agencies and other stakeholders. All these stakeholders will be consulted and share in the process of dealing with SEN/D at the appropriate stages.

Complaints

Complaints about the process of SEN/D should be addressed to the Assistant Headteacher in the first instance and then to the Headteacher if this does not prove satisfactory. Complaints to the Governing Body need to be addressed to the Chair of Governors.

Outcomes

There is no end product to the learning process, but the school measures the effectiveness of the SEN/D policy via student progress, achievement and attainment. Parents/carers can request a progress profile for the child in their care at any time, which outlines progress in all the national curriculum subjects.