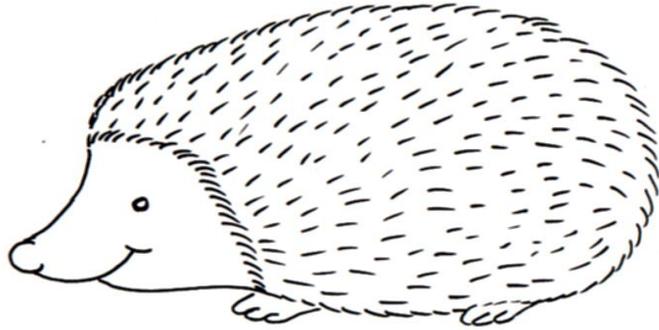


Hedgewood Special School



SEND Policy and Plan

Special Educational Needs and Disabilities:

Policy and Plan

This policy applies to all pupils in the school

References: SEN and Disability Act 2001 (SENDA), The Equality Act 2010

Created October 2014

Date for revision: October 2015

Annual review Summer Term

Head teacher; Mr M J Goddard

Introduction

School Accessibility Plan

The plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It also draws on guidance set out in the DfED document 'Accessible Schools' issued in 2002

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities

Special Educational Needs

At Hedgewood School we recognise that there are special educational needs which are not specifically related to disability, for example those of pupils who enter the school with little or no understanding of English language due to having a different language as a mother tongue. Full support will be given to such pupils to ensure rapid acquisition of English, either as a spoken language or in the case of nonverbal pupils as a medium of communication to support signing. This process will be facilitated through the Speech and Language therapy team's input, the use of FFT literacy schemes and EAL in the Mainstream strategies adapted use in a specialist setting. Students who are competent English speakers but who speak another language at home are encouraged to develop their mother tongue through MFL teaching where appropriate.

Philosophy

At Hedgewood School we believe that the quality education for all children can be defined through developing a culture of inclusion and acceptance, in which all members of the school community are valued equally, treated with respect and provided with equal opportunities. This can be achieved by encouraging the development of inclusive cultures, producing inclusive policies and supporting the development of inclusive values practices. Pupils, Parents and staff should work together with specialist support agencies and services to remove barriers, which restrict full access to education for all members of the school community. To achieve this, staff, pupils and parents must feel confident that inclusion is beneficial for the development of the child, and equal importance must be given to ensuring that no pupil's education is impaired.

Key Objectives

To reduce and where possible eliminate barriers to accessing the curriculum and participation in the Hedgewood School community for pupils and to prospective pupils who have a disability. Our aim is to create an environment whereby, so far as is reasonable and practical, each and every person (whether visiting or attending) can move freely around all the buildings and can experience all we have to offer.

Principles

Compliance with DDA is consistent with the culture of Hedgewood School and its Equal Opportunities Policy. In the operation of Hedgewood's SEN policy we affirm our responsibilities under DDA together with any amendments by SENDA. These can be summarised as

1. Not to discriminate against disabled pupils in their admissions and exclusions or the provisions of education and associated activities
2. Not to treat disabled pupils less favourably
3. To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
4. To publish an Accessibility Plan

In performing their duties and formulating policies staff will give due regard to the Disability Rights Commission (DRC) Code of Practice dated 2002. Hedgewood fully recognises and values the unique and parental knowledge of their child's disability and the effect of that disability on the ability of their child to carry out some activities commonly and readily carried out by other children of the same age. Hedgewood School also recognises and respects the right to confidentiality for parents and children. The School provides all pupils with a broad, balanced and challenging curriculum, differentiated and adjusted in the accordance with the needs of individual pupils and their own learning styles.

Staff who have designated responsibilities for equality at the school liaise closely with parents, staff and educational psychologists to ensure that the Individual Educational Plans/Annual Review Provision Plans for each child with special needs are relevant.

Training is provided to teachers to enable them to teach and support disabled pupils and pupils with special educational needs. This training is on-going and will be reviewed and adapted to suit the current needs of pupils.

The key principles are

1. That teaching will set learning challenges that are suitable and demanding
2. That teaching will respond to the learning needs of those being taught
3. That barriers to learning will be identified and addressed positively and directly. This will involve the active participation of staff, pupils and also parents where necessary.

Success Criteria

- To make Staff aware of the implications of catering for pupils with disabilities through CPD and Guest Speakers
- Establishing a culture in the school, where the school as a whole is aware of the range of factors which constitute 'disability'
- Offer a wide range of inset training and CPD opportunities for staff to learn about and implement strategies to ensure full participation of pupils with disabilities
- The needs of pupils with disabilities are taken into account in all planning – whether the lessons or other school activities or for future building plans and renovations
- The spiritual, moral and cultural development of pupils with disabilities is not compromised

Evaluation

- Staff show awareness in schemes of work, half-termly plans and lesson planning
- Improvements are made to the fabric of buildings to cater for pupils and visitors with disabilities as and when circumstances dictate and finances allow
- The school takes measures to ensure that the written materials it produces are accessible in relation to particular individual needs

- So far as is reasonably possible, the curriculum is accessible to pupils with individual needs
- Accessibility Plans are drawn up and implemented for individual pupils with disability , where and when necessary
- Factors affecting pupils with disabilities are seen to be as valuable in discussion as other factors

Admissions

Hedgewood School must feel reasonably sure that it will be able to educate and develop a prospective pupil to the best of his or her ability and potential so that there is every chance that the pupil will have a complete, happy, fulfilling and successful quality of education, and emerge as a confident, well-educated young adult ready to take on their role as global citizens. These criteria must continue to be met throughout the pupil's time at the schools.

At Hedgewood School our policy is to apply these criteria to all pupils and prospective pupils regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any pupil or prospective pupil at a substantial disadvantage compared to any pupil who is not disadvantaged because of his or her disability.

Parents of prospective pupils are asked to provide essential information in respect of their children at the time of application. During the admissions process, the school may take such advice and require such assessments as it regards as appropriate. Subject to this, Hedgewood School will be sensitive to any requests for confidentiality.

The school is diligent in its efforts to enhance the educational and cultural aspects of a pupil's development during and after their participation in the learning, social and leisure activities of the school. This is regulated through existing policies for Bullying; Equal Opportunities, Child Protection and Behaviour Codes of Conduct.

Actions

A) Education and Further Activities

Hedgewood School will take all actions necessary to develop and have access to a number of SEN advisers, specialist teaching advisers and health professionals and will seek their advice in supplementing our own specialist staff.

B) School Environment

In planning and implementing improvements, building developments or site improvements, Hedgewood will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairment.

C) Information Services

The design and production of literature and information packs.

Hedgewood will ensure that such publications can be produced in an alternative format when requested or required.

An **Action Plan** is appended to this Policy and this **Action Plan** will form part of the consideration of the following related policies or plans

- Building and Site Development Plans
- Curriculum Policy
- Equal Opportunities Policy
- School Development Plan
- SEN Policy

Staff Development plans

Points to be borne in mind in the implementation of SENDA

1. In the forming of plans for Transition Play and Stay Days or other admissions related activities they should be held in accessible locations and with the opportunity for prospective disabled pupils or their parents to disclose in private the nature of the disability and to discuss their support requirements
2. A clear arrangement should be known by all staff to ensure that if a disability, specific learning difficulty or significant medical condition is disclosed to them they should contact the appointed SEN coordinator. They would accurately record the information and within the limits of confidentiality would be responsible for ensuring that it is disseminated to those other staff colleagues who may require it
3. Staff should be made aware of the resources within the School that are available to them should they feel that a student requires additional assistance
4. It is helpful to plan for all teaching material to be prepared in electronic format so that it can be produced in alternative formats.
5. The needs of disabled pupils should be borne in mind in the planning and in curricula and consideration might be given to alternative forms of presentation and assessment.
6. Staff development opportunities will be made available to ensure that the teaching practice can meet the learning requirements of individual pupils.

Accessibility plan (see Appendix below):

The plan will be reviewed annually, or more frequently where necessary to ensure that the school plans appropriately for pupils with special educational needs and/or disabilities to improve access

- To the curriculum
- To the physical environment
- To information normally provided in written form

The school will take into account:

Physical Environment:

Steps, exterior surfaces and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor-coverings, signs and furniture.

Physical Aids:

ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for pupils with poor hand/eye skills, such as robust scientific glassware and special pens and pencils.

Information:

Timetables, textbooks, handouts and information about school events e.g. language, large text, illuminated text, Braille, audiotape, lip speaking and sign language.

Monitoring

This policy will be monitored regularly by the Health and Safety Committee and the Education Director.

APPENDIX: SENDA ACTION PLAN 2014 - 2016	Year	Timeline	Cost	Staff	Monitoring	Goal Achieved
Compliance						
Compliance with the Equality Act 2010	1	September 2014				
Admissions						
Ensure the wording of all school documentation and policies continues to make provision for possible disabled pupils and is therefore not unintentionally discriminatory	Ongoing	When documents are reviewed		SMT Whole staff	AD/CW	
Accessibility to Buildings						
Consider the fire evacuation procedures in light of any necessary changes	Ongoing			SLT	HT	
Enhancement of environment for disabled pupils , free access to outdoor play area (done)	Ongoing		£££	SLT	HT	
Ensure that where possible vehicles purchased for transport are fitted with wide doorways and railings. Consider other beneficial fixtures and fittings which could be installed when a new minibus is ordered	2	January 2015	£££	SLT		
Develop a Hedgewood School PUBLIC ACCESS statement which will set out a school policy towards accessibility projects	2	September 2015 Ongoing		SMT	HT	
Access to the Curriculum						
Maintain a strong focus on the need to differentiate work for all pupils	Ongoing	Ongoing		Teaching Staff	SMT/LM	
Provision of Large computer monitors, interactive whiteboards, and sound systems in classrooms and hall to meet the learning needs of all pupils	1	April 2015		SLT	HT	
Investigate the school's internal and external methods of assessment to identify improvements which could be made to allow	1-2	Ongoing	£££	SLT	HT	

greater access to the test materials and the test experience for a wider ability range of pupils						
Establishing structures of provision for pupils with special educational needs	Ongoing	As necessary		SMT	HT	
Increase the awareness to teaching staff of the situation of some pupils – and offer staff practical solutions to be aware of to help pupils overcome their learning difficulties – both within and outside the classroom.	Ongoing	Termly	£	Whole Staff/ therapists (OT, SALT)	SMT	
Plan for an alternative ‘off games’ programme so that all pupils have access to a physical activity. Review access to physical education and games programmes to allow all pupils to participate, where possible, in sport	Ongoing	September 2014 - Ongoing		SMT PE	HT	
Use of interactive whiteboard and other technology (including PCs, laptops, mobile devices etc) to improve the access to the curriculum for those who require it	Ongoing	September 2014 - Ongoing	££	SMT	HT	
Policies						
As policies are updated consideration should be made for all pupils in the school. Particular attention should be paid to the following; Discipline; Anti-Bullying; Trips; Extra-Curricular and Curriculum Policies	1 Ongoing	September 2016		SMT Whole Staff	HT	
Medical						
Assess child’s health needs and identify resources required to meet those needs prior to school commencement	Ongoing	As necessary		Whole Staff	SMT	
Training for teachers on special needs and in first aid – i.e.: Staff inset on hearing difficulties and speech development.	1-3 Ongoing	September 2015, Ongoing		Whole Staff	SMT	
Formulate a Medical care plan for the child with known health care needs prior to school commencement	As necessary	Ongoing		Whole staff	SMT/ School Nurse	

Provide opportunity for updating health information and reviewing plans to meet the changing health needs of the individual child	Ongoing	Ongoing		SMT, Staff, Parents	HT	
Identify the need for staff training when a child's health care needs are complex	Ongoing	Ongoing		SMT, Whole staff, Parents, School Nurse	HT	
Recreation Activities, Hobbies, etc.						
Ensure that trips out of school for pupils (such as for residential trips or excursions,) are planned with the abilities for all pupils in mind to ensure inclusion as far as possible	Ongoing	Ongoing		Whole staff	SMT	
Access to Written Information						
Provide larger print handouts to pupils where necessary including information and worksheets	Ongoing	Ongoing		Whole Staff	SMT	
Provide pupils with recorded versions of set texts in English Classes and when learning languages	Ongoing	Ongoing		Whole Staff	SMT	
Provide information to pupils in a format which meets their needs	Ongoing	Ongoing		Whole Staff	SMT	
Where required, provide school newsletters in an alternative form, e.g. audio	As required	As required		SMT, Admin staff	SMT	

ACCESSIBILITY PLAN (2014 – 2016)

Last Review Date: September 2016

Staff member responsible: Mr. M J Goddard, Head Teacher (HT)

Next Review Date: July 2017