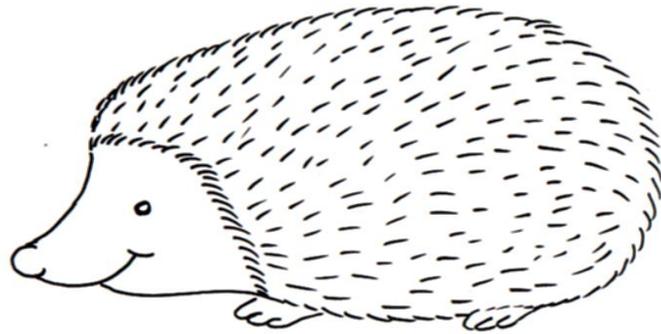


Hedgewood Special School



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; SEND 2014

Head teacher; Mr M J Goddard

Introduction

School Accessibility Plan

The plan is drawn up in accordance with the planning duty in the Equalities Act 2010

Definition of Disability

'A physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day to day activities.'

Special Educational Needs

At Hedgewood School we recognise that there are special educational needs that are not related to disability.

Philosophy

At Hedgewood School we believe that the quality education for all children can be achieved through developing a culture of inclusion and acceptance. All members of the school community are valued, treated with respect and provided with equal opportunities. This 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 is impaired.

Key Objectives

- To optimize learning for everyone
- To reduce and eliminate barriers to accessing the curriculum and participation in the Hedgewood School community for all pupils.

Our aim is to create an optimal learning environment whereby, every person-can access and experience all we have to offer.

Principles

Compliance with Equality Act 2010 and SENDA 2014 is consistent with the culture of Hedgewood School and its Equal Opportunities Policy.

In 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 that is differentiated-to meet individual. We always endeavor to liaise closely with parents and professional colleagues to ensure that the Individual Learning Plans/Annual Review Provision Plans for each child with special needs are relevant.

Hedgewood is autism specific and as such we are constantly training and learning as individuals and as a team.

The key principles are

1. That teaching will set learning challenges that are appropriate 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.

Success Criteria

- Offer a wide range of inset training and CPD opportunities for staff to develop their understanding of autism, how it impacts on learning and how we can respond.
- -this developing understanding will drive our response to all aspects of ability/disability in relation to learning as well as the individual's emotional and personal development. This will include all necessary environmental adjustments

Evaluation

The whole school is the immediate learning context and is kept constantly under review by SLT, Learning Managers, Therapy teams and the Premises team to ensure safe and optimal learning for everyone.

Admissions

Admissions to Hedgewood are jointly managed by the school and the Local Authority to ensure we are able deliver and optimize EHCP outcomes.

Actions

A) School Environment

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

B) 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

- Curriculum Policy
- Equal Opportunities Policy
- School Development Plan including Premises development
- SEN Policy
- Staff Development plan

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, room set up, break out areas, lighting, ventilation, floor-coverings, signage, seating display, adaptive IT equipment, classroom resources, playground equipment and set up and our Total Communication environment,.

Information:

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

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