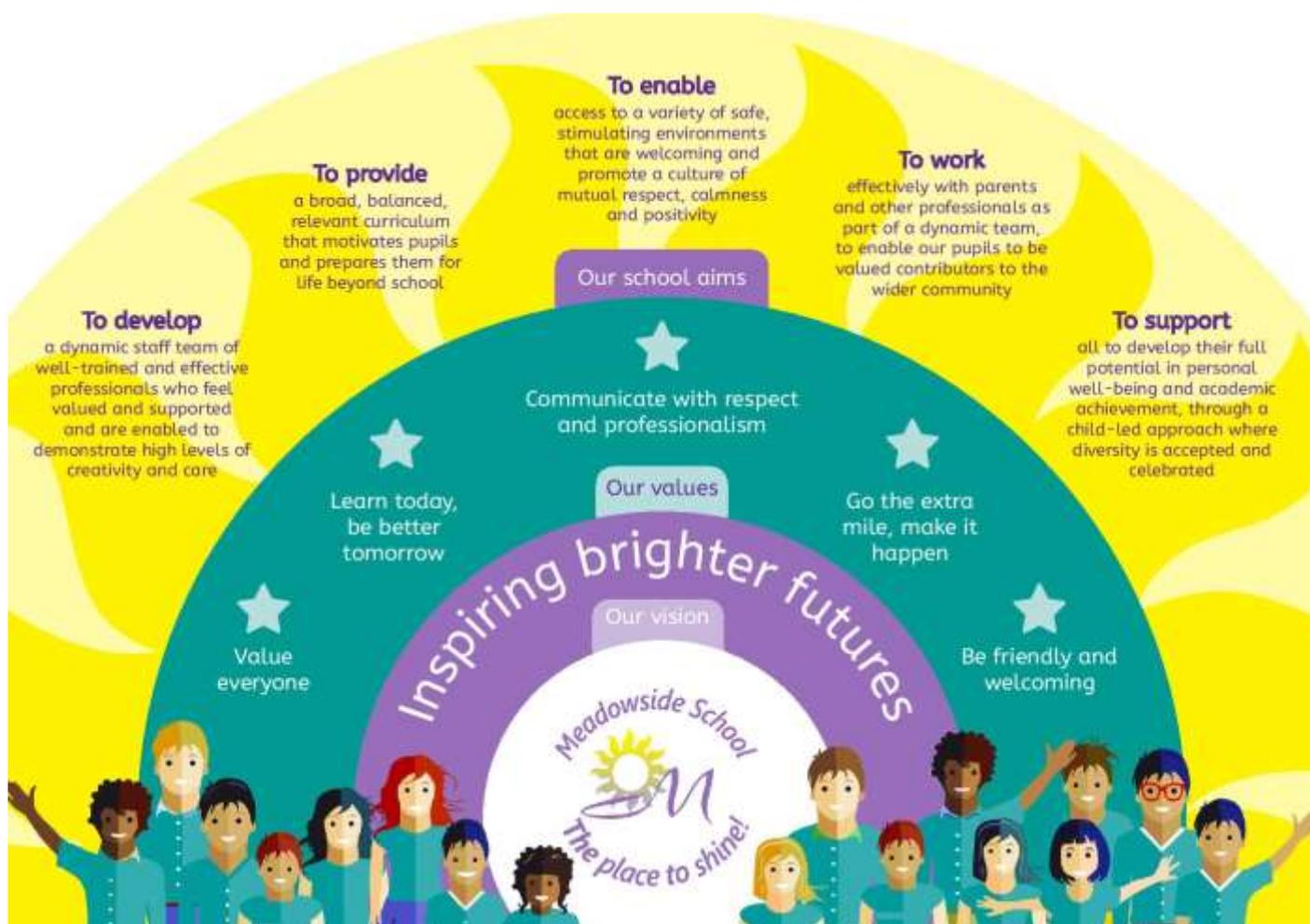




# INSPIRING BRIGHTER FUTURES

P Wareing

Presented to Full Governing body:  
June 2017



## Equality Statement

This policy reflects the Equality Act (2010). The basic principle behind the Act is that it is unlawful to discriminate against a person because of his/her:

- Disability
- Age
- Gender
- Race
- Sexual Orientation
- Religion or Belief
- Pregnancy or new motherhood
- Marriage/civil partnership
- Trans-sexuality

This school is committed to the Equality Agenda and we aim to achieve equality of opportunity by removing direct and indirect discrimination wherever it exists.

At Meadowside, we will ensure that people with disabilities have the same opportunities as non-disabled people. We will not treat a pupil/staff member with a disability less favourably than others because of the nature of his/her disability. We will make all reasonable adjustments to ensure that a pupil or member of staff with disabilities is not placed at a disadvantage because of his/her disability.

### Rationale:

Meadowside School is a community Special School for pupils with Complex Learning Difficulties where Senior leaders are committed to ensuring that the necessary specialist provision is made for every pupil to meet their needs, leading to the securing of the very best outcomes. Senior leaders are passionate about Inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all young people from 11-19 with a complex learning difficulty, disability, disadvantage or special educational needs.

We offer a continuum of learning and for some of our higher achievers we work closely with our local high school and other providers to offer a wider range of opportunity that will further stretch and challenge them. We also offer an informal curriculum to meet the needs of pupils who are striving to meet early developmental milestones. A vibrant, enriched and extended curriculum is designed with flexibility to meet this broad range of learners.

A child is defined as having SEN if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

## Principles

The new Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training, or: appropriate day services, supported living or whole of life provision.

Our school believes that all children with a Special Educational Need (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to duties to promote disability equality.

Our school strives to deliver a relevant, broad and balanced curriculum to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove the barriers to assessment and learning

The new Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

All our learners have an Education Health Care Plan (EHCP) where needs have been identified and desired outcomes have been agreed with the child, young person and their family. This will be regularly reviewed so progress towards intended outcomes can be tracked and monitored. Any new needs must be identified and assessed, with appropriate and up to date advice given to support the EHCP process. Provision and support to meet those needs are identified and those with responsibility to provide or commission listed.

Implementation by:

- Enabling all individuals to achieve their full potential
- Supporting and planning successful transition of pupils from their previous educational establishment and beyond their life in the school.
- Providing impartial advice and guidance to individuals and their family to help them make informed decisions, supported by the Annual Review Process
- Provide a bespoke careers education programme that helps to prepare individuals so they can contribute to decision making and choices
- Creating a flexible curriculum with successful groupings and responsive timetabling to support individual progression pathways in core, vocational, social and life skills
- Removing barriers to achievement and offering alternative / personalized curriculum at all key stages to meet the needs of the individual.
- Providing discrete provision for those who need specialist and specific approaches, eg: discrete provision for those who respond best to sensory approaches or discrete provision for

those who require a great deal of structure or alternative provision for those who benefit from active learning, etc

- Offering bespoke individualised timetables to support individuals to secure the best outcomes
- Enabling all individuals to include in their learning community safely
- Facilitating learning in the wider community, managing risk
- Enabling staff to have the appropriate CPD and essential training to meet a diverse range of need
- Focussing on the quality of teaching, learning and assessment and on pupil progress through appraisal processes
- Regular tracking of pupil progress that highlights the need for any timely intervention and the systematic evaluation of any such intervention as to its impact
- Accurate use of assessment for learning, with immediate feedback
- Monitoring that high quality teaching, learning and assessment is differentiated and personalised for each individual learner
- Ensuring that appropriate staffing and resourcing including funding is in place for individuals
- Involving the Governing Body in the future development and monitoring of this policy to assure themselves of its effectiveness
- Ensuring a parent friendly, annually reviewed, school information report is available on line with a live link to and from the Local Offer

## Monitoring

Governors and Senior Leaders will regularly review the vision, core values and aims of the school to guide the direction of travel for school improvement by reviewing this policy annually. The School Improvement Plan will acknowledge the need to focus strategically on the provision at Meadowside to meet the needs of current and future children and young people with CLD, and on the aims and outcomes stated in this policy. Senior Leaders will take an active role to ensure the wider workforce is both aware of and adheres to the stated aims and outcomes of this Policy. The CPD programme will reflect identified areas for development and support.

This Policy and the School Information Report, which must contain information on the implementation of the school's SEN Policy (Statutory Requirement) will be reviewed annually by the Assistant Head for Evaluation and Innovation

## Conclusion

In the SEND reforms 2014 schools have to issue an annual School Information Report on their website detailing the implementation of the school's SEN Policy, therefore school's have to have one. A school's SEN Policy provides the vision, values and broader aims of the school's SEND arrangements and how it intends to meet the statutory requirements of the 2014 legislative reforms. However it states that this Policy does not have to stand alone, therefore as a school we have decided to include the School Information Report in this Policy and attach it as an addendum.

Addendum:

Reviewed School's Information Report