

Special Educational Needs & Disabilities ("SEND") Policy

All pupils attending Epina Business & Enterprise School have either an Education Health Care Plan or a Statement of Special Educational Needs. Please see our Admissions Policy.

The school caters for children and young people with significant learning difficulties and/or diagnosed learning disabilities who are working at a level of 3- 4 years behind their peers and have limited ability to listen, process information, think, read, write, spell or do mathematical calculations effectively.

In addition to their learning needs, the children and young people may have some social vulnerability as well as some difficulties with their functional skills, speech and language communication needs and a diagnosis of Autistic Spectrum Condition.

The school has some children who have anxiety and mental health difficulties and require additional support to meet their emotional needs, however, they do not present with disruptive behaviours.

A small number of our children have a severe learning difficulty (SLD) and/or disability, which means that they find it difficult to understand, learn and remember new skills. These students have problems with both the acquisition of skills and their application to new situations and possible sensory issues or poor coordination.

The aims and objectives of the school directly relate to the principles adopted by the Local Authority which are based on the values derived from and are guided by the requirements of the Education Acts and the Code of Practise 1994 for Special Educational Needs.

1. Aims

- To meet all legal requirements in relation to children with SEND.
- To ensure full entitlement and access for pupils with SEND to high quality education within a broad and balanced curriculum, including National Curriculum, so that they can reach their full potential and enhance their self-esteem.
- To educate pupils with SEND after giving due consideration to the wishes of their parents/guardians and the necessity of individual needs.
- To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.

- To enable pupils with SEND to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives.
- To promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society, e.g. develop personal qualities such as politeness, initiative and independence.
- To fully involve parents and pupils in the education process.
- To meet the needs of all the pupils by offering continual and appropriate forms of education by the most efficient use of available resources.

2. Objectives

The Head Teacher and Senior Leadership Team will monitor the intake of pupils with regard to parental preference, in consultation with the governing body and the LA.

All staff will work together to facilitate a balanced timetable, which allows adequate development in each curricular area, differentiation, equal opportunities and access to a broad and balanced curriculum.

The Head Teacher and Senior Management Team will ensure that the needs of any pupil transferring to a school or college are clearly communicated.

Sensitive and creative adaptation of the curriculum will be made, if required, in order to match what is taught and how it is taught to the pupil's aptitudes and abilities.

All staff will:

- To provide opportunities for individual and group activities.
- To provide a variety of experiences/activities wherever possible.
- To conduct lessons in a secure, supportive and disciplined manner.
- To use a reward/sanctions programme to encourage pupils to work to their full potential and to experience a sense of achievement.
- To have concern for pupils' welfare and safety at all times.

3. Identification of SEND

Usually all children attending the school have undergone the Education Authority's statementing process and are therefore at stage 5 as stated by the Code of Practise 1994. It is possible however for school to admit a pupil at stage 4 or for an assessment period. Some pupils may attend Epinay part time or for a short period of time before returning to mainstream school with support.

Epinay School supports a multi-disciplinary approach in order to maximise the education provision for its pupils with SEND. Many agencies and support services may have helped identify and assess the pupils. In some cases support from these may continue. The school has a named medical officer and School to whom references can also be made. Epinay School works with the following services provided by the LA.

- Schools' Educational Psychological Services.
- Speech and Language Therapy.
- Hearing Impaired Service.

- Vision Impaired Service.
- Connexions Careers Officers.

The school can access the aid of any of the above-mentioned services or personnel at any time it is deemed appropriate, e.g. advice on effective provision, behaviour problems, etc.

4. Responsibility

The Head Teacher is the nominated responsible person to act as SENCO. The duties of SENCO include:

- To ensure that all involved with a pupil are aware of his/her needs.
- To ensure that all teachers are aware of the importance of effective assessment and SEND provision.
- To consult and liaise with other professionals and agencies.
- To ensure maintenance of all records for the pupils.
- To contribute to staff training.

All staff need to be aware of pupils' SEND needs. This information is shared at regular staff meetings and during staff training. Staff attend training sessions to ensure they are fully trained in carrying out their role within the school in relation to pupils' SEND.

All Governors need to be aware of their responsibilities for SEND and discuss the issues regularly. The Governing Body will discharge its statutory duties by:

- Using its best efforts to secure that the needs of the pupils are met by the school and with outside help when deemed necessary.
- Co-operating with the Head Teacher in producing the SEN Policy Statement.
- Ensuring funds and staffing are available, with the budget, to meet the aims of the Policy Statement.
- Keep a general overview of the school SEN provision.
- Periodically review the duties and workload of SENCO in light of the requirements of the Code of Practise for SEN.

5. Parental Involvement

Successful education is enhanced by the active and positive participation of parents, carers, pupils and teachers, supported when and where appropriate by other specific professionals and agencies. Parents are kept fully informed, by a variety of means, e.g. formal and informal contact, reports and reviews, about their child's learning and are encouraged to participate. Their knowledge and opinions are valued.

The effectiveness of any assessment and intervention will be influenced by the involvement of the child and his/her parents. Both parents and child can contribute important and relevant information. When the pupil is consulted then his/her confidence and self-esteem can benefit. A record of all such meetings will be kept on file with other material relevant to the individual pupil.

Case conferences are organised as appropriate and all concerned individuals and agencies invited to attend. A statutory review of pupils' EHCP is held annually. We try to inform parents and pupils not attending of points for action and of any decisions made during the conference.

6. The Principles of Assessment, Recording and Reporting

Careful thought is given to purpose of assessment, adopting a wide range of methods to reflect the whole curriculum and learning opportunities. The main aim of the assessment process must be to facilitate progress in pupils learning. Assessment is an integral part of the teaching and learning process and not just an infrequent summative exercise .

It will provide:

- A statement of current attainment.
- A record of progress.
- An acknowledgement of achievement or under achievement.
- Information as to the pupil's readiness for future learning.
- Information as to the effectiveness of teaching methods employed and the current scheme of work.

Outcomes of assessment can modify teaching methods, provide feedback on National Curriculum, Schemes of Work and indicate pupil progress.

7. Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the Head Teacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our **school complaints policy**.

Policy approved by Governors:	June 2022
Date of next review by Governors:	June 2023