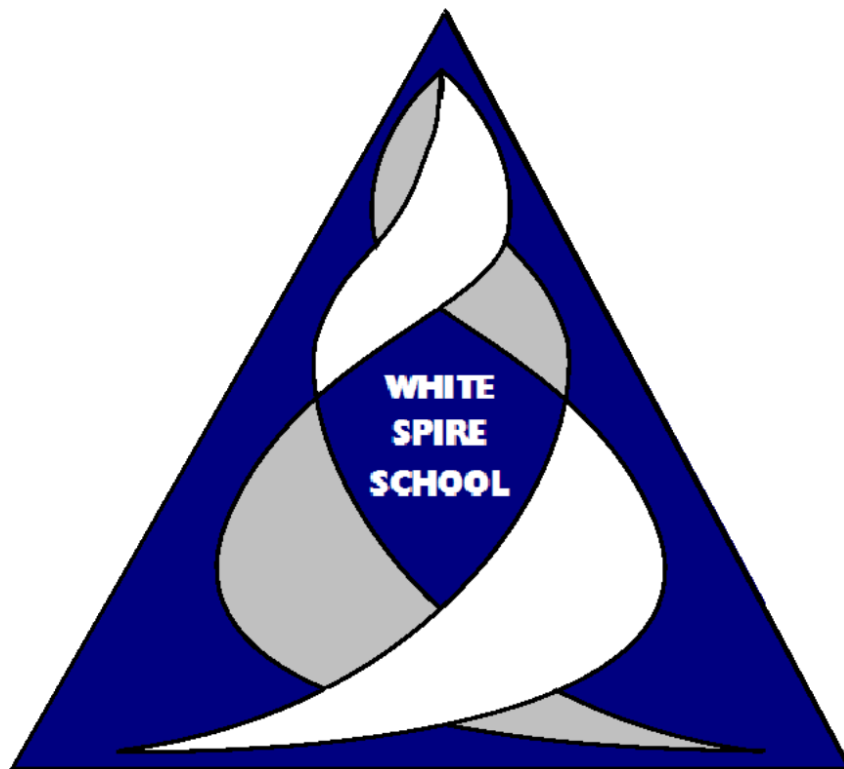


Special Educational Needs

&

Inclusion Policy

White Spire School



Written by: Finlay Douglas

Last reviewed on: December 2024

Next review due by: December 2025

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#), and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Provision

Our school currently provides for

- Global Learning Delay and additional Complex Learning Difficulties.

Teaching and Learning at White Spire School is tailored and personalized to each individual's need. Lessons are planned and delivered to ensure that all pupils make academic progress and that they are fully engaged within their learning. White Spire School strives to educate all its pupils within an environment where traditions of learning, truth, justice, respect and community are promoted.

The overall aim of this policy is to ensure that:

- The SEN and Disability Act and relevant codes of practice and guidance are implemented effectively across the school
- Equality of opportunity for children with special needs is fairly applied
- All pupils feel safe
- All pupils receive a high quality of Education in order to reach their potential
- All pupils have access to a curriculum that responds positively to their individual aptitudes and interests.
- All pupils participate fully in the school community
- All pupils take part in decisions about their education
- All pupils receive support and encouragement
- All pupils are prepared as fully as possible for adult life.

We recognise that:

- All individuals develop at different rates and at different times.
- All individuals may have their development delayed or accelerated at different points by environmental factors or experiences that affect their physical, cognitive, social or emotional progress.
- Individual development varies around a shared developmental framework that should shape our view of how we define children's needs and respond to them.

The school will therefore:

- Provide appropriate experiences at key points of development including appropriate challenges
- Provide appropriate support to help students make sense of their experiences and environment
- Create a safe atmosphere for all pupils
- Ensure that lessons are personalised and differentiated to cater for the needs of the child.

We will consider whether:

- The physical environment is best designed to enable independent access and movement by all children in that setting, whatever their apparent pattern of skills.
- The social environment effectively supports the development of all children towards independence and collaboration whatever their apparent difficulties in that respect.
- The curriculum is appropriately organized to ensure that learning opportunities are appropriate to a child's developmental level rather than simply to their age appropriate level.
- Positive support for children's physical, personal, social, cognitive and emotional development is provided by other pupils, adults, their families and communities.

The Role of the School is therefore:

- To meet the identified needs and targets of pupils specified in individual EHCPs
- To provide a broad and developmentally appropriate curriculum which closely matches pupils' needs.
- To seek to be full partners in the community of schools in the area.
- To communicate effectively and develop arrangements to offer information, advice and consultation to other schools and partners where appropriate.
- To work closely in partnership with parent/carers and other identified agencies involved in a child's welfare.
- To promote the inclusion of children in the community of Milton Keynes schools.
- To assist in the integration of pupils into mainstream school experiences in a range of ways subject to the needs of the children and resources available.
- To ensure resources are allocated equitably, efficiently and in response to identified need.

Placement and Monitoring:

- Decisions about placement are made in a number of ways but always with the overview of the SEN panel.
- A review of the EHCP will be carried out annually with contributions from all parties involved with the child where possible.
- An Individual Education Plan will also be drawn up in accordance with the EHCP and targets in this plan will be reviewed at least termly.
- Both the IEP and Annual Review will be informed by both formal and informal assessment in school and the Behaviour Management Procedures as laid down in the school Behaviour Management Policy.