

Policy No. QW 12	Policy: Special Educational Needs
Issue date: November 2014	Review date: September 2015 *to be revised to incorporate the new SEN reforms.
Responsible: Catherine Edwards	Cross reference: LAC Policy DDA (Disability Discrimination Act) DDO (The Special Educational Needs and Disability Order 2005) How to understand and apply reforms in SEN policy – Lois Addy

QUEENSWOOD SCHOOL

Policy for Special Educational Needs

Introduction

Many young people coming into the care of Priory Queenswood, and thus into Queenswood School, have a Statement of Special Educational Needs. The proportion of these students is considerably greater than in the general school population. Pre-care experiences, disrupted schooling and previously unmet needs, as well as behavioural and social difficulties, result in this Statementing. However, at Queenswood, we do not assume that all the 'looked after' young people will have special educational needs, and great care is taken to ensure that the needs of all young people are met in a non-stigmatised way.

The majority of our students have experienced disjointed education, and will be performing well below their potential. They have large gaps in their learning and will be lacking in confidence. Most have some degree of Emotional, Behavioural and Social Difficulties (EBSD). Full-time education, in a caring, structured environment, is essential to helping them establish stability, from which confidence and self-esteem can develop.

DDA: The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that faces many people with disabilities

The Special Educational Needs and Disability Order 2005 and subsequent Disability Discrimination Order 2006 (DDO):

- makes it unlawful for education providers to discriminate against pupils with disabilities, including students and adult learners
- makes sure people with disabilities are not disadvantaged in comparison with people who do not have disabilities

Needs and Expectations

Queenswood School provides access to a Broad and Balanced, modified National Curriculum for its students, but for many students an alternative curriculum is offered at a personal level (Personalised Learning). Where a young person has a statement of Special Educational Needs (SEN), or EHCP (Education, Health, Care Plan) the school liaises with the placing authority through annual review meetings, PEP meetings and throughout the course of the year if the needs of individual pupils change. Priory Queenswood staff ensure that the requirements of the statement or EHCP are maintained in line with SEN code of practice and taking into consideration DDA and DDO.



The students are capable of attaining success in external accreditation at a variety of levels, and this is an expectation for them from their initial interview onwards. We have small classes with high levels of individual support.

Statements and EHCP are reviewed on an annual basis and any proposed changes are agreed with the relevant Authority. Individual Education Plans (IEPs) are produced and reviewed on a regular basis, targets are set with and agreed by pupils, focussing on the objectives set out in an individual's SEN Statement or identified outcomes within EHCP.

All LAC students have Personal Education Plans (PEPs). These are prepared with the co-operation of the student, keyworkers, social workers and teaching staff. PEPs focus on academic, emotional and social interactive skills. They record and highlight attainments and try to establish short- and medium-term goals with strategies as to how these may be achieved.

Facilities in the school are accessible to young people in wheelchairs, with the exception of an accessible toilet. However, the nature of the young people placed with us usually mean that there are no pupils with mobility needs in the school.