

POLICY TITLE:	Special Educational Needs and Disability
Policy Number:	ECS 33
Applies to:	Schools & Colleges: England, Wales, Scotland
Version Number:	01
Date of Issue:	27/07/18
Date of Review:	20/10/2019
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Outcome:	All students' academic, personal and social skills are developed to their full potential by providing them with rich learning experiences that reflect their needs, abilities and interests and enable them to achieve.
Cross Reference:	ESC10 Admission to Education Services ECS04 Behaviour Management ECS31 Curriculum ECS32 Teaching and learning ECS30 Assessment for Learning ECS26 Equality of Opportunity including English as an additional language
EQUALITY AND DIVERSITY STATEMENT	
Priory Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.	

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, e-mail RARHelpdesk@priorygroup.com.

Special Educational Needs and Disability

1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Education and Children's Service facility will have local procedures in place where necessary, which explain how this policy is applied and put into practice at site level.
- 1.2 Template **ECS LP:33** is provided for this purpose and includes a key content checklist.
- 1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.
- 1.4 Priory Education and Children's Services schools are specialist educational settings and young people attending are almost always in possession of a statutory Education, Health and Care Plan which has been agreed by families and all agencies involved.
- 1.5 Priory Education and Children's Services schools are committed to working in partnership with education, health and care professionals to enable students to achieve their academic potential and successful transition into adulthood.

2 PRINCIPLES

- 2.1 Priory Education and Children's Services believe that:
 - (a) All students have the right to access a wide range of learning experiences that reflect their needs, abilities and interests
 - (b) The learning opportunities and experiences provided for students should allow them to be successful in achieving understanding and skills
 - (c) All students have a right to access a suitable programme of learning
 - (d) The views of students about their education and the views of parents (or carers) about the education their children receive should be sought and taken into account
 - (e) Each student has the right to be valued for their culture, religion and their different style of learning

All students should be educated in an environment and atmosphere that supports their learning and provides them with safe and stimulating opportunities and experiences.
- 2.2 Priory Schools will:
 - (a) Provide the highest standard of teaching and learning
 - (b) Promote an inclusive curriculum and learning environment for all students
 - (c) Value and support all students as individuals and treat them with courtesy, dignity and respect, celebrating their achievement
 - (d) Create a calm, planned, safe, purposeful working environment
 - (e) Oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found in line with the Equality Act 2010
 - (f) Value the voice and views of all students, parents and carers, staff and other professionals attached to the school.
 - (g) Work in line with the requirements of the current DfE SEND Code of Practice

3 PROCESSES

- 3.1 Priory Schools maintain an overview of the annual review process and ensure, through consultation with local authorities and parents /carers, that students' needs, as outlined in their Education, Health and Care Plan (EHCP), are met.
- 3.2 Staff ensure that any changes that need to be made to the EHCP are notified to the relevant LA to enable them to make the alterations and seek the views of other professionals involved in the health, care and education of the student.

- 3.3 At key points of transition, before a young person is due to leave formal education or move to training or employment, schools ensure that a Transition Planning Review takes place, and that all the relevant professionals are invited (Careers, Children's Services, Adult transition social worker) to advise the student and parents/carers about post-16 or post-19 opportunities in the county and beyond.
- 3.4 Students admitted to the school are assessed on entry and educational advice following this assessment is shared with the local authority and parents/carers.
- 3.5 An Individual Education Plan (IEP) or Individual Learning Plan (ILP) setting out how the objectives in the statement will be met through short term SMART targets, is devised in consultation with parents/carers (if they are actively involved in their child's education or with the relevant authority / professional if they are not). These are reviewed regularly (half termly or sooner if necessary) and revised termly. The IEP/ILP will be discussed and agreed with parents/carers.
- 3.6 Priory schools ensure that a student's educational needs set out in the EHCP are addressed through learning programmes that focus specifically on the IEP/ILP targets.

4 RESOURCES

- 4.1 All students are allocated the resources they need to support their learning to include equipment, staffing and learning environment.
- 4.2 Resources are matched to students' needs and their suitability is reviewed annually through the annual review process or as required.
- 4.3 Curriculum subject resources enable all students to effectively access the curriculum. The school ensures that all students have equal access to the curriculum and that specialist facilities, equipment and links with outside agencies are used effectively to promote learning.

5 TRAINING

- 5.1 Each school works to develop new expertise reinforcing existing knowledge and skills. Training for staff can be accessed through a variety of ways including:
- (a) By attending external courses which have been identified as a training need through performance management or professional development systems
 - (b) By attending school-based courses and training days which address the priorities identified in the School Improvement Plan (minimum of 5 INSET days per year)
 - (c) By teachers from within the school and consultants from other schools, taking the role of mentors, coaches and leading teachers
 - (d) Robust targets to improve performance, which are set as a result of school monitoring systems
 - (e) Foundations for Growth e-learning modules.

6 MAINTAINING STABILITY OF PLACEMENT

Priory Education and Children's Services believe that children should be educated within an environment matched to an individual's needs. Priory recognises the need for a system which can identify the very rare occasions when the provision is no longer appropriate for a particular individual and will seek to support a planned transition to an appropriate provision.

8 REFERENCES

The Children and Family Act 2014 part 3
 Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance

for organisations which work with and support children and young people who have special educational needs or disabilities January 2015
The Education (Independent School Standards) (England) Regulations 2010 as amended 2012
Equality Act 2010 DfE (2015) Residential Special Schools: National minimum standards

Associated Forms:

Local Procedure template **ECS LP:33 SEND**