



**SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT
INCLUSIVE EDUCATION AT GAYHURST SCHOOL**

A policy to promote the successful inclusion of all pupils.

All children should be equally valued in school. The school will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

This policy is an integral part of the school's curriculum policy. It describes the way we meet the needs of children who experience barriers to their learning development, whether learning, physical, emotional or social barriers.

This policy is to be read in conjunction with the Action Plan - currently 2009 to 2012.

Gayhurst School is committed to providing an inclusive curriculum and appropriate high quality education to all of our pupils, whatever their needs and abilities, in line with the ***Every Child Matters*** agenda. Additionally, the school is required to ensure that both the Special Educational Needs and Disability Act (SENDA), and the relevant Codes of Practice and Guidance, are implemented effectively across the school.

All children should have access to a broad and balanced academic and social curriculum, which is accessible to them and the opportunity to be fully included in all aspects of school life.

The school is committed to ***inclusion***. Part of the school's planning for improvement is to develop cultures, policies and practices that include all learners. The aim is to create a sense of community and to offer new opportunities to learners who previously, may have experienced difficulties.

Educational inclusion is about equal opportunities for all learners, whatever age, gender, ethnicity, impairment, educational attainment and background. Whenever possible we will respond to pupils in ways that take account of their varied needs.

Objectives

- The effective implementation of relevant acts, codes of practice and guidance across the whole school, seeking both to ensure equality of opportunity for all pupils, and to eliminate prejudice and discrimination.
- To ensure that special educational needs and inclusion provision is valued and accessed by staff and parents/carers, and that all pupils are perceived positively by all members of the school community.



GAYHURST SCHOOL POLICY

- To monitor the progress of all pupils, identifying needs as they arise, and providing support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCOS (special education needs co-ordinators) and support staff, as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having special educational needs.
- To involve pupils as much as possible in any planning and decision making that affects them.
- To involve parents/carers and any external support group in planning to meet a child's needs.
- To plan and designate resources (as appropriate) to the delivery of the above objectives via the use of a three year action plan.

Guidelines

Responsibility for coordination of inclusion provision

Governing Body: The Governing Body as a whole is responsible for making provision for pupils with special educational needs as notified by the Headmaster, Deputy Head and Bursar.

Senior Management Team: Planning for curriculum needs.

Special Educational Needs Coordinators: Mrs Twinning in the Senior School and Mrs Ellis in the Junior School providing individual advice and support.

Director of Studies and Head of Junior School: Specific timetabling needs for individual pupils e.g. individual sessions with a special needs teacher or specialist practitioner.

Gayhurst School does not have a specialist unit for pupils with learning, physical or behavioural difficulties.

Provision

This is dependent upon individual need and is usually subsidised by the school after any formal assessment or consultation.

Staffing

P022v01 SENDA Policy

Person Responsible: Headteacher

Reviewed: Summer 2009

Next Review Due: Summer 2010



The Learning Support Coordinators are the Specialist Teachers with regard to assessments and access arrangements. The school also employs Teaching Assistants from time to time when there is a need for individual support within the school environment.

Training of staff

When necessary the SENCOs take responsibility for prioritizing the training needs of staff with a specialist commitment to pupils with SEN (special education needs).

Identification and Assessment of Special Needs

The school is committed to early identification of special educational need. A range of evidence is collected through the school's assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress the SENCOS will decide whether additional and/or different provision is necessary. Provision/action that is additional to that which is available to all, will be recorded in an Individual Education Plan and communicated to all the relevant staff. All information relating to an individual with SEN is contained within the SEN files which are available on line and in hard copy.

Individual Education Plans (IEPs)

The IEP will set targets for the pupil and will detail:

- The short-term targets set for or by the pupil
- The teaching strategies to be used
- The provision to be put in place

The IEP is reviewed regularly by the relevant SENCO and any outcomes are communicated to the staff at either the formal staff meetings or the weekly informal staff meetings or both. Where statemented pupils are concerned there are also formal reviews with the Buckinghamshire LEA at which parents and pupils have a full input. Parents/carers are expected to participate in the target-setting and review process.

Statements of Special Educational Need

For pupils who have Statements of SEN, their progress and support, outlined in their statement, will be reviewed annually, and a report provided for the Local Education Authority (LEA). If a pupil makes sufficient progress a statement may be discontinued by the LEA. This review is additional to any reviews of any relevant IEP.

Disability and access

A disabled child is one who has a physical or mental disability which substantially and harmfully affects their day to day activities.

- **Substantial** means more than minor or trivial.
- **Long-term** means that it is likely to last for at least a year.



- **Some** disabled children will also have special educational needs.

Planning for access needs

This strategy is to improve access and to provide support promptly and effectively so that any physical barriers to learning are removed.

Commitment

Gayhurst will continue to improve the quality of buildings thus ensuring full access to the curriculum for all pupils including those with disabilities.

The school will provide information so that pupils with disabilities and their families are able to assess their options and be aware of the educational choices available to them.

The school will make and has made resources available in order to improve facilities for disabled pupils so that the school environment meets their needs.

Parents or carers, seeking admission of a pupil with mobility difficulties, are advised to approach the school well in advance so that consultations can take place.

Review

This policy and its effective implementation shall be reviewed annually by the Headmaster in consultation with the Senior Management Team and SENCO.

This policy is subject to review in the Spring Term by the Governors Education Committee under the lead of Chair of Governors Andrew Middleton. The Education Committee will utilise training records, timetables, IEPs, SEN records, site visits and the action plan to verify the effectiveness of this policy.