

COPLESTON HIGH SCHOOL
Special Needs

Arrangements for the Admission of Pupils with Disabilities

Admission Arrangements

The school has a Special Educational Needs & Disability (SEND) policy, recently updated, where a general and detailed overview of the admission arrangements are shown. As a core principle, the school strongly believes that close liaison with the primary feeder schools within the Copleston catchment area and beyond is of vital importance in managing admission and transition to Copleston. The Head of Learning Support (SENCO) has established and continues to maintain these important liaison arrangements. In general, pupils offered places in the Copleston SEN Class come from the school's catchment area. In certain cases, pupils may be admitted from outside this area in consultation with the LA.

Details of steps taken to prevent pupils with disabilities from being treated less favourably than other pupils

The Learning Support department, in conjunction with the relevant Heads of Year and occasionally Learning Directors, inform staff of pupils' needs and endeavour to make the classroom learning environment for them as accessible and inclusive as possible. This is achieved by staff delivering "Quality First" teaching, differentiating work and sharing relevant successes and concerns with the Learning Support Department. Within lessons, classroom assistants are employed to make sure that individual pupil's needs are met and to overcome any physical or sensory impairments that may impede a student with a disability from understanding or completing a task. Through the school's PSHE programme and through pastoral work with Form Tutors the issues of prejudice and disability are raised and discussed. Where necessary, individual counselling or group work is undertaken. The school's Equality Policy has recently been updated

Facilities provided to assist access to the school by pupils with disabilities

All the main areas of the school are accessible via ramps and stair lifts. Accessible toilets are provided in various locations on site. Updating and improving the facilities for those with physical or sensory impairment is an ongoing priority.

The Governing Body's SEND policy in the last year and any significant changes to that policy since the last report

On identifying, assessing and providing for pupils with special educational needs and disabilities, we will continue to operate the present procedure as under Section 2 of the Special Needs Policy (identification, assessment and provision). However, some major changes in the way in which SEND is defined, and provision funded and managed within education came into place 1st September 2014. For more details, please see the school's website.

In monitoring and record keeping the department has fulfilled its statutory requirements by facilitating and operating pupils' annual reviews. However, the arrangements for children on the special needs register who do not have statements has been reviewed in recent years and a revised procedure is now in place. The reason for this action is that not only do we wish to direct resources to those children who have the greatest need but also to bring the policy in line with fulfilling the requirements of the Code of Practice and current best practice.

As part of the school's general facilities and improving the school's building and environment, a major renovation of the Learning Support Area was undertaken a few years ago. This has greatly enhanced the facilities in the Area providing a bright, clean, tidy and welcoming learning environment. Additional rooms have been created for withdrawing pupils for individual or group work. Pupils and staff greatly appreciate this area and facilities and further development is in the planning stages.

The department continues to work and liaise closely with the Educational Psychology Service, our Education Welfare Officer and external services such as the County Inclusive Support Service.

Fundamental Principles -

- ⤴ A student with special educational needs and / or disability should have his, or her, needs met.
- ⤴ The special educational needs of children will normally be met in mainstream schools.
- ⤴ The views of the child should be sought and taken into account.
- ⤴ Parents and carers have a vital role to play in supporting their child's education.
- ⤴ Children with special educational needs and / or disability should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.