

Copleston High School

Summary of SEND Policy

Definitions:

All definitions are in line with those of the New SEND Code of Practice 2015

We define *Special Educational Needs & Disability, SEND*, as follows: a child with *SEND* has significant problems (physical, emotional, psychological, medical, etc.) that hinder or prevent him/her from learning or benefiting from the normal education/educational facilities provided for the majority of his/her peers (attending mainstream, secondary schools within the LA area); that child has a *learning difficulty*.

(N.B. This definition of *learning difficulty* does not apply to pupils who face barriers to learning due *solely* to having English as an additional language.)

Aims of our SEND Policy:

1. To ensure full entitlement and access for SEND pupils to a broad, balanced and relevant curriculum;
2. To educate pupils with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools according to their individual needs;
3. To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education;
4. To enable SEND pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives;
5. To identify and assess pupils with SEND as early and thoroughly as is possible and necessary;
6. To fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues;
7. To meet the needs of all pupils who have SEND by offering appropriate forms of educational provision by the most efficient use of available resources.

Staff at Copleston recognise :

- the responsibility mainstream teachers have in making provision for SEND pupils within lessons, and keeping the SENCO informed about progress/concerns about students who have SEND within their teaching groups
- the requirement to access and respond to information about SEND pupils (see email: 'How to access SEN' information, or request a further copy from SENCO)
- what constitutes 'Quality First Teaching and how to share concerns when students do not make progress once this is being effectively delivered.

The assessment of Special Educational Needs is diagnostic in nature and constructive in practice, with feedback to relevant members of staff. A flexible approach is used involving a range of interventions appropriate to the needs of the pupils e.g. in class support, withdrawal work, inclusion in the Special Class, after school clubs and specialist resources and materials being made available.

In line with national statutory developments, Copleston will seek to meet the needs of all its students with SEND needs primarily in the first instance through inclusive quality first teaching in the classroom. Beyond that, a wide range of interventions is available for all students who do not make progress, and statutory assessment is available for those with the most complex SEND needs.