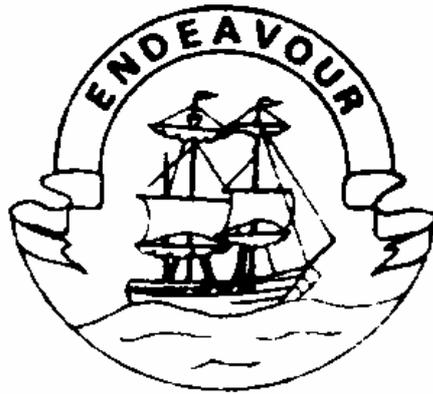


# **The Endeavour School**



## **Policy for Special Educational Needs**

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## **Introduction**

All pupils attending the Endeavour School have a special educational need. This has been previously identified through the process of assessment from various professionals leading to the individual receiving a statement which is a requirement for them attending a special school. For some pupils this will have been identified in their previous school and for others, identification of their needs will have occurred during pre-school years. Pupils begin their placement at The Endeavour School at any stage of their school life.

## **General aims and objectives of the school**

The Endeavour school is an inclusive society committed to an education and environment that provides equal opportunity for all regardless of race, religion, gender, sexual preference, class or disability.

The school seeks to develop the intellectual, physical, moral and social potential of every pupil always encouraging them to work towards achieving their personal best within a caring and supportive environment.

We are committed to ensuring that every child is able to enjoy a safe and healthy environment and a balanced curriculum. We aim to provide all pupils with opportunities to contribute to the school and wider community and to become responsible citizens.

## **Parental support and contribution**

Parents are actively encouraged to communicate with the school on any issue and with any member of staff. Meetings are arranged each term for scheduled liaison, although communication can and often will take place outside of these times.

The caring ethos of the school promotes a holistic approach to the child and family. We therefore consider it important that we share relevant details of anything that may affect an individual child whether relating to learning, behaviour or medical need.

## **Statutory Arrangements**

All pupils have long term objectives as described in their Statement of Educational Needs. From this common point, the following process in line with the SEN Code of Practise will be implemented:

- Within eight weeks of a new statement and/or change in provision the school will liaise with parents/carers to agree a Statement Implementation Plan. Parents/Carers are invited to meet with a member of the Senior Leadership Team and class teacher to discuss immediate targets relating to the Statement.
- Individual education plans are written with maximum input from the pupils twice a year. These are distributed to all teaching staff within the school and forwarded to parents/carers who are invited to comment. Pupils take ownership of these within the classroom environment in a variety of presentations depending on age and ability.

- The annual review of statement is a meeting where the parents, the pupil and all the professionals involved with the pupil are invited. The pupil's progress against the objectives set out in the statement is discussed and future targets set and agreed. Prior to the meeting, the pupil, parent/carer receive copies of all paperwork and are encouraged to make a written response. Long term objectives from the statement are reviewed and altered, deleted or added to as required and with the agreement of all present.  
Where a need may arise for this discussion to occur earlier in the year then we are flexible in these arrangements.  
We acknowledge the importance of these meetings and always aim to accommodate those involved with regard to times and length of meeting.

Information gathered from the above meetings is disseminated to all staff by the class teacher through written documentation and ongoing discussion through staff meetings. Written feedback from all teachers regarding individual progress, social skills, behaviour and learning strategies is given which then influences the next stage of target setting.

### **Teaching and Learning**

At The Endeavour School class groups are small with a Teacher and at least one Learning Support Assistant in each class.

All pupils have access to a broad, balanced and differentiated curriculum. The timetable is set to ensure that all National Curriculum subjects are taught in accordance with statutory requirements. Class/Subject teachers adapt the content and delivery of the curriculum ensuring that all pupils achieve success and make progress.

In order to accommodate the diversity of individual needs within the classroom and the school environment teachers consider the following:

- Use of language
- Use of differentiated questioning
- Behaviour management strategies
- Individual learning styles – Visual, Auditory and Kinaesthetic
- Advice from other professionals involved with the individual
- Physical/Medical needs

We aim to provide real life experience to support all learning and endeavour to include thinking and reasoning skills throughout the whole curriculum.

### **Inclusion**

It is the very essence of our approach to include all children in all lessons. We are committed to equal opportunities for all not only through their studies but in a wide range of related activities.

Opportunities are provided for pupils to participate alongside mainstream pupils in a variety of activities.

Additionally, where considered appropriate from annual review, pupils have been partially or totally reintegrated into mainstream education or a more appropriate educational provision. We fully support this procedure when all aspects of the pupils' well-being are considered.

**Professional Development**

All staff are encouraged to pursue further training and development in areas associated with special educational needs. This may be associated with subject teaching or more broadly, with specific strategies for individual needs.

**Other Professionals**

The Endeavour school encourages and supports all external agencies involved with any individual and their family. We aim to provide a supportive environment for other professionals in which to work. We ensure that communication from any professional, therapeutic or medical source requiring correspondence is dealt with quickly and accurately.

This Policy for Special Educational Needs was considered and adopted by the Governing Body on 18 October 2006.

This Policy for Special Educational Needs was reviewed and adopted by the Governing Body on 23 September 2009.

Signed ..... Chair of Governors

Date .....

w/Policy – Special Educational Needs  
14.09.09