

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

SEND Leader

The SEND Leader is Ashley Caress

They will:

- Work with the Local School Board to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
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Understanding the difficulties faced by our children resulting from their diagnosed conditions and needs; Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

All the children who join us have already been in some form of education. In most cases children join us with their needs already assessed. All children are assessed when they enter our school,

Children are involved at an appropriate level in setting targets and are encouraged to make judgements about their own performance in lessons. We recognise success here as we do in any other aspect of school life.