

The Boston Witham Academies Federation



Haven High Academy *See also SEND information* Special Educational Needs and Disability Policy

Introduction

This policy was reviewed in light of the new Code of Practice which was introduced in 2014. It also conforms to the Local Authority requests for information for their “local offer” allowing parents the choice in identifying the school or academy which will best meet the needs of their child. This policy contains SEND information which provides the detail of the Academy’s own “local offer”.

Aims

1. To ensure that students with special educational needs have the same opportunities as other students to achieve the Academy’s aims within the mainstream classroom.
2. To provide an environment where parents, guardians, students and staff can work together to identify and support individual needs.
3. To encourage all staff to build upon the strengths of students with special educational needs and recognise their positive achievements.
4. To encourage all staff to develop their skills as teachers of students with special needs, and support their professional development wherever possible.
5. To be familiar with the details of SEND statements and ensure that the recommendations made in them are met.
6. To ensure that the Support Team is held in high esteem throughout the academy, and that its contribution to the academy community is recognised.

Inclusion and Academy admission

There is a clear expectation within the 1996 Education Act that students with special educational needs will be included in mainstream schools, and in accordance with this, Haven High Academy will continue to treat students with individual needs as fairly as all other applicants.

Definition of Special Educational Needs (from revised Code of Practice)

A child has **special educational needs** if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

A child has a **learning difficulty** if he or she:

1. has a significantly greater difficulty in learning than the majority of children of the same age
2. has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA
3. is under compulsory school age and falls within the definition at (1) or (2) above or would do so if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught.

Special educational provision means:

- for a child of two or over, educational provision **which is additional to, or otherwise different from**, the educational provision made generally for children of that age in maintained schools, other than special schools, in the area.
- for a child under two, educational provision of any kind

The duties of governing bodies

Governing bodies should, with the CEO, decide the Academy's general policy and approach to meeting special educational needs for pupils with and without statements.

Every school must have a 'responsible person' who makes sure that all those who are likely to teach a student with a statement are told about the statement. The person is generally the CEO, but may be an appointed governor.

The governing body must:

- do their best to ensure that the necessary provision is made for any student who has special educational needs
- ensure that where the 'responsible person' has been informed by the LA that a student has special needs, those needs are made known to all who are likely to teach him or her
- ensure that teachers in the academy are aware of the importance of identifying, and providing for, those students with special needs
- consult the LA and the governing bodies of other schools/ colleges, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a student with special educational needs joins in the activities of the academy together with the students who do not have special needs, so far as is reasonably practical and compatible with efficient education and use of resources
- have regard to the revised Code of Practice
- ensure that parents are notified of a decision by the academy that their child has special needs