

## **Tytherington High School and Specialist Science College**

### **A Whole School Policy on Special Educational Needs**

#### **Rationale**

Tytherington High School aims to provide an inclusive learning environment in which all pupils are supported and nurtured to reach their full potential through personalised learning.

#### **Definitions**

Legally, a child is defined as having SEN if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age, or that a child has a disability which prevents or hinders him or her 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. Children who need special education are not only those with obvious difficulties, such as those who are physically disabled, deaf or blind. They include those whose learning difficulties are less apparent, and emotionally vulnerable children. Many school children may need special educational help at some stage in their school careers.

Special educational provision can be made in many different ways. It can mean extra help for a child being taught in an ordinary class, or it can involve teaching the child in a specially resourced unit attached to a mainstream school, or in a special school. In a few cases the needs of the child may be very complex or severe and require the LA to make a statutory assessment based on specialist advice.

#### **Aims and procedures: identification and provision**

- We as a school have regard for the DFES Special Educational Needs Code of Practice. We include all students in our provision. We provide practitioners to help support students with SEN (and disabilities) and any student with a barrier to learning.
- We identify the specific needs of students with SEN/disabilities and meet those needs through a range of strategies.
- We support staff through raising awareness of students who have barriers to learning through the SEN register and by developing strategies and tailoring the curriculum to suit students with additional needs.

- We monitor and review our practice and provision and if necessary make amendments.
- Arrangements for co-ordinating ISEN provision
- We provide a SEN Register and statement showing how we provide for students with SEN/disabilities and students who have a barrier to learning.
- We identify and review all SEN pupil needs
- All students with SEN/disabilities are involved in their learning process.
- All pupils have access to the curriculum, information and associated services
- We ensure that the physical environment is suitable for students with disabilities within the limitations of the resources that are available.
- We have established excellent links with our feeder Primary schools through our Primary transition work
- We work in close partnership with parents, outside agencies and other schools in the Macclesfield and Bollington EIP in meeting the needs of individual students.

Date of next review

**Key features of our SEN Policy:**

The Every Child Matters Agenda (ECM) underpins all our practice

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