

POLICY STATEMENT – EDUCATIONAL SUPPORT

White Trees Independent School remains committed to being an inclusive school. We will be working with young people, parents/carers and other agencies over the coming year to ensure all policies and practices keep the young person central to decision making and that we support the best possible preparation for adulthood.

In doing this we will take time in producing documents and developing provision through proper consultation and co-production with our students and their parents/carers. We continue to be secure in the knowledge that existing ways of working support all students well, and when things need changing or we get things wrong, there are clear lines of communication and ways to address points raised.

For more information and to be part of the discussions and developments please contact the School manager.

INTRODUCTION

Many students will experience difficulties with maximising their learning during their school career. A small number of these students will have a Statement of Special Needs. White Trees Independent School aims to provide access to an appropriate curriculum for all students, with specialist staff wherever possible. Our main goal, therefore, is a whole-school approach to our students' needs with all staff taking responsibility for their progress.

Close links developed between school and home are a key element to our success.

OBJECTIVES

- To give all students the opportunity to study a broad, balanced, relevant and differentiated curriculum
- To foster attitudes of self-worth in all students
- To encourage personal autonomy and the full realisation of potential.
- To develop staff awareness – monitoring students with SEND in all subject areas by all staff
- To make appropriate provision, with the resources available, for all students with SEND
- To disseminate information to staff on students' needs and suitable approaches to maximise learning.

GUIDELINES

- All staff will work towards the development of differentiated materials for all classes
- An up-to-date register of SEND students will be kept within the school and distributed to all staff in line with current practice
- All staff work towards the development of individual programmes and provide regular access and feedback for parents/carers
- We will provide a base and resources for students who require intensive support. All staff are invited to utilise these resources.
- All staff will carry out their responsibilities and duties with regard to the Code of Practice.

CONCLUSION

White Trees Independent School seeks to maximise the achievements of all students. As a school wish to develop a system of provision based on individual staff expertise, where possible augmented by classroom support and targeted interventions.

INDUCTION

Students with SEND follow the same induction process as all students entering the school - with particular observation of any students we feel may be vulnerable. However, there is a prior opportunity for parents/carers to discuss any concerns with the staff at school before students start, but also staff will be available for more detailed, private meetings, if appropriate.

IDENTIFICATION AND ASSESSMENT

Before a student starts at White Trees Independent School, information is collated from their previous school records. This information provides the main focus for the identification of SEND.

During the first few weeks, students are assessed to assist in monitoring their progress. Staff may alert the School Manager about individual students at any time to ensure that any concerns are acted upon.

Students will have an IEP which is contributed to by all staff. These will be reviewed termly.

PROVISION

Students at White Trees Independent School, whenever possible, follow as full a National Curriculum provision as is appropriate.

REVIEW

The school invites all parents of students with an IEP and the students themselves into school twice each year, to assess and evaluate the IEP and the student's progress. Constructive feedback to the School Manager from all staff is always welcome. The annual review of each student with a statement is co-ordinated by the School Manager ensuring that all necessary parties are informed and the Local Authority is made aware of progress. Assistance and guidance for parents/carers is available as necessary and if appropriate.

IN SCHOOL ORGANISATION

A key role for the school is to provide and disseminate information on students with SEND. This requires that staff who teach them review and contribute to writing new objectives during each academic year. These objectives constitute a student's Individual Education Plan (IEP). Students, along with their parents/carers, are then invited into school to discuss their IEP with the staff.

TRAINING OF STAFF AND GOVERNORS

In drawing up the staff development and training programmes, the School Manager will give consideration and appropriate priority to the needs of all teachers with regard to SEND. The school's training plans for SEND will be reported to the governors and will include details of training for all staff. The governors will give high priority to SEND responsibilities, assessment and provision when drawing up their own plans for governor training.

ALLOCATION OF RESOURCES

The governors and Directors will allocate funds to meet the needs of students with SEND. The School Manager will manage the funds allocated by the governors to meet the differing needs of the

students in the school with SEND. The Governors require the School Manager to ensure that optimum use is made of resources. It is expected, therefore, that every opportunity will be taken to use equipment and staff time for the benefit of other students, providing there is no disadvantage to the student to whom they are nominally allocated.

LINKS WITH OUTSIDE AGENCIES

The school works with outside agencies and other schools in order to improve the service offered to students at White Trees Independent School

COMPLAINTS PROCEDURE

The school has a complaints procedure available to all parents/carers. It is available on the school website or in hard copy from the school.

EQUAL OPPORTUNITIES

The school has an Equal Opportunities policy, copies of which is also available on the school website or in hardcopy from the school. The following is a brief overview. Key areas, which should be considered when selecting materials include:

- awareness of stereotypes of a particular group, sex or race
- contents check with regard to relationships, viewpoints, sexism, racism, and expectations

Our school policy states that racist/sexist/homophobic remarks should not be ignored. Students should be challenged and if necessary reported to the School Manager.

EVALUATION AND MONITORING OF THE POLICY

The School Manager is responsible for implementation of the policy and will ensure that:

- All staff and Governors at White Trees Independent School are familiar with the school's policy on SEND
- The register of names is kept up-to-date and reviewed regularly
- Parents/Carers are informed immediately there is concern over their child and are encouraged to support us helping the student achieve to the best of their ability
- IEPs are written for all students on the school's Special Needs register. They will be reviewed at least twice each year by the staff and the resulting information shared with parents/carers
- Comment from parents/carers and students will be considered for action as part of the Code's two-way flow of information
- Statemented students are given an Annual Review. This will include, where appropriate, input from other professionals, particularly with the 14+ transitional plans to aid the transfer from statutory schooling