



Special Education Needs and Disabilities Policy and Provision

Introduction

All Clever Fish teachers have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, (incorporating personalised provision), and their progress will be recorded, valued and reviewed.

Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A student has a learning difficulty or disability if he or she:

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

Aims and Objectives of Provision at Clever Fish

At Clever Fish, we believe that all children and young people are entitled to an education that enables them to make progress so they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to adulthood, whether that is employment, training or further and higher education.

Our aim at Clever Fish is to ensure that these things happen. In order to achieve this aim, we will:

- Ensure that a child with SEND gets the support they need
- Ensure that students with SEND engage in activities alongside those students who do not have SEND as much as is possible.
- Involve parents/carers when special educational provision is being made.

Identification, Assessment and Provision

At Clever Fish we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for students.

Teachers liaise with parents / support services regularly.

If it would be valuable to have the child assessed by an external professional this will always be recommended.

Special Educational Provision at Clever Fish

Teachers are responsible and accountable for the progress and development of each child. Educational Psychologist's reports will be shared and discussed with any teacher whom the child interacts with, so that appropriate lessons are planned, incorporating how best the child learns.

High quality teaching, differentiated for individual students is paramount in ensuring all children make the progress they should.

Where a student is identified as having SEND, action should be taken to remove the barriers to learning. This support should take a four-part cycle. This is known as the 'graduated approach'.

The four parts to the cycle are: Access, Plan, Do, Review.

Access:

All teachers will have access to a child's educational psychologist report and recommendations.

Plan:

Individual lessons as well as longer term schemes of work will be planned to accommodate the identified needs of the child.

Do:

Children will follow agreed schemes of work which enable them to see success.

Review:

Regular meetings will occur with teachers, parents and child to identify successes and challenges to ensure that progress is being made at all times.