



**Active Wellbeing**  
INDEPENDENT PRIMARY SCHOOL

# Active Wellbeing School Special Educational Needs Policy

---

Policy Document	Special Educational Needs Policy
Publication Date	September 2023
Review Date	September 2024
Head Teacher	Kevain Parsons

### Ethos and principals

At Active Wellbeing Independent School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability. At Active Wellbeing Independent School we pride ourselves in having a unique whole school nurturing ethos. Through our principles and practice we aim to provide children with essential early experiences to support their academic, social and emotional development. We aim to enable children to gain the understanding and strategies required in order to turn around difficult behaviour that hinders their chances of success.

### Objectives

- to identify special educational needs and disabilities and ensure that pupil's needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

### Roles and Responsibilities

All of the staff at Active Wellbeing Independent School are responsible for the day to day emotional and behavioural development of its pupils. We have a strong nurturing ethos, and this is reflected within our provision and planning in the classes.

The SENCO has responsibilities for the following:

- monitoring, supporting and evaluating IEP's (Individual, Care and Education plans)
- Setting up and reviewing new intake files – initial risk assessment, (outlining the child's background) and initial medical overview.
- Arranging involvement of outside agencies for provision needed
- Training and leading staff meetings in areas of emotional and behavioural development and writing IEP's.
- Identifying children with SEN who need provision above and beyond those of the day-to-day teaching and learning of the class.
- Attending and implementing up to date training in areas related to SEN
- Working closely with the SMT and assessment co-ordinator in identifying pupils' needs and implementation of provision needed.

## Identification and Assessment of special educational needs

Active Wellbeing Independent School is committed to early identification of additional special educational need and meets the special educational need of each child in line with the Code of Practice 2014. A range of evidence is collected through our usual assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO and Assessment Coordinator in order to decide whether additional and / or different provision is necessary.

All children at Active Wellbeing Independent School have an Individual Education Plan (IEP). Provision/action that is additional to or different from that available to all will be recorded in an IEP. This will be written by each class teacher in consultation with pupils, parents, and carers. It may also involve consultation and advice from external agencies.

The IEP will set targets for the pupil and will detail:

- the short-term targets set for or by the child
- criteria for success
- the teaching strategies to be used that will link to planning
- the provision to be put in place
- who and when the plan is to be reviewed by

The IEP will be reviewed every term and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents / carers will also be invited to participate in the target-setting and review process.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Most of the children at Active Wellbeing Independent School have Education Health Care Plans so as well as the review of their IEPs, their progress and the support outlined in their EHCP will be reviewed annually by the SENCO or SMT and a report provided for the Local Education Authority (Section 69 of the Children and Families Act 2014). When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

Advanced planning for pupils in Year 5 will allow appropriate secondary school options to be considered. The Active Wellbeing SENCO will liaise with the SENCO of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

## Admissions

Most children at Active Wellbeing Independent School have an Education Health Care Plan. They are referred to the school by the LA SENMAS team. The Head Teacher in consultation with the panel reviews the child's suitability for the school and whether their needs can be best met in this setting. For further details see Admissions Policy.

## SEN Funding

Most children at Active Wellbeing Independent School have an Education Health Care Plan, which indicates that specialist provision is required. The typical school fees are £30,000 per annum, payable by Local Authority (specific additional support may come at an additional cost).

## Provision for SEN and school specialities

At Active Wellbeing Independent School, the majority of children have various medical diagnoses in areas such as Autism, ADHD, Asperger's, Oppositional Defiance Disorder and Pathological Demand Avoidance.

Active Wellbeing Independent School has wheelchair access with one disabled toilet available. There are trained members of staff in the administration of medication and the needs of the children who require special dietary needs can be fully met.

Most children who attend Active Wellbeing School arrive and leave via school transport.

## Teaching and learning

The children at Active Wellbeing Independent School have full access to a broad and balanced curriculum. Teachers plan individual lessons for all subjects and include a range of teaching styles in their plans. Children's targets in class are worked on each day both in lessons and opportunities for play throughout the day. Individual needs are planned for and taken into account in teachers' planning.

## The use of facilities outside the school like support services

There are a range of outside services the school can access and a full list of these can be found in the Head Teacher's office. These services can be arranged through the SENCO in consultation with the SMT.

## The role of the parents

Active Wellbeing Independent School have close links to the parents and carers of all the children. All parents have access at all times to the school for any concerns they have with their child's SEN and the appropriate member of staff will be available to consult with them both over the phone or an arrangement to come into school.

## Monitoring, evaluating and reviewing

This policy will be reviewed and assessed annually to ensure the effectiveness while monitoring the level of implementation.

- Education Health Care Plans once per year
- Risk assessments set up initially then reviewed three times a year

Active Wellbeing School IEP's 3x a year or more/less frequent if necessary
--

Active Wellbeing School IBP's 3x a year or more / less frequent if necessary in order to progress emotional and behavioural understanding