

ATRIUM STUDIO SCHOOL

Inclusion and SEN policy

Students at Atrium Studio School will be empowered to take control of their own learning and their own lives in order to make good choices. We will endeavour to prepare our students to be learners so that they can thrive in a fast moving and ever changing world.

AIM:

The aim of this policy is to promote the successful inclusion of students with special educational needs and disabilities at Atrium Studio School.

At Atrium Studio School we are committed to offering an inclusive educational experience to ensure the best possible progress for all our students whatever their needs or abilities. Not all students with disabilities have special educational needs (SEN) and not all students with SEN meet the definition of disability but this policy covers all of these students.

Definition of SEN;

“Students have SEN if they have a difficulty which calls for special educational provision to be made for them.” (Code of Practice 1:3)

Students have difficulty if they:

Have a significantly greater difficulty in learning than the majority of students of the same age Or

Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the LA.

Special educational provision means; “Educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in schools maintained by the LA, and other schools, in the area.” (312, Education Act 1996)

OBJECTIVES:

1. The governing body and teaching staff will do their best to ensure that the necessary provision is made for any student who has SEN or disabilities (SEND) and those needs will be made known to all who are likely to teach them.
2. The school will use its best endeavours to ensure that all teachers are able to identify and provide for those students who have SEND to allow these students to be fully included in the activities of the school together with those who do not have SEND, as far as is reasonably practical and compatible with the child receiving the necessary special educational provision, the efficient education of other students and the efficient use of resources.
3. The school will have regard to the current Code of Practice when carrying out its duties toward all students with SEND and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
4. The school recognises that the partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children’s education.
5. Young people with SEND often have a unique knowledge of their own needs and their views about what sort of support they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision making processes and contribute to the assessment of their needs, the review and transition process.
6. The school will work with feeder schools and outside agencies as appropriate to ensure effective transitions for children with SEND.

The success of Atrium Studio School's SEND policy will be judged against the objectives set out above. Annual success criteria will be reviewed and the governing body will ensure that it makes appropriate special educational provision for all students identified as in need of it.

Review of the Policy

This policy will be monitored and reviewed every two years. To inform policy making we collect, study and use qualitative and quantitative data relating to the implementation of this policy and make adjustments as appropriate.

Reviewed: 20th October 2017

Next review: October 2018