



# **Arbour Vale School**

## **Specialist Sports College**

### **SEND Policy**

**November 2017**

## Principles

The Governors, Leadership Team and staff at Arbour Vale School are fully committed to the ideal of maximising the potential of students by meeting their individual needs. They adhere to the following principles:

- Pupils are entitled to have access to a broad, balanced and relevant curriculum. The curriculum must be well-matched to and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs
- Pupils are regarded and treated as unique individuals who must be given the opportunity to excel and experiences achievement, which will be recognised and celebrated.
- Pupils benefit most when their individual needs and starting points are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned, implemented, monitored and reviewed.
- All teachers at Arbour Vale School plan and develop the curriculum to take account of individual differences and to secure the best outcomes for pupils.
- The pastoral and academic areas of the curriculum are managed in such a way as to ensure that the participation of pupils in their own learning is maximised and to enable them to reach their full potential.
- Working in partnership with parents, carers and families is key to supporting the needs of pupils.
- To provide a multi-disciplinary approach to the meeting of pupils needs through close working partnerships with speech and language therapists, occupational therapists, physiotherapists and child psychotherapists.
- In addition, the school works closely in partnership with the doctors and nurses from the Primary Care Trust as well as teachers for the Visual and Hearing Impaired, (VI and HI).

It is recognised that the 1996 Education Act, the Children and Families Act 2014 and the 2014 SEND Code of Practice are valuable sources of structure and guidance in developing systems and processes which will help to ensure that the needs of all pupils at Arbour Vale School are met.

## Aims

We will aim to:

- Ensure that all pupils at Arbour Vale School receive appropriate teaching and support which takes into account their SEND.
- Ensure that the tasks and activities are well-matched and differentiated and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve pupils and their families in decisions regarding their education and the meeting of their needs, to support them to promote learning and development and planning for their future.
- Ensure that the resources available to the school (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet the needs of the pupils.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards the lives of our pupils.
- Plan the provision of appropriate staff development and training to ensure that staff enhance and update their skills in meeting the needs of pupils with special needs.
- Ensure that the obligations of the School are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practise.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and well-being of the whole person.

## Admissions

Please refer to our admissions policy for details on the admission process.

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any student and it helps to promote equality at this school.

Policy	Review	Staff Members
SEND	November 2017	SM