



SEN Policy

1.0 Governors' Vision Statement

- Teach life-long skills to all pupils.
- Establish the school as a resource for the community.
- Provide a range of inclusion opportunities for all pupils.
- Encourage the development of a home school partnership.
- Promote equal opportunities for all pupils.

2.0 Philosophy

Pond Meadow School works solely with pupils who have an EHCP or with Early Years pupils who are currently in the process of being assessed.

The school seeks to establish broad and detailed agreement with parents and where possible pupils on the areas of focus within the Individual Education Plan (IEP).

The school regards the IEP agreement with parents and pupils to be a process that happens throughout the year and does not focus on the Review meeting to contain all discussion and all agreements. The process of continued contact and continuous review should lead to a meeting that is able to summarise the success or otherwise of the school's approach.

Within this role the school approaches its work by focusing on the individual needs of each pupil whilst clearly providing access to a broad and balanced curriculum rooted in the National Curriculum.

All teachers have day-to-day responsibility for the operation of this policy with the Deputy Headteachers acting as SENCO's for the school.

3.0 Aims

- Pupils will have individually planned access to the whole curriculum through the identification of individual areas of focus agreed between teacher, parent and pupil.
- Parents and pupils will be kept fully informed of progress within the areas of focus.

4.0 Planning

Individual learning targets will be discussed and agreed with parents either at the Annual Review meeting or at the Curriculum evenings and will form the basis of the pupils IEP.

The areas of focus from these meetings will cover:

- Communication
- Health and Emotional Well Being
- Social Interaction and Relationships
- Including as necessary:
- Health, Sensory Impairment or Mobility Needs



POND MEADOW ACADEMY TRUST

- Personal, Social and Health Education
- Learning to Learn and Independent Learning Skills
- Literacy
- Numeracy
- ICT

The areas of focus have been selected to cover the most common learning needs areas of our pupils and the range of Key Skills within the curriculum.

Individual targets for any other subject based learning can be added to the IEP through parent/teacher discussion.

Additional targets from fellow professionals (SaLT, Physio, OT, School Nurse) can be added to the pupils' IEPs, following discussion with parents.

5.0 Reporting and Assessment

- The recording and assessment procedures within the school will reflect the importance of the IEP.
- Formal meetings to review the EHCP will be called annually to assess the pupil's progress in the identified key areas of need and the continuing appropriateness of the placement.
- Assessment of the subject based learning will be reported in the annual curriculum report and discussed with parents at the end of year curriculum evening.

6.0 Transition Planning

For all reviews after the pupils 14th birthday, the pupil will be invited to attend and contribute to the decision making process. If some part of the review is sensitive to the pupil's feelings then part of the review will be held without them present.

As a result of transition reviews actions are noted for all professionals present that lead the way to establishing an agreed route forward for the pupil.

Although the school runs a 16-19 class, it is only put forward as one of a number of choices for pupils.