



Hednesford Valley High

Special Educational Needs Policy

Reviewed by: E Perry

Last reviewed: February 2024

Next review due by: February 2025

1. Introduction

The main purpose of the Special Educational Needs Policy is to recognise that the provision made for all of our Students is appropriate for each individual. Students receive a broad and balanced National Curriculum, which is adapted to ensure that all individual needs are met.

Students at Key Stage 4 and 5 follow a flexible curriculum which gives them access to a wide range of accredited courses, work experience, college courses and independent living skills.

This policy should be read and used in conjunction with the school's other policies.

2. Support

The school will work closely with others in the district to ensure that SEN practise and expertise is shared. This may involve Staff supporting Students and Staff in a mainstream setting or may involve Students attending Hednesford Valley High on a short or part-time basis.

When appropriate, Students may experience some inclusion in a mainstream setting. This may lead to a planned and agreed transfer to that school.

3. Role of Governors

The Board of Governors will:

- Ensure that Staff receive appropriate training (needs of Students, career development, national strategies)
- Ensure that Staffing and funding are allocated in such a way as to maximise the benefits to all Students
- Ensure that Staff are involved in the development of school policy and procedures
- Ensure that school works closely with Parents/Carers
- Ensure that Students have input into their I.E.P's where appropriate
- Ensure that the school works closely with other agencies

4. Annual Reviews

The needs of each Student are identified in their Education, Health and Care Plan (EHCP). These needs are reviewed on a yearly basis from the EHCP date or, when a suitable date can be arranged for all stakeholders to attend.

The Annual Review will report on:

- Objectives in the statement
- Progress made in Literacy, Numeracy, PSHCE
- Any additional difficulties experienced since the last review
- Any social or behavioural difficulties experienced
- Any modifications to curriculum
- Any amendments to the original statement
- Targets which are set linking to the outcome (English, Maths and what is needed for the EHCP)

When writing an Annual Review Staff will follow the guidelines provided by the LA.

Parents/Carers and Students are encouraged to express their opinions as part of the Review meeting.

5. Individual Education Plans (IEP's)

IEP's are written termly and link to the EHCP outcomes and Annual Review targets. Staff review the targets regularly and reset/amend them accordingly.

Parents/Carers and Students can be involved in this process and new targets are shared with all at the start of each term.

6. Dissemination and Review

The policy will be disseminated widely both to Staff and Governors through appropriate meetings.

The policy will be reviewed February 2025.

