

Date:	September 2019	Special Education Needs and Disabilities Policy (Norfolk)	Document N°	E29a
Review Date:	September 2020		Written by:	U. Castillo and J. McLean
Version:	001		Reviewed by:	M Norman

1. Rationale

- 1.1 The Ryes College exists to offer all its young people a differentiated curriculum to meet their individual needs.
- 1.2 We cater for the SEND needs of all of our young people who have either a Statement of Educational Needs or EHC plans for SEMHD, complex learning needs and other associated difficulties.

2. Aims

- 2.1 To provide a warm welcoming community and a stable secure environment in which all young people feel comfortable, safe, heard, supported and valued, irrespective of their SEND.
- 2.2 To focus on inclusive practice and remove all barriers to learning.
- 2.3 Encourage lifelong learning, independence, community awareness, social skills, and independent living skills to ensure, as adults, our young people can live as independently as possible.
- 2.4 To liaise with all other appropriate professionals, for example; educational psychologists, psychiatrists, speech and language therapists, physiotherapists, occupational therapists, therapists (Systemic, CBT, Psychotherapist), doctors and social workers, in order to maximise a multi-disciplinary impact upon and benefit of the provision which we make for each individual child.
- 2.5 To provide an accurate assessment of all the potential causes to difficulties in young people, including scope for reassessment using professionals and educational psychologists. This is to identify possible misdiagnosis, and ensure the young people's changing needs are accurate and met accordingly.
- 2.6 To offer opportunities for curriculum and professional development for all staff, which are continually reviewed in the light of changing needs and priorities, ensuring the best possible educational provision for our young people.
- 2.7 To recognise and celebrate individual differences and SEND between young people in a sensitive, appropriate and consistent manner.
- 2.8 To provide opportunities for success and achievement irrespective of SEND ensuring all our young people have the opportunity to build upon their self-esteem and sense of self-worth.

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- 2.9 To ensure that our provision complies with: the Equality Act 2010; Disability Discrimination Act 1995; the SEND Code of Practice (2014); the Safeguarding Disabled Children and Young People Practice Guidance 2017 and the Children Act 1989, Threshold Guidance for Children with a disability.

3 Implementation

- 3.1 We ensure that our curriculum is personalised, effectively differentiated and meets each young persons' SEND with an emphasis on building upon their strengths and interests.
- 3.2 We maintain a strong focus on high aspirations and on improving outcomes for children and young people with SEND.
- 3.3 We ensure parents and carers are involved in their child's education and understand that parents and carers are key to the success of their child and each young person / parent / carer should be at the centre of all processes concerning their education.

4 Assessment

- 4.1 Parents /carers and young people are involved and invited to be part of the process during setting IEP targets three times a year. The views of Parents/carers and young people are taken into consideration at annual education reviews and PEP meetings. Full educational reports are sent three times a year and parents and carers are kept informed about their child's progress to discuss any issues arising and also jointly celebrate success.
- 4.2 Progress tracking for all young people is via teacher marked assessments and IEP targets (to include behaviour) on a termly basis. For young people with statements of SEND / EHC plans, an annual education review is held, to discuss progress being made towards the objectives set as outlined on the statement / EHC plan. Objectives are reviewed and changed accordingly and annual targets are set.
- 4.3 Young people also set themselves two targets for each lesson subject, in order to give them ownership, and promote independence in the learning process.