

# SPECIAL EDUCATIONAL NEEDS

## 1. Context

Walton Hall is a generic secondary special school.  
Students are aged from 11 – 19 with a wide range of special educational needs.  
All students are statemented and many have medical conditions.  
Many students are transported to the school.

## 2. 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, and independent living skills. This policy should be read and used in conjunction with the school's other policies.

## 3.. Mission Statement/Aims

Walton Hall is a secondary generic special school which will safeguard children and provide a secure and positive environment where both students and staff are given the opportunities to achieve their true potential.

At Walton Hall we aim to provide the following:

- An inclusive and stimulating curriculum
- Close liaison with Parents/Carers and other service providers
- A safe and secure learning environment
- Opportunities for success at every level
- Links with other local schools

## 4. 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 Walton Hall 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

## 5. 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
- Ensure that students have input into their I.E.P's where appropriate
- Ensure that the school works closely with other agencies

## 6. Annual Reviews

The needs of each student are identified in their statements. These needs are reviewed on a yearly basis from the statement 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, PSHE
- Any additional difficulties experienced since the last review
- Any social or behavioural difficulties experienced
- Any modifications to curriculum
- Any amendments to the original statement

When writing an Annual Review staff will follow the guidelines provided by the LA. Parents and students are encouraged to express their opinions as part of the Review meeting.

## **7. Individual Education Plans**

I.E.P's are written once a term and targets are reviewed and reset by staff on a regular basis. Parents and students can be involved in this process and new targets are shared with all.  
Targets for English, Maths and PSHE are applied for each student.

## **8. Dissemination and review**

**Ratified by Governors September 2012**