

Testwood School Special Needs Policy



Key Responsibility area:	Paula Kennedy
Last Review:	January 2017
Next Review:	January 2019

A) Introduction

At Testwood School we believe in personalised learning that ensures all students have an entitlement to a level of support that reflects their learning needs. For some this will mean additional support as a pre-requisite for them to achieve the best possible academic, sporting and cultural success within their capabilities. We also promote personal learning through encouraging students to develop and maintain stable relationships with teachers and other students and provide opportunities for a range of diverse school experiences within and beyond the school curriculum to enhance their self-esteem.

Note: This policy has been updated and revised in light of changes in practice due to the implementation of the SEN Code of Practice and the Disability Discrimination Act of 2001 and should be read in conjunction with:

- 1) the 'SEN working practices guidance' that outlines the processes that are in place to achieve the aims and outcomes set out below
- 2) the Admissions/Behaviour and Assessment policy for Testwood School.

B) Purpose

This policy aims to promote:

- 1) high standards of inclusion and equal opportunities for students with special learning needs
- 2) the maintenance of accurate pupil data on the SEN register
- 3) the identification of pupils who have learning difficulties
- 4) the Every Child Matters agenda to develop the potential of each individual
- 5) partnership with parents through involving them in establishing a support programme to meet the needs of their child

C) Responsibilities

It is the responsibility of all those with an interest in improving understanding and helping to create a happy learning environment as the normal experience of those involved in the life of the school.

