



THE MULBERRY HOUSE SCHOOL

All Mulberry House School Policies are always to be read and considered in conjunction with the Equal Opportunities, UN Convention on the Rights of the Child, Safeguarding Policy, Data Protection Policy, Behaviour Policy, Anti-bullying Policy, Race Equality and Inclusion Policies

SPECIAL EDUCATIONAL NEEDS AND DISABILITY STATEMENT

This Policy of The Mulberry House School applies to all sections of the school including the Early Years Foundation Stage.

The Mulberry House School is a Rights Respecting School (RRS) and we take our responsibility as Duty Bearers seriously, respecting (though not exclusively) the following Children's Rights Articles under the United Nation's Convention on the Rights of the Child (UNCRC) in relation to this school policy.

- ◆ **Article 3**, The best interests of the child must be a top priority in all decisions and actions that affect children.
- ◆ **Article 8**, Every child has the right to an identity.
- ◆ **Article 12**, Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- ◆ **Article 23**, A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.
- ◆ **Article 28**, Every child has the right to an education.
- ◆ **Article 29**: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
- ◆ **Article 36**, Governments and institutions must protect children from all forms of exploitation and things that may harm their development.



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Statement

The term 'disabled', as defined in the Equality Act 2010, refers to those with a physical or mental impairment, which has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.

All children have the right to be educated and develop their full potential alongside each other. It is vital that all children experience opportunities to help them flourish and reach their full potential.

Aims

- ◆ To monitor for, and identify additional learning needs of pupils early, using clear evidence-based systems to support pupils in their learning and development.
- ◆ To recognise any special needs a child may have and ensure all staff is aware of the SEND Code of Practice: 0 to 25 Years principles on identification and assessment of special needs.
- ◆ To provide individual education plans (IEPs) or otherwise record the progress of and support for any pupils with significant learning difficulties or disabilities on an individual support plan, conducting regular reviews of impact.
- ◆ To adapt lessons so that every child can access our curriculum.
- ◆ To make sure that the curriculum, schemes of work and planning take proper account of the needs of all pupils, in terms of ability, needs and aptitudes.
- ◆ To make Relationships Education accessible for all pupils and take into consideration when designing and teaching these subjects that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND.
- ◆ Raise staff awareness through training, and where appropriate, invest in specialist skills to understand the needs of our pupils.
- ◆ To ensure that admissions, discipline and other procedures (for example, arrangements for school trips or examinations) take account of pupils' needs.



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- ◆ To employ a Special Educational Needs Coordinator (SENCo), ensuring they have training and experience in the assessment and care of children with special educational needs.
- ◆ To assess each child's specific needs and adapt our facilities if possible – this might involve assistance from a specialist such as an educational psychologist, occupational health specialist, physiotherapist or speech therapist for example.
- ◆ To make decisions to involve external specialists in discussion with parents, and parents should be informed if their child is receiving SEND support.
- ◆ To maintain confidentiality of records about children, with access only available to those who have a right or a professional need to see them.
- ◆ To request statutory assessment from LAs when this appears necessary and is in agreement with parents.
- ◆ To provide suitably for pupils with EHC plans.
- ◆ To ensure that all children are treated as equals and are encouraged to take part in every aspect of the school day.
- ◆ To promote positive images of persons with disabilities and stimulate a climate of non-discrimination and inclusion.

The Mulberry House School believes that all children have a right to experience education and develop alongside their peers. Each child's needs are unique, therefore, any attempt to categorise children is inappropriate.

The school is committed to working alongside parents, in the provision for their child's individual needs to enable us to help them to develop to their full potential.

All children with special needs or disabilities have a right to a broad and well balanced education.

We feel it is paramount to find out as much as possible about the particular needs of children with SEND and how these affect their learning. We do this by:

- Liaising with parents
- Listening to children's views



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- Liaising with other professional agencies
- Liaising with the child's previous school
- Reading any reports that have been prepared by other professionals
- Monitoring and reviewing the progress and development of children regularly
- Reading SEND code of practice: 0 to 25 years
- Reading SEND reviews: right support, right place, right time.