

SUNNYSIDE ACADEMY

SPECIAL EDUCATIONAL NEEDS POLICY

Sunnyside Academy prides itself on being an inclusive school, 'unique' in the country for the range of inclusion, as identified by DfE. This ethos is formalised in the school's mission statement and aims, as set out below:-

Mission statement

All children have the right to achieve their full potential.

School aims

- To respect, care and celebrate the talents and skills of all individuals, and work cooperatively to learn and share achieved goals.
- To provide a range of stimulating learning environments to meet the wide range of pupil's needs and positively try to enhance the wider communities
- To set high expectations and promote motivation and achievement in all pupils by delivering a challenging, interesting and varied curriculum.

Inclusive Practice

We are committed to giving all of our children every opportunity to achieve the highest of standards. We have three bases within the school one for children with a visual impairment, one for children with a hearing impairment and one for key stage 2 children who have moderate learning difficulties. These children are usually transported from across the Tees Valley to our school. Due to diverse demographic backgrounds of our children we take into account our pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter to everyone within the school. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We plan a curriculum that is based on 'WOW' experiences to create excitement about learning. The experiences meet the specific needs of individuals and groups of children. We ensure academic progress through

- Close and careful monitoring each half term;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the classroom to meet the needs of individuals or groups of children;

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- do our staff have the expertise required or is training required?
- are there differences in the achievement of different groups of children?

- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- what pastoral care might be needed to help the family and child with us to help raise achievement?
- are there any other professionals who need to be involved to ensure that we are following best practise?

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress through assertive mentoring. Pupils can and do move between classes, groups and sometimes year groups to ensure they are accessing the curriculum appropriate to them.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers ensure that all children:

- feel secure and know that their contributions are valued, smiles are issued to all children not just for academic achievement but also politeness etc.;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed linked to the assertive mentoring;
- participate as fully as possible, regardless of disabilities or medical needs.

Children with disabilities

Some children in our school have a sensory impairment and/or other disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a disadvantage.

The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. We use chairs and other furniture/equipment as and when necessary for pupils with specific physical needs. Teachers and teaching assistants with appropriate training in delivering the adapted curriculum are utilised to create whatever groupings are felt to be necessary to ensure access to the curriculum. Teachers ensure that all groups are catered for and that the planning and lesson -

- takes account of the pace of learning and the equipment used;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;

- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow children with a hearing impairment to learn about sound in science and music, and children with a visual impairment both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Outside the classroom

We strongly believe that all children should feel safe and enjoy lunchtimes and playtimes. We have invested in developing our outdoor area to provide a different range of experiences for all children. Also our Midday Supervisors are given regular training sessions to help promote safety and enjoyment during the free play activities. For those children who find such free time challenging a range of indoor opportunities are provided to help them stay safe and enjoy school.

Inclusion and racism

The diversity of our society is addressed through our schemes of work. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to the governing body by the headteacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.

Summary

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

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