

# Special Educational Needs Policy

1. Summerhill seeks to empower all its students to take a full part in its community, its life, decision-making and learning, as equals.
2. Summerhill does not label children SEN as all children are seen to have different needs and our community, its environment and values, addresses many of these needs. Those that are not seen to be addressed are brought to the staff meeting and the Special Attention List.
3. Summerhill offers children, according to need and desire, teaching in small groups, and if necessary supplementary lessons on a one to one basis.
4. Summerhill sees good teaching, using multi-sensory approaches and individualised to the needs of the child as the main way to assist children to overcome learning problems, with the child negotiating their learning.
5. All new children are placed on the Special Attention List to monitor for problems that may interfere with the right of the child to learn in lessons. These children are discussed by the whole staff three times a term, and a summary report written.
6. Any needs that a child might have in terms of their learning would be brought to the staff meeting for discussion and decisions taken about appropriate action(s), including support and any diagnostic tests. Parents are notified if necessary.
7. Within this inclusive policy, with individual monitoring and reflective teaching, we support 'statemented children' according to the aims of their statement, and provide evidence for, and host, the Local Authority annual reviews with direct reference to the DfES SEN Code of Practice and Toolkit.
8. Zoe Readhead the principal has overall responsibility to oversee the implementation of this policy.

## SPS08

*Re-written from previous SEN policy documents.*

*Draft suggestion by Michael Newman. December 2010*

*Handed to staff meeting for feedback. 3<sup>rd</sup> December 2010*

*Sent for feedback to Mark Vaughan OBE (awarded for contribution to inclusion work in State School policies, evaluations and actions), also ex-Summerhill student. December 2010*

*Sent for advice to: Dr Artemi Sakellariadis, Director, Director of Centre for Studies on Inclusive Education (CSIE), Publisher of Index on Inclusion. May 2011*

*Brought to several staff meetings to discuss, copies given out*

*Tuesday 25<sup>th</sup> October 2011 re-written into 8 summary points, presented to staff, read out and unanimously agreed*

*Updated May 2014*