



Special Educational Needs Policy

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

This policy applies to those pupils in EYFS as well as to the whole school, with areas specific to each section highlighted accordingly.

Aims

To remove barriers to achievement.

Some children have learning difficulties and/or disabilities which call for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in the school
- c) are under compulsory school age and fall within the definition at a) or b) above, or would do so if special provision was not made for them.

Arnold Lodge School reflects the principles set out in the Special Educational Needs Code of Practice 2001, with amendments 2002.

Early intervention is a priority and pupils with learning difficulties and/or disabilities will be identified and assessed quickly and their needs matched by appropriate provision.

Staff will work closely with parents, encouraging parental involvement, and developing the role of parent partnership services.

Staff will work with statutory and voluntary bodies to provide support for children with learning difficulties and /or disabilities.

Ensure that these pupils engage in all the regular activities of the school, so far as is reasonably practicable and compatible with the pupil receiving the appropriate provision, the provision of efficient education for the pupils with whom she/he will be educated and the efficient use of resources.

To raise the achievements of identified pupils.

Special Needs Coordinator:

Named SENCO: David Williams
Learning Support Teacher: Anna Jelec

Strategies for Implementation

The role of the SENCO

To be responsible for the day to day implementation of the LDD policy in addition to the following, in co-operation with relevant colleagues:

To write and review the school's SEN policy.

To promote a whole school approach to supporting pupils with learning difficulties and/or disabilities.

To support identification procedures which draw on a range of assessment techniques and are sensitive to the overlap between learning and behavioural difficulties.

To support teachers in the formulation of IEP's to support pupil needs.

To monitor the progress of pupils with learning difficulties and/or disabilities. and ensure that Heads of Departments and Phase Coordinators regularly review provision within the curriculum.

To ensure liaison with parents and other professionals.

To advise and support other practitioners.

To gather effective information and record keeping, and ensure that Individual Educational Plans (IEPs) are in place.

Admissions arrangements for pupils with learning difficulties and/or disabilities

Please refer to Arnold Lodge School Admissions Policy for general admissions arrangements.

Applications for pupils with learning difficulties and/or disabilities will be treated no less favourably than applications for other children.

Parents of pupils with learning difficulties and/or disabilities will share information, at the application stage, with school prior to the starting at Arnold lodge.

Parents will be asked to provide all relevant information about their child, including school reports, educational psychologist reports, and any other relevant communications from other agencies.

An assessment of the child's needs will be made.

The school has a responsibility, before offering a place, to ensure that the child's needs can be met.

A child's application to Arnold Lodge may be unsuccessful if it is judged that the school will be unable to meet the child's needs. The Headmaster has the final decision.

Specialist facilities and staffing

Our continuing professional development programme ensures that staff have access to further training, and this is then shared with the team through departmental meetings.

Arnold Lodge School has a trained nurse on site, and a rolling programme for first aid training for all members of staff.

Good staff pupil ratios ensure that children have small group and individual focus time.

The school assessment, recording and reporting policy ensures quick identification of any areas for concern.

Extra support staff, in addition to the class teachers, facilitate the implementation of individual programmes for pupils with learning difficulties and/or disabilities.

Resources for pupils with learning difficulties and/or disabilities

Arnold Lodge School provides a range of differentiated equipment and resources which aim to meet a range of individual needs:

Support from Warwickshire EYIA, IDS and other professional agencies.

A specialist learning support teacher, depending on availability and the needs of the child, can offer support in class, or to withdraw pupils for small group support.

Members of staff may be deployed in each phase of the school to provide individual and group support in the classroom.

Identification and assessment of pupils with learning difficulties and/or disabilities

We have regard for the Code of Practice on the Identification and Assessment of pupils with learning difficulties and/or disabilities

Parent information plays a vital part in our assessment process.

Upon application to the school, an assessment is made and an IEP drawn up if required as soon as possible after entry and necessary further assessment.

Assessment is continuous and individual observations and staff meetings inform future planning.

A whole school and graduated response is adopted, with assessment, monitoring and information.

There is a whole school procedure for supporting assessments as follows:

Early Years Action/School Action

When school identifies a child with special educational needs, interventions that are additional to and different from the usual curriculum will be provided to support that child, in relation to the child's needs and subject to availability. This may include support from the internal Learning Support Teacher.

Triggers for early years action or school action are set out in the Code of Practice 4:21 (Foundation Stage) 5:11 (Years 1-6) and 6:50 (Years 7-9)

Staff will work closely with parents and the SENCO.

Information will be collected and shared between parents and school.

An Individual Education Plan will be put in place, shared with parents, and kept under review.

Early Years Action/School Action Plus

A request for help from external agencies is made, with parents' permission.

Additional support, for example, in the form of an additional adult in the classroom working alongside the child on an individual basis or specialised equipment or resources, would be at the parents' cost.

Triggers for seeking help from outside agencies are set out in the Code of Practice 4:31 (Foundation Stage) 5:54 (Years 1-6) and 6:62 (Years 7-8).

Records of the child will be shared with the outside agencies. They will observe the child at school before advising on further appropriate targets and strategies.

In the rare event of Action Plus being insufficiently effective to enable the child to progress satisfactorily, school will make a request for a statutory assessment as described in the Code of Practice 4:33 (Foundation Stage) 5:62 (Years 1-6) and 6:70 (Years 7-9).

Pupils requiring a Statutory Assessment

In the case that a child receiving support at Action Plus continues to give cause for concern, the school or the child's parents may make a request for a statutory assessment. The school will provide to the local authority details of the action that has been taken, IEPs, review meeting notes, assessment information, and information from parents, teachers and other professionals involved. This information will form the basis on which the LEA can decide if a statutory assessment is necessary. If a statutory assessment goes ahead, there may be a number of outcomes. The LEA may make recommendations designed to support the child further at School Action Plus, or a Statement of Special Educational Need may be made in relation to the child.

Statements of Special Educational Need

In the case that an LEA finds that the provision necessary to meet a child's needs cannot be met within the normal provision made by the school, then a Statement of Educational Need may be made in relation to that child. The required curriculum will be provided as set out in the statement. The statement must be reviewed annually and the school will check with the LA that this takes place.

Planning the Curriculum to include pupils with learning difficulties and/or disabilities.

In order to meet children's diverse needs, and help all children make the best possible progress, Arnold Lodge school will :-

Plan opportunities that build on and extend children's knowledge, experiences, interests and skills, and develop their self-esteem and confidence in the ability to learn.

Use a wide range of teaching strategies, based on individual's learning needs.

Provide a wide range of opportunities to motivate, support and develop children and help them to be involved, concentrate and learn effectively.

Provide a safe and supportive learning environment, free from harassment, in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged.

Use materials that positively reflect diversity and are free from discrimination and stereotyping.

Plan challenging opportunities for children whose ability and understanding are in advance of their language and communication skills.

Monitor children's progress, identifying any areas of concern, and taking appropriate action to provide support.

The Learning Environment

At Arnold lodge we aim to include children with special educational need, and to enable them to access the learning environment in the following ways:

Plan provided support for children who need help with communication, language and literacy skills through the use of alternative communication e.g. signs or symbols, visual cue cards, ICT and taped materials.

Provide materials that children can access through sight, sound, touch or smell.

Increase the child's knowledge of the outside world by using a variety of stimuli and language to extend their experiences and imagination.

Provide additional support from adults when needed.

Adapt activities or environments where appropriate.

Help children with behavioural difficulties to take part in learning effectively by establishing clear boundaries, promoting and praising positive behaviour, encouraging developing skills to work well with other children and helping the child to value and respect their own contribution and that of others.

Monitoring and evaluation of this policy

All staff will meet regularly to monitor the effectiveness of this policy.

The policy will be reviewed annually by the SENCO and the Headmaster, at the beginning of each academic year.

Customer satisfaction and complaints procedure

Parents play an integral part in the education and development of their child, and at Arnold Lodge we work very closely with parents at all levels.

If a parent is unhappy with the process and their child's individual progress, they should first contact the child's class teacher.

If necessary the SENCO would then discuss concerns with the parents and would inform the Principal. In the Early Years the SENCO would also inform parents of the Parent Partnership Service and their contact details.

Records of any complaints, action taken and outcomes will be kept by the Headmaster.

Staff training

Arnold lodge school values continual professional development and the SENCO and departmental staff regularly attend courses.

Training is shared with the team through departmental meetings and added to the department's training folder for future reference.

Specialist in-house training is shared during staff training days.

Partnership with Parents

Arnold Lodge recognises the importance of working closely with parents and values the vital role they play in their child's education.

New children will be invited to an induction session at the school, and parents meet with the child's teacher to discuss their entry into school.

Regular parents meetings will be held to share children's individual progress.

Parents will be encouraged to take an active role in their child's education, and staff are readily available to talk with parents.

School will inform parents immediately if they identify that their child has learning difficulties and/or disabilities.

Written parental permission will always be gained before any contact is made to outside agencies.

Parents will be informed of Parent Partnership services.

Parents will be kept informed of all information collected and invited to participate from the outset.

Links with other Settings

Warwickshire training sessions.

Sharing good practice through cluster group meetings and conferences.

Links with Support Services and Agencies

Any professional agency or support service will be contacted by the SENCO. She will only do this once written permission from a parent has been granted.

Child Information Service (C.I.S)	0845 0908044
Early years Advisory team (E.Y.A.T.)	02476 349694
Parent Partnership	02476 588464
Speech & Language Therapy 351333	01926 400001/02476
Child Development Service (C.D.S.)	0845 090700
Integrated Disability Service (I.D.S)	01926 413737