

Special Educational Needs Policy



Principles:

Shepherds Down School aims to provide a broad and balanced curriculum for all pupils related to their individual needs through:

- The commitment and support of all staff and governors
- Appropriate differentiation of the curriculum to meet all levels of ability
- Positive attitudes and encouragement from staff
- An atmosphere of support in which self confidence can grow
- Close involvement of parents with their child's learning
- Individual curriculum targets for each pupil
- The focus on core skills to enable all children to be as independent as possible
- The use of a range of augmented systems of communication, such as PECS
- Consistent provision for children with ASD, including the principles of TEACCH*
- Additional support from outside agencies

**Treatment and Education of Autistic and related Communication Handicapped children- adults.*

Curriculum Access:

The school's Curriculum Policy states that access to the whole curriculum, including Early Learning Goals and the National Curriculum, is an entitlement for all pupils. It also recognises that it is the right of children to have the curriculum matched to their individual needs. The curriculum at Shepherds Down school comprises the school curriculum and identified priorities for learning, Foundation stage and the National Curriculum.

We prioritise the following learning and it forms our core curriculum:

- Functional communication skills
- Cognitive skills – Functional Reading, Writing and Number skills
- Independence – organisational skills, toileting, dressing, eating, life skills (money, cooking, safety), generalising and applying skills
- Personal and Social Development – interaction, turn taking, play, tolerance, coping strategies, emotions, sensory processing skills
- Physical – physio, health and fitness, gross motor, fine motor, swimming, well-being

Categories of Special Educational Need

Shepherds Down school is a primary school designated for pupils with learning difficulties. The breadth of complexity and severity of the learning difficulties is wide and might include:

- Moderate learning difficulties
- Severe Learning difficulties
- Profound and Multiple Learning Difficulties
- Autistic spectrum disorder
- Emotional and behavioural difficulties - e.g. attention deficit disorder, low self esteem
- Physical/medical problems - e.g. asthma, epilepsy, cerebral palsy
- Sensory Processing difficulties

Identification and review of Special Educational Needs

The school's policy for Assessment, Recording and Reporting states that assessment will be built into our planning and be an integral part of teaching and learning, and it is therefore a continuous process.

An individual pupil's special educational needs are identified in their Education Health Care Plan (EHCP)

Objectives

The objectives set out in the annual review summary of each child's EHCP should inform the short-term targets in the curriculum targets and the half termly targets for core learning.

Curriculum Targets will focus on communication and personal and social skills. There are differentiated half term group plans identifying core learning for each child. For some pupils with very specific needs these plans may be individual.

Any advice from an outside educational agency, (such as the advisory teacher for the partially hearing) and any programmes provided by a non-educational source (such as the speech and language therapist) will be incorporated into the child's Curriculum Targets.

Provision:

The main features of the provision made by the school for meeting the special educational needs of the children are as follows:

Provision for all children:

- Small class size - A staffing ration of 1 Teacher and a minimum of 3 Teaching Assistants to no more than 11 children.
- Small group work and Individual curriculum targets
- Modified curriculum – based on the Early Years Curriculum and the National Curriculum, which is highly structured, modified in pace and delivery and differentiated to individual needs prioritizing core skills
- Prioritising of Personal and Social skills – through both direct and indirect teaching
- A curriculum enhanced by practical approach and first hand experiences to facilitate and maximise learning
- Availability of an eclectic mix of approaches such as attention autism strategies, intensive interaction, augmented communication systems, some of the principles of TEACCH (work schedules, work stations)
- Availability of Makaton signing and a range of augmented systems of communication, including Picture Exchange Communication system (PECs) in conjunction with spoken language
- Adult support during unstructured times such as playtimes, choose time and lunchtime.
- Positive behaviour strategies applied consistently throughout the school, including positive rules, clear expectation and the use of rewards and sanctions
- Robust and regularly monitored health care plans, when needed
- A whole school commitment to working in close partnership with parents.
- Additional specific advice and programmes provided by the Speech and Language Therapy Service, Occupational Therapy Service, Physiotherapy Service and specialist teacher advisors, which are incorporated into daily classroom activities.

Some children will require an Enhanced/Specialist Provision, which might include:

- Individual behaviour management plan/ Additional behaviour strategies/Individual behaviour Risk (if appropriate)
- High levels of 1:1 support throughout the day for learning, therapy, communication, behaviour management, care and supervision - 6/8 pupils: 3/5 adults
- A highly personalised programme supported by individualised resources.
- An environment strictly based on TEACCH principles with an emphasis on visual instructions, predictability, structure, low distraction and the reduction of anxiety.

- A high input of Sensory based activities (intensive interaction, light and sound, hydrotherapy) to encourage and develop spontaneous communication, interaction and play.
- Individual support for SALT, OT and Physio programmes. Close liaison with Therapists (particularly sensory integration).
- A total communication environment using Makaton signs, symbols and objects of reference throughout the curriculum and additional support to foster communication at all opportunities as advised by the Speech and language Therapist.

Some children will require a tailored provision for children with PMLD, which will include:

- 1 teacher with at least 4 Teaching Assistants for 8 children
- All staff trained in medical procedures, with regular refreshing of skills
- All staff trained and supported in delivery of OT and Physio with highly individualised SALT. OT and Physiotherapy programmes delivered frequently (daily in some cases) and regular frequent liaison with Physio, OT, SALT, medical staff and specialist T.A. (H.I/V.I)
- All staff trained in Moving and Handling
- Emphasis on communication, self help, welfare and physical well being
- Ongoing and consistent opportunities for supportive participation
- Provision of specialist seating/standing/lying equipment
- Use of total communication system, photo schedule, cue cards and objects of reference and speech supported by signing
- Use of Specialist ICT to support communication e.g. switches, big macs and eye gaze technology
- All children's individual personal care and health needs are addressed with dignity and consideration

In order to make effective provision for all the children in the school, it is necessary to review and manage the balance of needs across the whole school, and in individual classes.

This may mean that there could be times when the governing body, on the advice of the Headteacher, is not in a position to make provision for a particular child referred by the Local Educational Authority. In such a case the Headteacher would write back to the LEA stating the reasons why it was felt the child's needs could not be met within the school's existing provision.

There may be a need to consider alternative provision when the school can no longer effectively meet a child's needs e.g.

- A child continues to make little or no progress, and/or whose emotional or behavioural difficulties interfere with their learning or that of the class group and/or ongoing social communication difficulties cause substantial barriers to learning
- A child is ready to return to mainstream school and there needs to be consultation with outside agencies, the receiving school, etc. as part of the transitional planning arrangements;

This would need to be addressed through the Review procedure, which would be brought forward if necessary. Parents should be fully involved in this process.

Partnership working:

The school is committed to working in partnership with outside agencies to enhance the quality of the provision made for meeting the special educational needs of each pupil and to work closely with their parents and families.

The Deputy Headteacher has responsibility for links with outside agencies, and will have regular contact with the relevant agencies and facilitate a half termly therapy meeting which provides the opportunity for each therapist to discuss their current caseload and share information.

The Headteacher or Deputy will endeavour to attend any Social Care meetings, particularly Children in Need (CIN) reviews concerning individual pupils.

The Headteacher will continue to oversee that individual pupils are offered support health and education services according to their needs. Support services are coordinated by the Headteacher with the assistance of the deputy head. These currently comprise Educational Psychology service, Speech and Language Therapy (SALT), Physiotherapy, Occupational therapy, and advisory teachers for the hearing or sight impaired.

Allocation of Resources

The whole school has made a clear commitment to developing the educational provision it makes in order to meet the needs of the children. Resources are allocated from the school's delegated budget, according to the priorities indicated in the **School Improvement Plan**.

Building

The school's building is on two levels, with a lift to ensure it is accessible for children who have difficulties with mobility or use a wheelchair. There is a ramp in place at the front entrance, clearly marked disabled parking bay and accessible hygiene rooms.