

HAYMERLE SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY

September 25

OBJECTIVES OF THE POLICY

This policy is to inform parents/carers, governors, inspectors, the community and outside agencies of our provision for Special Educational Needs. It is to show that although we have an extremely wide range of needs there is equality of access to the curriculum for all the children.

WHAT SPECIAL NEEDS DO WE PROVIDE FOR?

We are a primary Special needs provision for pupils with ASC. We provide for pupils on the autistic spectrum continuum who may also have a range of additional needs

- speech and language difficulties
- degrees of physical and /or sensory impairment
- emotional difficulties
- social and communicative difficulties
- a range of diagnosed medical syndromes
- specific learning disorders
- Pupils with global delay
- Pupils with a combination of the above

It is our commitment to see the whole child and not the disability

THE ALLOCATION OF RESOURCES

The majority of staff have had training in awareness of the autistic spectrum. Staff have all had the opportunity to attend courses to update and further develop their expertise to cater for the changing population of the school. Each curriculum area is appropriately resourced to ensure that all the children have full access to the Curriculum.

We may provide additional support for children on an individual basis where identified as necessary. Additional therapy may be provided to provide focused support for individuals or for groups of pupils as needs are identified. This is monitored through the schools provision mapping

ARRANGMENTS FOR PROVIDING ACCESS TO THE NATIONAL CURRICULUM

Access to the National Curriculum is provided through a planned programme

(Scheme of Work). Pupils follow planned and individual learning journeys in line with their learning and support needs. Adaptations to support individual needs are written into midterm and daily planning.

All pupils have Individual Education Programmes which identify particular **Long term Goals** and are updated once a term. **Short term IEP targets** are set for Cognition and Learning, Social Development and Communication, Personal Development and Physical development (where appropriate).

Targets are assessed throughout the term, linked to the Education health Care Plan

Pupil progress is reviewed in line with their EHCP at least once a year at the EHCP Review and the Annual Curriculum Report Meeting.

Teachers and Support staff have received training in using Makaton, Core boards, Picture Exchange Communication and TEACCH to support and inform our practice supporting pupils with ASD.

EVALUATING SUCCESS

Criteria for evaluating success of our SEN policy is as follows:

- Feedback and support from parents.
- Achievement of targets set in Individual Education Programme.
- Pupils curriculum goal progress (where applicable)
- Inspection and Adviser reports.
- Governor Feedback
- Pupils positive attitude to the school and learning.

COMPLAINTS PROCEDURES

Parents are welcome to discuss the needs of their children with the Class Teacher at a mutually convenient time. If the need is urgent, the Senior Leadership team will arrange an immediate appointment to discuss any concerns. If concerns are not resolved informally the formal LEA complaints procedure that the school has adopted can be started.

INSERVICE TRAINING

Staff are encouraged to attend courses to develop and extend their own expertise and to feedback useful information to benefit the whole school.

All staff are asked what their particular skills and areas of interest are so that courses and staff are matched appropriately. Equality of opportunity ensures that everybody has an equal chance for development.

Staff development will be directly linked to the school development plan

OUTSIDE AGENCY SUPPORT

In Haymerle we have direct access to the support of a Speech Therapist, Occupational Therapist, Educational Psychologist and Music therapist. We support parents accessing School Nurse, Community Paediatrician, Audiologist, Teachers for the Visually Impaired, Social Services, Dentist,

The local environment is used to further access the National Curriculum. We have weekly OT and SALT support on site. The school currently provides 1 day a week music therapy.

Staff receive training in behaviour support, Augmentative Communications Strategies and intensive interaction to further support pupils learning and engagement.

PARTNERSHIP WITH PARENTS/CARERS

We are committed to strong home/school links, and parents and carers are encouraged to come into the school to review their child's progress, to participate in training, for social events and school performances.

Parents are welcomed to participate in Training and support sessions in school with the therapy team and teachers to help support the pupils needs in school and at home.

Parents support staff teams with good home to school communication, attending parents meetings participation in outings and performances.

Parents and carers are encouraged to join in daily school life and to attend one meeting a term to look at their child's achievements. They are also invited to attend annual reviews, parent training and Multi-disciplinary meetings

Parents/carers are involved in their children's education and they are asked to contribute to their child's Individual Education Programmes and reviews.

Daily home to school communication is encouraged through the home / school communication books, parents and carers reading work and homework. Parent can get information from the schools website, Parent Hub and Evidence for Learning parent App.

LINKS WITH OTHER SCHOOLS

We have a number of links with other schools, both mainstream and special including Secondary Transition Planning.

Further information regarding our school provision and Southwark Local offer can be accessed on the schools SEN Information report