

# **HAYMERLE SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **2021-2022**

#### **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.

## **IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES**

Children come as recommended by the Special Needs Panel following consultation with the school and parents/ carers when their statements are completed or near to completion, and as a parental choice.

The Special Needs Panel may consult with Haymerle regarding offering an assessment placement (Where a child does not have a statement) until it is agreed where the appropriate environment would be following assessment and formal consultation.

Pupil progress is reviewed regularly with all the people involved with the child.

## **ARRANGMENTS FOR PROVIDING ACCESS TO THE NATIONAL CURRICULUM**

Access to the National Curriculum is provided through a planned programme (Scheme of Work), and modification and differentiation is written into half-termly / daily planning.

All pupils have Individual Education Programmes which identify particular targets for them in English, Maths and Social Development and Communication.

Targets are assessed throughout the term, linked to the Education health Care Plan Long term Goals and updated once a term.

The child's 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 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 progress
- Inspection reports.
- Pupils positive attitude to the school and learning.

## **COMPLAINTS PROCEDURES**

Parents are welcomed to come in to discuss the needs of their children with the Class Teacher at a mutually convenient time. If the need is urgent, the Head or Deputy will arrange an immediate appointment to discuss any concerns. If things

are not resolved 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 feed back 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 access to the support of a Speech Therapist, School Nurse and Paediatrician, Audiologist, Teachers for the Visually Impaired, Social Services, Occupational Therapist, Educational Psychologist, Dentist, Physiotherapist, School Doctor, Respite care and the Community Police.

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

Staff have received training in Augmentative Communications Strategies (PECS) and intensive interaction to further support pupils access to therapeutic support.

### **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 medicals, dental appointments and annual reviews.

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.

### **LINKS WITH OTHER SCHOOLS**

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

Our Assessment manager supports special schools and ASC resource bases with their assessment and reporting procedures.