

ASHGATE CROFT SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY



Approved by Full Governors: 14.05.2019

Minute No.: 38/19

Building Skills for Life

We respect the fact that our children all:

- Have different educational needs and aspirations;
- Require different strategies for learning;
- Need a breadth and range of experiences, people and environments in order to support and generalise their learning.

Objectives:

- To meet each individual child's needs by providing appropriate and motivating learning opportunities;
- To provide a relevant curriculum and develop the child or young person in line with the objectives set out in their current Education, Health & Care Plan;
- To engage parents/carers in a strong, purposeful relationship with school as we meet the needs of their child together;
- To provide appropriate resources and a multi-agency approach as required;
- To ensure access to specialist approaches to teaching, learning, behaviour support and personal and social development.

Roles and Responsibilities:

Leadership Team (LT) and Governors

Professional development needs are identified and required training designed to meet the specialist needs of the pupils is implemented. Each child's progress is monitored against their EHCP outcomes and resources are made available to support their needs. As the needs of children admitted to Ashgate Croft change and become more complex, the LT and Governors remain flexible in the way they seek to meet these needs through staffing and organising the learning environment responsively.

Teachers

Class teachers ensure all the Special Educational Needs of their pupils are met through well pitched, individually targeted planning.

Teachers ensure that a wide variety of learning opportunities, both in the school setting and in the community, are provided and that these activities will engage all children. Teachers provide learning opportunities that build self-esteem, self-confidence, communication and self-expression, independence and functional skills. Teachers also work closely with a wide range of professional partners to meet the needs of each child.

Statutory Review Arrangements

Annual Reviews of each child's EHCP plan follow the Local Authority procedures.

Parental Involvement

Parents/carers' contribution to their child's education is seen as invaluable. They are involved in twice yearly parent/carer consultations focusing on personal skills target setting, and annually at the review of the Statement/EHC plan.

In addition the school:

- Provides training activities for parents/carers;
- Offers practical strategies for parents/carers to use at home in overcoming behavioural and learning difficulties in the form of dialogue and resources;
- Provides opportunities and a room for parents to meet with other professionals, eg. Speech therapist, teacher of hearing impaired/sight impaired, physiotherapist, OT, School Doctor, LD CAMHS Psychiatrist.

School Procedures

Systems are in place to:

- Review Individual Behaviour Plans where they exist and devise as required;
- Carry out the statutory review procedures;
- Conduct emergency/interim reviews where necessary;
- Recommend changes to the EHCP and/or request additional resources/staffing facilities.