

DOVE HOUSE SCHOOL ACADEMY TRUST

SPECIAL NEEDS POLICY

Policy issued July 2015
Approved by Colin House, Headteacher, Annie Benton, Chair of Governors
SignedColin House & Annie Benton.....
Approved at Governing Body – 2 nd July 2015 Next Review to be July 2016

The following Special Needs Policy should be read and used to assist in identifying and reviewing specific arrangements and responsibilities for Special Needs at Dove House School and adapted as necessary.

The purpose of this policy is to ensure that there is a plan in place for how Special Needs is managed, and to ensure that staff are aware of their responsibilities and arrangements.

Policy Statement

Special Needs Policy

Dove House School is a secondary school catering for children with moderate learning difficulties. Many of the children also have additional difficulties, which preclude them from accessing the curriculum at a main stream school.

Objective of the Policy

To enable the children to achieve their full potential regardless of the difficulties they may have. It does this by providing the following:-

- A high level of resources to meet the individual needs of the pupils
- Appropriate teaching styles
- Appropriate learning situations
- An environment which is both calm and caring but has easily defined boundaries.

Admission

Referrals are made by the Local Authority and considered by the Head teacher and Governing Body. Referrals are considered against the following criteria:

- The individual pupil's needs and the provision in the school i.e. the child has the necessary skills to access the curricular provision in the school.
- The integration of the pupil in relation to the other pupils in the school and the composition of the teaching groups he or she will go into.
- The efficient and effective use of the school's resources.

The Provision

Each child's needs are considered on an individual basis. All the children have a Statement of Special Educational Need or EHCP which summarises their difficulties. From the Annual Review of this statement an Individual Education Plan is set for each child. This plan usually covers learning targets in the following areas:

- Curriculum access – social and emotional development
- Any specific learning difficulties- OT, Dyslexia, Speech and language
- Autism

The Access Targets are those targets which enable the child to access the curriculum. This could include targets on concentration, behaviour, communication and language development and interpersonal relationships. They are monitored on a lesson by lesson basis and reviewed at least every half term. Also they are written for and owned by the children.

Specific Learning Difficulties

Those pupils with highly specific difficulties such as Dyslexia, OT and SALT are supported individually by the school's therapy centre and are provided with programmes to meet their individual difficulties.

Autism

The school has a well resourced provision for autism, under the direction of the ASD Coordinator with responsibility for Individual Needs. This includes the Learning Support Base for those children with profound autism. There is also an ASD based tutor group in each year which accommodates those children who need additional support on a daily basis, (Asperger)

Curriculum Targets

Each curriculum area sets targets for each child and these are reported on in the child's annual report, parents' evenings and the various interim reports during the school year.

Each child is bench marked on entry. This includes, standardised testing in reading, spelling, numeracy and non verbal intelligence. Reading spelling and numeracy are retested each year to track individual progress.

The National Curriculum

The school is committed to delivering a broad and balanced curriculum with a clear focus on the individual needs of each child. The National Curriculum is part of this entitlement. Each

child follows the National Curriculum at the correct age related Key Stage at a level appropriate to their need.

Accreditation

The school uses a wide range of publicly accredited courses.

Organisation

The Head teacher and the Governing Body are responsible for the overall educational provision in the school.

The Special Educational Needs Co-ordinator is responsible for:

- monitoring and managing the school 's individual needs provision – specific needs including Autism
- training of staff in SEN
- liaising with support agencies SALT, OT
- managing the school's audit submission
- organisation of annual reviews and EHCP's.

The Deputy Head with responsibility for Pupils and Parents is responsible for the following:-

- welfare of all pupils in the school and the devising and monitoring of behaviour support plans, where appropriate with Individual needs deputy
- Individual behaviour support plans
- liaising with parents and support agencies
- organisation of Individual Education Plans
- organisation of the schools tutor system K3 including pupil groupings
- liaising with other schools and teacher for transition at K3
- the organisation of specialist resources and staffing through the
 - school's Learning and Behaviour Profile system
- liaising with other school staff.
- liaising with parents

The ASD Coordinator is responsible for

- all ASD pupils in the school.
- managing the schools ASD resource
- advising training staff in working with ASD
- liaising with the SENCO
- liaising with staff and other agencies when appropriate
- developing the school's ASD provision
- providing advice and help to staff, parents and others.

Staff Development

The school is committed to developing the expertise of the staff team and a wide range of in service opportunities is available for all staff.

Assessment and Review

All pupils have EHCP, therefore, the initial identification and assessment of need has been completed prior to admission. The progress of each child is continually monitored against the child's Individual Education Plan and their progress in all subjects. Annual Reviews are time-tabled in two blocks, KS4 November and KS3 February. Annual reviews are written to take account of the most up to date achievement data available.

Evaluation Criteria

The criteria for measuring the school effectiveness are the progress of individual pupils in both personal and academic terms. This can be seen in the following:

- Progress with IEP targets – Access targets
- Improvements in social skills/behaviour
- Subject progression is currently measured by National Curriculum levels
- Literacy and Numeracy standardised scores
- Level of public accreditation gained by the pupils
- Placement at 16
- Perceptions of the community of the school's worth and effectiveness
- Perceptions of the parents as seen by the level of support from parents and
- the recorded comments on their child's Annual Review
- Surveys of pupils and parents – July

Other Agencies

The school makes use of a wide range of support services:

Partnership with Parents

The relationship between school and parents is vital and underpins all we do at school. Parents are welcome to visit school and talk to the Head or in his absence, the Deputies with responsibilities for Pupils and Parents and Special Needs about SENCO any aspect of their child's education. Parents are formally invited to their child's Annual Review. Various formal events are held throughout the year: Open Evening, New Parents' Evening and other Parents' Evening plus other special events. Also, each child has a Home School Diary which they complete and take home every day.

The school also operates a Parent Pupil service for all pupils and their families in the school. The Parent Pupil manager will liaise with parents to draw up an admissions profile on entry and a transition plan in Y9 in preparation for leaving at 16.

The Governing Body is responsible for monitoring this policy.

Equal opportunities

No child is discriminated against on the grounds of race, sex or disability in: providing teaching or allocating pupils to teaching groups; excluding pupils; applying standards of behaviour, dress and appearance; giving careers guidance and work experience; allocating resources and providing other facilities and services. The building does have constraints with regards to access to the first floor.