Special Educational Needs
POLICY

Longford Park School

This document is a statement of the principles, aims and strategies for Special Educational Needs at Longford Park School.

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Introduction

In Longford Park School education is about learners experiencing the joy of discovery, being creative, developing their self-confidence as learners and maturing socially and emotionally. Our school ethos is one that nurtures children to believe in themselves, enabling them to belong in a strong community that invests in everyone to become the best they can be. We will do everything we can to help our children to learn new skills, concepts and strategies to grow in happiness, confidence and educational attainment.

Longford Park School aims to provide a high quality education for all its pupils with full entitlement to the National Curriculum and a wealth of other educational experiences affording excellence and enjoyment within a broad and balanced curriculum.

Equal Opportunities

We will promote equality of opportunity with particular regard to gender, race, creed and ability. It will also recognise the philosophy of the new Green Paper 2011, Education Acts, the Children Act 2004, The Code of Practice and ‘Every Child Matters’ strategy in educating and caring for our pupils according to their individual needs.

Through our policies we will:

♦ Enable pupils to have many opportunities to develop their confidence
♦ Enable staff to address the individual needs of our pupils
♦ Encouraging the skills required to communicate
♦ Fostering a sense of inquiry, enthusiasm and enjoyment
♦ Provide pupils access to a broad, balanced, relevant and differentiated curriculum
♦ Promote partnership between pupils, parents, school and others who have an interest in the well being and education of our children.

The Pupils

Longford Park School serves the needs of primary aged pupils with learning difficulties, social, emotional and behavioural difficulties as well as additional associated difficulties such as speech and communication problems, low self-esteem, ADHD and complexity of needs.

Teaching

All staff will address the individual learning needs of pupils by using a variety of teaching styles and techniques.

We will use a wide range of resources in our teaching to ensure that individual learning styles are addressed.

Where appropriate we will make full use of the opportunities that exist in other schools and the local community to promote learning.
Most pupils at Longford Park School have historically had the protection of a Statement of Special Educational Need. The needs specified in the statement are used as a basis for each child’s Individual Education Plan (IEP). Statements are being replaced by Education and Health Care Plans (EHCP). These ensure all professionals including educators look at matching individual needs to services.

All pupils have an IEP with specific targets based upon their needs as assessed using PIVAT’s data, APP, Progression Guidance and/or their statements. The IEP focuses upon the individual needs of each child. All children have an Individual Behaviour Plan (IBP) which supports the development of personal, social, emotional and behavioural qualities. Detailed information relating to specific areas of the curriculum, their aims and objectives, teaching approaches and pupil experiences can be seen in the specific policy documents and schemes of work for curriculum and general areas.

Curriculum design and planning takes account of the needs of all pupils and ensures that wherever possible all pupils have access to a broad, balanced and differentiated curriculum.

**The role of the Teacher**

- To differentiate within the classroom and to provide appropriate resources and opportunities
- To monitor, record and assess the progress of each child
- To inform parents of concerns and seek their support
- To prepare Individual Education and/or Behaviour plans for each pupil
- To record successful and unsuccessful strategies used to help the child make progress
- To keep support staff updated and informed of strategies to be employed

The staff and Headteacher will seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children’s needs, by monitoring the standards of pupils’ achievements, and by setting targets for improvement. Learning for all children is given equal priority, and available resources are used to maximum effect.

**The role of the Governors**

- Ensure that all pupils join in the activities of the school as far as is reasonably practical and compatible with the child receiving the provision their learning needs call for.
- Ensure that ‘the responsible person’ – the Headteacher or the appropriate Governor – sees that the pupils individual needs are being met
- Report to parents on the schools policy for pupils with special educational needs

Governors play a major part in school self review and should establish mechanisms to ensure that they are fully informed about the school, including the system for and the outcomes of in-school monitoring and evaluation.

The Governing Body should make sure that they are fully involved in developing and monitoring the school’s SEN policy, are up-to-date with how funding, resources and equipment are deployed and the provision is continually monitored.
The role of Parents

Partnership with parents plays a key role in enabling children to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them.

Developing good relationships with parents is seen as crucial to success.

Links with other agencies

The school will promote active links with appropriate organisations and agencies that work on behalf of the pupils.

Complaints

In the event of a complaint in respect of provision for a child with SEN, parents should first approach the Headteacher who will investigate, prepare a report and may meet again with parents following the investigation. If necessary, the complaint may be referred on to the Governing Body who will respond to it as soon as possible.

Criteria for success

The success of the system can be measured in terms of the following criteria:

- Effectiveness in identifying and meeting the needs of the children
- Accurate records of identified pupils
- IEP’s which are realistic and SMART
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- Work is based on small, achievable targets with in-built success which will raise self-esteem
- Every child feeling valued by adults and other children
- Parents and the school working together in partnership

Reviewing the policy

The SEN policy will be reviewed and revised through day to day delivery and minor amendments will be made on a yearly cycle where necessary.