

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **Basic information about the School's special education provision**

Stanbridge Earls School is committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

The specific aims of our SEN policy are as follows:

- The special needs of our students will be identified to ensure that their needs are met.
- To ensure that all students join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure that parents are kept informed regarding their child's special educational need and that there is effective communication between parents and school.
- To ensure that learners express their views and are involved in decisions which affect their education.

The School's Special Educational Needs Coordinator (SENCo) is  
**Mrs A P Little: Bed, CAES(SEN), DAES(SEN)**

She is responsible for coordinating the day-to-day educational provision for pupils with special educational needs.

The SENCo makes the following arrangements for coordinating the provision of education for pupils with SEN at Stanbridge Earls School:

- i Base-line assessments on entry to School.
- i Co-ordination of whole school literacy and numeracy screening.
- i Drawing-up of Special Needs Register which details pupils' primary needs and literacy and numeracy scores – centrally available to staff.
- i Co-ordination of 1:1 support from the Specialist Departments for Literacy, Numeracy, Speech and Language, Occupational Therapy and Personal and Social Education (Life Skills)
- i Overseeing the organisation of Annual Reviews for Statemented pupils.
- i Attendance at SEN Tribunals when necessary.

The admission arrangements for pupils with special educational needs who do not have a Statement are the same as for all pupils.

Stanbridge Earls School specialises in meeting the needs of pupils with specific learning difficulties and is approved by the Council for the Registration of Schools Teaching Dyslexic Pupils (CReSTeD) Category SP (Specialist Provision School). It has designated centres and offers 1:1 teaching in literacy, speech and language, numeracy, occupational therapy and personal and social education (Life Skills) according to need.

Facilities at the School include:

- i Small classes.
- i Learning Support Assistant support in the Lower School.
- i Speech and Language Therapists offering 1:1 therapy and language groups.
- i Occupational Therapist offering Motor Skills Programmes and Individual Therapy.

### **Information about the School's policies for the Identification, Assessment and Provision for all pupils with Special Educational Needs**

Pupils with special educational needs are identified by:

- i Documentation available at application stage, i.e. Educational Psychologist's Report and/or other professional reports.

A three day trial prior to entry includes:

- i Base-line testing for literacy and numeracy.
- i Screening for speech and language difficulties (by SALTS).
- i Screening for motor difficulties (by OT).

Pupils' needs are assessed and the number of 1:1 sessions (Support Band) needed to meet a pupil's needs is decided. Parental and LA agreement to the banding is established. Needs are reviewed by means of start of year and mid-year retesting and Annual Review procedures for Statemented pupils. Staff reviews of pupil progress are held four times a term. IEPs are written termly for pupils with Special Educational Needs.

Access by pupils with Special Educational Needs to a balanced and broadly based curriculum (including the National Curriculum) is arranged by:

- i Small classes.
- i Good pupil/staff ratios.
- i Curriculum support given by 1:1 teachers.
- i Liaison between specialist teachers, subject specialists, Speech and Language Therapists and Occupational Therapist.
- i Special Learning Support Assistants in some classes (mostly Lower School).

All pupils are encouraged to engage in all the activities of the School whatever the special educational need. It is an expectation that **all** will integrate completely.

The Governing Body evaluates the success of the education provided for pupils with Special Educational Needs by scrutinising:

- i Twice yearly annual testing.
- i Success in public examinations.
- i Value-added demonstrated through Yellis/MidYis testing.
- i Success in local and national competitions.
- i Quality of further education placements.

The School will endeavour to deal with any complaints quickly and effectively. Parents of pupils with Special Educational Needs who have a complaint concerning provision should make contact in the first instance with the SENCo.

### **Information about the School's Staffing Policies and Partnership with bodies beyond the School**

In-service training for staff in relation to SEN is provided termly, at the beginning of every term.

It is the aim of Stanbridge Earls that all teachers at the school have appropriate Special needs Training to at least British Dyslexia Association (BDA) level 3. New teachers who do not have an equivalent or better specialist qualification will be expected to complete the course during their first year of their employment.

The School's partnership with parents is considered to be very important. They are encouraged to maintain close links through visits, personal meetings, telephone calls and email facilities.

Parents are invited to return with pupils at the beginning of term, after exehats and half term breaks.

There are regular parent/teacher consultation meetings arranged in year groups. Parents are encouraged to take the many opportunities offered to see the School at work and play through:

- i Music Concerts.

- i Sports Fixtures.
- i Sports Day.
- i Swimming Gala.
- i Open Days.
- i Drama presentations, etc.

The School has links with LA Schools up and down the country. It also has links with many other independent establishments. When pupils change Schools or leave, information is exchanged to make the move easier.

The School has strong links with Children's Services and Ofsted; the latter inspects us on annually.

**APL**  
**10.05.2011**