



AUBURN HOUSE POLICY

LEARNING SUPPORT PROGRAMME

(SPECIAL EDUCATIONAL NEEDS [SEN] AND INCLUSION)

1. Definition

A disability, learning difference, learning barrier can be defined as:

...a physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day to day activities. This can include not just people with obvious physical disabilities or visual or hearing impairments but also people with dyslexia, diabetes, epilepsy, heart disease, severe disfigurements etc.

We understand an impairment to be an injury, illness or inherited condition that causes or is likely to cause a loss or difference in the way the body or mind works.

2. Aims

We believe in providing every possible opportunity to develop the full potential of all children. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their children's education.

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To ensure that our children have a voice in this process and are able to play an important part in identifying their targets.
- To identify, monitor and assess all children with special needs.
- To acquire specialist support wherever possible and appropriate.

3. Introduction

3.1 Auburn House provides a broad and balanced curriculum for all children. The Montessori Curriculum, in conjunction with the National Curriculum, is our starting point for planning that meets the specific needs of individuals and groups of children. When

planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have learning differences and have needs that require particular action by the school.

- 3.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and activities. Such children may need additional help or different help from that given to other children of the same age.
- 3.3 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 3.4 It is known that some children have learning differences that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs. We will observe children and make the appropriate recommendation.

4. Monitoring Pupil Progress

Where a child's progress does not show age-appropriate achievement or progress, it will be necessary to take some additional or different action to enable the child to learn more effectively. Whatever the level of a child's difficulties, the key test of how far their learning needs are being met is whether they are progressing/achieving appropriately.

Appropriate progress/achievement can be defined and measured in a number of ways.

- We work in liaison with relevant professionals to meet children's specific needs.
- Links are made between the School and external support services.
- Through formative objective observation connected to development criteria and record keeping.

5. Admission Arrangements

Normal admission arrangements and processes apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his / her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the school management structure will make every effort to ensure the child's needs are fully met.

6. Educational Inclusions

- 6.1 At Auburn House we aim to offer excellence and choice to all our children, whatever their differences or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all the children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

6.2 Teachers respond to children's needs by:

Providing support for children who need help with communication, language and literacy;
Planning to develop children's understanding through the use of all their senses and of varied experiences;
Planning for children's full participation in learning and in physical and practical activities;
Helping children to manage their behaviour and to take part in learning effectively and safely;
Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

7. Special Educational Needs

7.1 Children with special educational needs have learning differences that call for special provisions to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability that prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

7.2 Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. Children can be informally assessed when they enter Auburn House so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

7.3 If our assessments show that a child may have a learning difference, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information.

7.4 Should the class teacher suggest that extra assistance is needed for the child, the parents will be informed.

7.5 The child's name will then be given to the teacher whose portfolio is SEN. The child will then be put into a well-structured programme with a team to give this extra assistance.

7.6 Should this intervention not assist the child Auburn House has a list of professionals that are recommended for diagnosis as well as treatment.

8. The Role of the Management Team

8.1 The Management Team does its best to secure the necessary provision for any pupil identified as having special educational needs. They ensure that all teachers are aware of the importance of providing for these children. They consult other schools when appropriate, and ensure that parents are notified of any decision taken by the school concerning their child.

8.2 The Head of School ensures that all those who teach a child with special educational needs are aware of the nature of the statement.

8.3 The Head of School ensures that all staff are aware of the school's policy.

9. Allocation of Resources

- 9.1 The Head of School is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school.
- 9.2 The Head of School informs the Board of how the funding allocated to support special educational needs has been employed.
- 9.3 The Head of School draws up the resources bid when the school is planning for the next school improvement plan.

10. Assessment

- 10.1 Early identification is vital. The class teacher informs the teacher in charge of SEN at the earliest opportunity. They then together alert the parents to concerns and enlist their active help and participation.
- 10.2 The class teacher and Head of School assess and monitor the children's progress in line with existing school practices. This is an on-going process.
- 10.3 The Head of School works closely with parents and teachers to plan an appropriate programme of support.
- 10.4 The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the Head of School can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

11. Access to the Curriculum

- 11.1 All children are entitled to a broad and balanced curriculum, which is differentiated to enable them to:
 - Understand the relevance and purpose of learning activities;
 - Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 11.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use formative assessment to inform the next stage of learning.
- 11.3 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom.

12. Partnership with Parents

- 12.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with special educational needs.
- 12.2 We have regular meetings to share the progress of special needs children with their parents. We share the process of decision-making by providing clear information relating to the education of children with special educational needs.

13. Pupil Participation

- 13.1 At Auburn House we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the setting recognises the importance of children developing social as well as educational skills.

14. Monitoring and Review

The Head of School provides staff and Senior Management with regular summaries of the impact of the policy on the practice of the setting.

The Head of School and teacher in charge of SEN are involved in supporting teachers in drawing up Individual Education Plans for children. The Head of School and teachers hold regular meetings to review the work of the setting in this area.

The Management Team reviews this policy annually and considers any amendments in the light of the annual review findings.

Bibliography:

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>