Holme Court School Cambridge

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

INTRODUCTION

Holme Court School was created with the specific intention of providing support for pupils with dyslexia/severe literacy difficulties and specific associated difficulties (ASD,ADHD,ADD,SEMH,Executive Functioning). These educational needs will be reviewed and assessed regularly, and our Special Needs Policy intends to ensure that all difficulties experienced by pupils are carefully monitored and sensitively dealt with and complies with The Equality Act 2010.

As an increasing number of pupils present with significant SEMH needs as a result of past traumatic experiences within the education system and/or as a result of navigating the challenges of their particular diagnosis within a school environment and wider settings, Holme Court commits to ongoing training (CPD), flexible arrangements with individual pupils as required. This is together with a whole school approach to curriculum content, lesson content, presentation and classroom environments which supports the pupils to successfully access the curriculum, remain emotionally and physically regulated whilst feeling safe, heard and understood by familiar adults in a nurturing environment.

In view of the experience and expertise that staff have developed as a result of working to support the SEMH needs of our pupils Holme Court School has decided to open a parallel provision within the existing school specifically for pupils with school-based anxiety who are unable to access the current provision.

AIMS

1. To provide high quality teaching to enable all our children to perform to the very best of their abilities.
2. To promote a happy school atmosphere, with the emphasis on self-respect and respect for others.
3. Children with learning difficulties and disabilities will be given individual and appropriate provision.
4. All pupils will participate in the full curriculum and all school activities, where agreed.
5. To ensure that all children feel safe and secure in school both in their academic studies and within the social aspects of school life, through emotional and social communication needs being recognised and supported at the point of need.

BACKGROUND

The school aims to have regard to the 2014 D*f*E Code of Practice on the Identification and Assessment of Special Educational Needs, and to provide a welcome, and appropriate learning opportunities, for all children.

Our system of observation and record-keeping, which operates in conjunction with parental input, enables us to monitor children's needs and progress on an individual basis.

Each class teacher is responsible for a class of a maximum of 10 pupils, so each child benefits from adult time and attention.

If it is felt that a child's needs cannot be met without the support of a one-to-one worker, either full or part-time, external funding from the parents, or LAs if the child is statemented/has an EHC plan, will be sought to provide this. The school is unable to fund such support.

If children have physical disabilities that limit their access within the school buildings, reasonable and necessary adjustments will be made as the need arises.

We work in liaison with staff outside the school, including therapists, psychologists, social workers and paediatricians, to meet children's specific needs who work within the School and outside.

Our staff attend wherever possible in-service training on special needs arranged by professional bodies.

How are children with learning difficulties and disability identified?

Sometimes children are identified as having specific learning difficulties before they come to Holme Court School, and strategies are put in place to help the child before and after admittance to school.

Pupils are assessed using a range of tests to build a profile of their Specific Learning Difficulties. All teachers within the school take into account the wide range of abilities, aptitudes and interests among the children in their classes when planning and teaching. A child who finds it difficult to progress even within a differentiated framework will be identified as requiring more specialist input.

Six monthly assessments are used to monitor progress. If further concerns are raised about a pupil, further tests will be administered or an Educational Psychologists advice will be sought.

Education Health and Care Needs Assessments

If the school concludes that the child's needs are so substantial that they cannot be met within the school's resources, or by reasonable funding by the parents, then the Head will make a request for an EHC Needs Assessment. The parents of the child will be consulted before the request to the LA is made. An EHC Needs Assessment is a very detailed examination to determine exactly what a child's special educational needs are and what special help he or she should receive. It is the Head's responsibility to provide information regarding the child's needs and evidence of the action taken by the school to meet those needs. The LA then considers the needs and, if appropriate, makes a multidisciplinary assessment. A child may be at this stage for a period of up to 16 weeks, during which they usually continue with the programme of work they have already been following, funded if necessary by parents.

The LA considers the need for an Education Health and Care Plan and arranges, monitors and reviews position. An EHC plan is a document setting out: the child's learning difficulties, the special help he or she should receive; the outcomes to be achieved by the special help; the arrangements for short-term target-setting and progress reviews; IEP and copies of targets are shared with staff, parents and pupil (who monitors their progress using the 'Bullseye').

The EHCP identifies the name of the school the child will attend (which could be the child's present school, another mainstream school or a special school). The LA fund extra provision in certain circumstances, otherwise the cost must be borne by parents.

The school works closely with parents and the LA to ensure that all children's needs are met in line with their EHCP. This also includes those that do not have an EHCP. For more information, see interventions costings: Appendix 1.