

Special Needs Policy

Nelson Mandela School is an inclusive school that welcomes children with a wide range of special needs from learning to mobility difficulties.

Aims

- To create a learning environment that is accessible to all children.
- To develop the confidence and self esteem of all children
- To create an atmosphere where children's differences are accepted
- To value the efforts and achievements of all children
- To provide additional and appropriate support to individuals and groups of children in a range of settings
- To begin to equip the children with the skills needed to make a positive contribution to society

Objectives

- Staff to provide a bright and stimulating environment that encourages learning
- Staff to provide support materials in the classroom at a range of levels
- Staff to plan appropriate and worthwhile activities that support SEN children and develop their skills
- Class teachers to be responsible for planning the SEN curriculum for their children
- Support Staff to work under the direction of class teachers to deliver appropriately differentiated activities
- Teachers and support staff to work with SEN children on IEP targets
- All pupils should feel good about their achievement and be rewarded for their efforts using the many school systems
- All pupils should have the confidence to, and be encouraged to make contributions in all curriculum areas

Skills

- To provide staff with a diverse range of skill appropriate to supporting SEN children – individual target setting, small steps approach etc.
- Staff to be trained to carry out physiotherapy programmes
- Staff to feel confident using 'soundfield' systems
- Staff to sympathetically provide support with personal care
- Staff to be trained to use more complex SEN equipment needed for children with mobility difficulties eg. hoists and standing frames

Planning

- When planning staff should take account of the levels of the children in their class/group
- Planning to reflect the range of abilities and activities to be differentiated accordingly
- The outcomes of programmes of work will clearly demonstrate the range of ability levels within the class/group
- Appropriate IEP targets to be set for SEN children at least termly
- Planning should consider the use of Support Staff and timings needed to achieve IEP targets
- Planning must take into account the entitlement of additional support for individual SEN children
- Established school systems, like 2:40 reads will provide extra support for children whose progress we are concerned about
- ELS and ALS support will be timetabled and planned to support lower ability children in Years 1, 2 and 3, as appropriate
- Peer Tutoring programmes will run for 6 week blocks that provide the opportunity for children to develop their sight vocabulary and quick recall of high frequency words, children will be chosen as appropriate from KS1

Learning Environment

- Provide a bright and busy learning environment that will stimulate all children
- Displays to be changed on a regular basis, as topics change
- Classrooms to reflect a wide range of curriculum areas
- Classrooms displays to be a celebration of all children's work
- Classrooms will provide display areas that serve to support all children with their learning.
- Evidence of reward systems to be visible to the children

Assessment and Reporting to Parents

- Yearly SEN Audit completed to identify SEN children
- IEP's will be written for SEN children containing individual targets
- A termly review will take place and progress will be discussed with both the child and parents
- Reading and writing assessments carried out termly to support and track progress made in literacy
- Established school systems, like 2:40 reads will provide extra support for children whose progress we are concerned about.

Marking

- Staff will mark using positive comments and praise
- Offer Next Steps to extend and develop skills
- Staff to use language appropriate to the level of the individual
- Whenever possible have 1:1 conversation with the child about their efforts as their work is marked

Monitoring and Evaluation

- Monitoring of SEN provision to include book searches, reading file checks, planning provision, IEP targets and classroom observations.
- Co-ordinator will meet regularly with all staff working with SEN children to discuss provision and progress
- Co-ordinator to undertake classroom observations and provide verbal and written feedback to management and staff on the provision and progress of individual SEN children

Gifted and Talented

- Staff will provide activities appropriate for children identified as gifted or talented in particular curriculum areas and make reference to this on planning

Resource Management

- All staff have access to SEN resources, the majority of which are language based, as we believe developing children's understanding, reading and writing skills are the path into many other curriculum areas.
- Staff are responsible for returning resources to the appropriate storage space in good, useable order
- Co-ordinator to assess condition and appropriateness of resources regularly and update or replace as necessary.
- Class teachers to be responsible for appropriate children's resources within their classrooms
- Children's resources to be situated where they are easily accessible

Equal Opportunities

- All children will have equal access to opportunities and experiences provided by the school.
- Should we experience a problem with inclusion the school will seek help from specialist outside agencies like Brays Outreach, the Physiotherapy service and the Educational Psychology Service.

ICT

- All staff to have access to the computer suite which is timetabled for use
- Staff and children to have access to additional laptops
- 'Alphasmart' computers are available for use by SEN children, as appropriate
- Interactive Smart Boards are used in school and children do have the opportunity to access additional programmes in the classroom
- Co-ordinator to review newly produced SEN software and purchase it if it will benefit our children.

Extra curricular activities

- All children will have access to after school clubs offered by staff providing parents give their permission and a parent is available to escort the child home safely.

Health and Safety

- All staff to make every effort to ensure children are safe in school
- For children with mobility difficulties Physiotherapy is carried out under the advice of the Physiotherapy Service
- Additional adults will work in P.E. lessons following advice from Brays Outreach service
- Additional staff will be outside at playtimes and extra lunchtime staff ensure safety in playground
- Wheelchair access coaches and additional adults support will be provided for school trips.

Role of co-ordinator

- Each class will probably have children with a range of special educational needs, therefore all staff will need to feel confident in their ability to provide appropriate learning opportunities within their classrooms
- Co-ordinator will provide advice and support to all staff and help them deliver a curriculum that enhances children's learning experiences
- Co-ordinator to ensure that support staff are deployed to appropriate children and classrooms
- Timetabling should have a balance of 1:1, small group and whole class teaching available to SEN children
- Co-ordinator will ensure that support matches CRISP funding and entitlement
- Co-ordinator will be the link to the support available to school from the wide range of outside agencies
- Co-ordinator will ensure that procedures and supporting paperwork is updated
- Co-ordinator to ensure that IEPs are reviewed on a regular basis
- Co-ordinator to carry out Statement Reviews annually and update documentation required by the Special Needs Assessment Office