

Bhaktivedanta Manor Primary School



Special Education Needs/EAL Policy

Lead	Name	Reviewed Date	Date to Be Reviewed
Headteacher	W Harrison	January 2016	September 2017
Governing Body	Members	January 2016	September 2017

Bhaktivedanta Manor School

Special Education Needs/EAL Policy

The Bhaktivedanta Manor school ethos recognised the rights of all our students to enjoy equal access to learning and to be part of the school family. We see students with SEN as part of the continuum of valued individuals within that school family. Our school policy will ensure that provision is in place for all children with Special Education Needs (SEN) and/or Learning Difficulties and disabilities (LDD) seeking admission in the school. We believe that all children are entitled to a broad and balanced curriculum, delivered in a relevant and differentiated manner, enable progress and continuity to be experienced.

Our aims in reference to our policy on Special education needs and the SEN Code of Practice are:

1. To identify children with special education needs or Learning Disabilities and difficulties
2. To appreciate the needs of individual children
3. To appreciate the gifts of individual children with Special needs
4. To allocate as much appropriate teacher/learning support as financially possible. This may be individual, group or extra support in the classroom working alongside the teacher
5. To moderate the curriculum and make it accessible to all children
6. To monitor and review the children's progress
7. To encourage parental involvement and cooperation
8. To seek the advice and guidelines of other professionals
9. To make full use of available resources and to build up a bank of "special differentiated resources" to support a modified learning programme.

In order that the policy is implemented effectively, the governing body will continually improve and evaluate the framework to meet the needs of children with special needs and their parents. The Governing Body will appoint a SENCO to coordinate and take responsibility for the day to day management of the School's special needs provision and Teaching assistants will be trained to be able to effectively support students in the classroom.

The SENCO will work closely with parents and other stakeholders and agencies to ensure that the school not only meets its statutory obligations and requirements but ensures that teachers are supported to enable them to provide the very best educational experience for all the students. The school will also gain much from the Avanti Trust family of schools by sharing best practice.

Our present Special Needs/EAL policy ensures that:

- An Individual Education Plan is written for each child with (LDD) and/or SEN or EAL in collaboration with the parents which is reviewed with the parents and teacher at the end of every term in consultation with the parents. A copy will be given to the SENCO.
- Extra tutoring sessions (Booster club) are held after school to support those children who need the extra support to help them to meet their individual targets
- Curriculum planning and activities are inclusive to all children
- A pastoral support system is provided as required but is further developing to provide specific sessions for children with SEN/LDD to access the curriculum using a kinaesthetic approach with different modalities and resources
- Using a creative and three dimensional approach to education we can draw out the best in every child despite their learning challenges, for example using clay, sculpture, art to develop fine motor skills and stimulate areas of the brain.
- Where appropriate, IT is used throughout the school to enable inclusion
- Staff continuing professional development is continually updated to ensure best practice
- Preliminary screening for dyslexia and dyscalculia will be done through GL assessment using their online assessment tool
- Parents will be recommended to go to their GP or Children's centre to be referred to an educational psychologist or parents will be advised to access this assessment privately if deemed necessary
- Children will be often grouped with more able peers so that peer tutoring/mentorship and discussion can take place which we have found to be very effective
- Tracking of children's progress is used to inform planning
- We provide resources that access other languages in conjunction with English such as the "talking books" and other resources from Mantra Lingua and

The school also considers those who are assessed as “Gifted and Talented” as also having special needs of a different sort. As mentioned previously, children are grouped according to abilities and those who need “stretching” are set more challenging tasks which are outlined in the teacher’s planning showing the differentiation. We believe strongly in peer mentoring and those who are more able are sometimes given the challenge of helping a less able child.

Target Setting and Tracking

A clear knowledge of the attainment and progress of each child enables staff, in partnership with parents, to develop personalised learning by setting precise individual targets for each child. Targets are also then set for a group and/or the whole class and subsequently the whole school.

Tracking

Targets are followed up with regular tracking of progress of:

- Each individual’s child’s progress with the class
- Each class’ progress within the school
- School targets

At present, each child has a file with their assessments, targets and also including evidence of their work. This begins with the Learning Journey in Reception (now tracked on Earwig which is an online timeline of the EYFS), and the Foundation Stage Profile. Assessments take place at the end of every half term, both formative and summative. From Year 1 the Hamilton Assessment Tracker is used in conjunction with the objectives in the Hamilton planning. At the end of every term the children are levelled in Literacy and Numeracy and evidence is also placed in their files.

These files travel with the children throughout their time in the school from class to class. Parents are also made aware of the children’s targets at least twice a year during consultations with teachers. In this way, they can also support the child’s learning at home with the targets in mind. The tracking process is effective only in so much as the teacher uses the results of the tracking to inform the planning.

Date of Last Review: January 2016

Next Review: September 2017