



Special Educational Needs Policy

May 2018

Review May 2020

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Students have Special Educational Needs (SEN) if they have a *learning difficulty* that calls for additional educational provision above that which maintained mainstream schools are able to provide within their budget or expertise.

Students have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have physical or mental impairment that has a substantial and long term adverse affect on their ability to carry out day-to-day activities; or
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

All students at Exceptional Ideas Ltd have special educational needs and each is in the possession of a Statement of SEN. Those students working with Exceptional Ideas Outreach Service may not be in the possession of a Statement of SEN but may well fall within the realm of SEN.

AIMS OF THE POLICY

- To ensure entitlement and access to a broad, balanced and relevant curriculum so that students can reach their full potential and enhance their self-esteem.
- To educate students with SEN alongside their peers within the normal curriculum wherever possible but bearing in mind at all times their individual plans and work for motivation over full access to the National Curriculum to enable them to build the confidence to attempt those things which have previously been outside of their sphere of confidence.
- To stimulate student curiosity, interest and enjoyment in their own education.
- To enable SEN students to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives, helping them to become valuable members of society both now and in the future.
- To identify and assess all students to ensure that quality of teaching and learning is ensured, reviewed and maintained.
- To fully involve parents and students in the identification, assessment and delivery of SEN support and to strive for close co-operation between agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. The support of parents is crucial if an IEP is to be effectively implemented (see IEP policy).
- To meet the needs of all students who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

THE DIRECTOR WITH RESPONSIBILITY FOR EDUCATION

Hazel Bunting retains direct responsibility for all SEN provision and curriculum planning, assessment and delivery for Exceptional and will liaise with outside agencies to this end.

All students at School and working with the Outreach Service are offered ongoing assessment and evaluation which is aimed at meeting their special needs at all times whilst ensuring development of skills and learning. Students who are thought to be able to benefit are offered an intense literacy and numeracy course.

FACILITIES

Disabled access is available at the School and arrangements are in place to provide full access to all learning opportunities for students and staff who are unable to access the first floor of the building.

All students are taught on a one to one basis until they are able to access work in small groups, at which time opportunities for one to one teaching and learning will remain in place at all times.

Teaching is tailored to each individual by their need, and wherever possible will include experiential learning and concrete resources to make learning fun, motivational and effective.

LEA PROVISION

The LEA, being the referring body for students will provided extra support and advice in the form of Educational Psychologist's advice as appropriate. Where this is required and not available this can be provided by Exceptional Ideas Ltd and will be charged to the LEA.

INDIVIDUAL EDUCATION PLANNING

All students will have an IEP which will set out the primary needs for the coming term, what will be done to meet these needs, who is responsible, when they will be reviewed and what the success criteria will be. See IEP policy and attached IEP proforma. All students placed at the School will have a generic IEP for the period of their assessment (1 month in most cases). This is also attached in Appendix 1.

ANNUAL REVIEW OF STATEMENTS /EHCP's

Annual review meetings will be held at least once a year, initially on or before the anniversary of the last Annual Review before placement with Exceptional Ideas. Where this information is unknown the Annual Review will take place within the first year of placement with Exceptional Ideas.

The process for carrying out the review is available on request from the office.

INVOLVING THE CHILD AND PARENTS/GUARDIANS

Involvement and interest of the student and his/her parents/guardians will influence the effectiveness of any assessment and intervention. Parents are contacted regularly through telephone conversations when any concerns are raised by school, student or parent / carer, or on a monthly basis through home visits. Student's views are sought regarding behaviour targets, IEP's,

Annual Reviews and school reports. Where views can be shared in writing they are recorded by the student where they are delivered verbally an adult may scribe and the student signs after the contribution is read back. A third party may be enlisted to help with this.

Parents / carers are asked for their views prior to Annual Review.

TESTING

See Assessment policy.

RECORDING AND REPORTING

All staff are responsible on a daily basis for ensuring maintenance of all records regarding action taken for all students. Documentation is kept securely on the Schools cloud storage system.

Relevant student information is passed on to Hazel Bunting or Brett Runchman daily and shared at management meetings.

IEP's are shared with all staff who are expected to monitor them and work to the targets set in a coordinated fashion. All students are discussed at briefing and debriefing every day.

All IEP's are reviewed termly.

DIFFERENTIATION

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of students based on their differing needs. Differentiation is enhanced when the stimuli and resources are varied and motivating, and tasks are open-ended allowing students the opportunities for negotiation about the style, length and complexity of their response. Extension materials are used for all students according to their ability and need.

All staff are supported and trained in their development of differentiation techniques and resources.

IN-SERVICE TRAINING (INSET)

All staff are involved in working with pupils with special educational needs. Carefully structured and timed INSET can help to remove any anxieties that staff may have and will hopefully give them the skills and understanding that they need and encourage them to full involvement.

See staff training policy.

MONITORING AND EVALUATING THE SUCCESS OF THE POLICY

Through our Quality Assurance procedures any failure to meet the needs of students and their SEN will be detected by Directors and staff, particularly the assessment and induction coordinator, and alterations made to the policy and procedures accordingly. The policy will be reviewed on a two-yearly cycle or more regularly if new legislation impacts on our provision or further evidence of good practice is published.

INDEPENDENT REPORTS

All Exceptional Ideas Ltd schools are to be registered and as such will be subject to OFSTED reports. Independent reviews by Local Authorities will be carried out and reports will be made available on Exceptional Ideas website at www.exceptional-ideas.co.uk and available in print from the school on request.

APPENDIX

1

Individual Education Plan

Name:

Date:

Review Date:

Objectives from statement dated:	Actions
Objectives from last annual review dated:	Actions

Target	Action	Person responsible	Success criteria	Outcome
Full attendance at sessions offered and engagement with academic work	•			
Positive social integration with staff and students at Exceptional Ides Ltd	•			
To begin to reflect upon behaviours and attitudes that have previously caused	•			

issues and to address these positively				
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