



## **Special Educational Needs Policy**

Approved by FGB on 26.11.18

***SEN co-ordinator Helen Miller***

### **1. OBJECTIVES:**

#### **1.1 To achieve our school's mission which is:**

To provide a stimulating and challenging environment this will enrich and enhance pupils' academic, social, emotional and behavioural development.

**This will be done through our school's aims which are to:**

- recognise the individual needs and talents of each pupil and to facilitate the development of their intellectual, moral, physical, social, emotional, spiritual and creative capacities.
- ensure that the curriculum incorporates statutory requirements and is broad, creative, balanced and relevant to the varying needs of our pupils
- monitor the standards of pupil's progress, achievements and the quality of teaching
- measure, assess and record the progress of each pupil in a systematic way, enabling us to ensure that each pupil achieves their fullest potential.
- provide equality of opportunity for all
- work closely with parents, professionals and the wider community.

**At Holmwood School we will encourage all of our pupils to become conscientious young citizens by helping them to develop:**

- Effective spoken language skills
- Cognitive and reasoning skills
- Independence, self esteem and confidence

- An ability to become positive member of their community
- Tolerance and respect for themselves and others
- Pride in their achievements and a desire to succeed

**1.2 To use our resources as efficiently as possible through outstanding management, communication, liaisons and through the adoption of clearly defined informative policies and procedures.**

**1.3 To implement the Code of Practice.**

## **2. INTRODUCTION**

Holmwood School caters for young people aged four to eleven. The school caters for pupils with a wide range of challenges which include social, emotional and mental health difficulties. A large proportion of pupils have complex needs and their difficulties may be exacerbated by ADHD, ASD, cognitive difficulties or behavioural problems.

## **3. ADMISSIONS & TRANSFERS**

The all of our pupils are admitted to Holmwood School with a completed Statement of Special Educational Needs.

Holmwood School will admit pupils aged from 4 to 11 years throughout the academic year providing there is a place available. The child will be admitted after consultation with the Local authority, parents / guardians and relevant professionals.

Before a child starts at our school we would aim to work through the following procedures:-

- receive written literature outlining the child's special needs and relevant background information
- discuss our provision on site with the parents / guardian and where possible the child.
- provide an opportunities for the child to visit school as part of his/her transition

For pupils / students leaving Holmwood School we would aim to adopt a procedure in terms of liaison and communication with the relevant bodies that meets the individuals pupils needs.

Students will also be presented with a record of their achievements at the end of year 6 and on leaving Holmwood School.

## **4. CURRICULUM AND ACCESS**

We regularly reviewing and revising our whole school curriculum in line with current thinking on good/outstanding practise and local and national agendas and recommendations.

We ensure that the different needs of our pupils are met. Every pupil has access to a broad, balanced, relevant and differentiated curriculum.

Each pupil's educational programme is geared to meet his or her individual needs. For example, some of our pupils have access to speech and language therapy or reading, writing or mathematic interventions. These are an essential and important part of our curriculum. Every child has an individual education plan.

We have implemented Focus Education's Learning Challenge Curriculum across Key Stage One and Two.

## **5. ASSESSMENT, RECORDING AND REPORTING:**

At Holmwood School we believe there are different purposes for assessment.

These include:

- checking that pupils have learnt the main teaching points of a lesson
- finding out whether the pupils are ready to move on to the next challenge
- finding out what the pupil knows, understands and can do
- finding out what a pupil does not yet know and understand or is not yet able to do
- diagnosing the nature of any weakness;
- finding out what progress a pupil has made over time and setting clear targets for improvement
- comparing pupils' work with national standards and expectations of progress
- being able to report to parents on their child's achievement and progress.

## **6. STAFF PROFESSIONAL DEVELOPMENT**

Holmwood School endeavours to encourage and aid the professional and personal development of all staff, so that as a school we are able to offer the pupils high quality teaching. Opportunities exist for in - service provision from within school, LA and, where appropriate, outside agencies. Our CPD plan is linked to the School Improvement Plan in terms of prioritising need.

## **7. HOME / SCHOOL PARTNERSHIP**

Holmwood School is striving for a true partnership with parents, developing a genuine dialogue and interaction. We share a common purpose, educating their children, and so are working towards a more participative approach for those parents who wish to be engaged in school matters, at whatever level. We have a Parent Support Adviser and she offers a link between school and home and a flexible response to individual parents / families in order to meet their individual needs. Some parents may require a home visit or telephone call to discuss a particular issue.

We ensure that parents have open access to:

- reports concerning their child
- the governing body
- policy documents

We endeavour to ensure that each pupil has the most appropriate Special Educational provision; however parents are asked to contact the head teacher if they have any concerns about the provision of their child's education.

## **8. LINKS WITH OTHER AGENCIES:**

Holmwood School works closely with a number of other agencies in order to enhance the pupils' education. These include:

Educational Psychology Service  
CAMHS  
Social Services  
Integrated Youth Support Services  
Local Health Authority & Trusts

## **9. HOW WILL WE EVALUATE THE SUCCESS OF THE SEN POLICY?**

We need to ask ourselves the following questions:

Have the admissions procedures been implemented?

Have we met our legal requirements with regards to the Statements of special needs for the individual pupils?

Have we kept to the procedures for Transitional and other Annual reviews?

### **Consultation**

The policy will be formally endorsed by the Governing Body on 13<sup>th</sup> July 2015  
This policy will be reviewed every year as part of the School Self Review

This policy was review on 18/10/18 by Helen Miller

This policy was approved by Raising Achievement on