

ALT BRIDGE SCHOOL

Special Needs Policy



ALT BRIDGE SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

Philosophy

Alt Bridge School is committed to providing a secure, supportive and caring environment where children are given the opportunity to overcome their learning difficulties. This is achieved through setting clear boundaries and expectations of pupil behaviour by a staff committed to raising standards.

Against this setting pupils can grow in confidence and security and achieve individuality and personal growth.

This policy document is produced in response to the Special Needs Code of Practice 2014. The new Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEND). All pupils should be given equal opportunity to develop their talents and abilities to their full potential both inside the classroom and outside. At all stages, the wellbeing of the individual is paramount. These aims are met by a whole-school approach to Special Educational Needs provision with all teaching staff taking responsibility for meeting individual needs. School policies reflect this approach. Additional support is met when necessary.

Aims & Ethos of Alt Bridge

Alt Bridge is a caring and challenging community. We aim to develop confidence, tolerance, self discipline and respect for each individual in his or her own right. We try to identify the intellectual, social spiritual, emotional personal, creative and physical needs of each child. We encourage collaboration and co-operation, whilst at the same time, fostering individual initiative and leadership to allow each pupil to maximise his or her potential.

The teaching programme attempts to balance the needs, abilities and aptitudes of each individual with the demands of our rapidly changing world. We strive for breadth, balance and relevance in the curriculum, and for the acquisition of knowledge, the understanding of concepts and ideas and the adoption of positive values and attitudes within a developmental framework.

We regard the School as an integral part of the community and aim to equip our pupils with the ability to follow active, enjoyable and responsible lives at work and in leisure. We wish to develop social skills, good relationships with peers, and self-discipline within the school and home.

We want our pupils to become responsible adults, having maximised their academic potential, realised the full worth of others, and developed the ability to live as independently as possible.

Broad areas of need

Special Educational provision means:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

The **CODE OF PRACTICE** suggests that it is helpful to see students' needs and requirements as falling within a number of broad areas:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. This behaviour may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Information on how to provide services for deaf/blind is available through the Deaf/blind guidance.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Alt Bridge School Aims

1. We aim to create a structured and secure environment where children can come to terms with their individual problems and develop a sense of personal growth.
2. We aim to create a community in which everyone feels valued both as individuals and as members of our school.
3. We aim to liaise with outside agencies such as the psychology service; social services; attendance service and careers services in order to support children throughout the various stages of their school career.
4. We aim to develop positive relationships between home and school. Parents are welcome at any time during the school year.

5. We aim to provide and develop positive transition links for those pupils joining Alt Bridge School
6. We aim to provide mainstream links for those pupils for whom it is deemed appropriate.
7. We aim to provide positive parental links through annual reviews and our behaviour and pastoral programmes.
8. We aim to encourage the children to recognise their developing role in society, recognising the uniqueness of each individual regardless of their race, creed, gender or special needs.
9. We aim to provide training to all staff on special educational needs, both in relation to individual students and particular types of needs. This training includes induction for new members of staff as well as on-going Continuing Professional Development (CPD).
10. We aim to ensure that transition from other educational phases and settings is co-ordinated by the lead for transition and every child has the opportunity to visit the school before starting.

Curriculum

Alt Bridge will ensure that every student follows a curriculum that is suited to his or her ability and any particular needs they may have, to enable them to enjoy and achieve. All pupils have access to a broad, balanced and relevant curriculum.

The aims of the curriculum are as follows:-

1. We aim to deliver the National Curriculum within a secure and structured environment where pupils feel confident and relaxed and able to meet the challenges of their work.
2. We aim to ensure a commitment to equal opportunities for all children, meeting their individual needs and recognising that children should be prepared for life in a multi-cultural society.
3. We aim to deliver the curriculum in an appropriate manner offering a differentiated approach and ensure that each child's needs are met giving extra support where any weaknesses are in evidence.
4. We aim to ensure that the curriculum is continually monitored and has a built in reporting, assessment and evaluation element and that teaching styles are matched to learning needs.

5. We aim to ensure that pupils develop a wide variety of skills, in particular we aim to concentrate on the following skills:-

Communication Skills
Problem Solving Skills
Independent Skills
Personal and Social Skills

Numeracy Skills
Study Skills – reading for enjoyment
I.T. skills

6. We aim to demonstrate to children that learning can be valuable and pleasurable and that academic skills acquired at school equip them to face challenges in their future.

Approaches

The school provides an environment that is conducive to self-development and academic learning. All subjects of National Curriculum are offered. However, because of the nature of the children high emphasis is placed on personal and social development. To this end all pupils have individual targets which are negotiated and constantly monitored.

Leaders and teaching staff track the progress of all SEN as part of the assessment cycle to ensure early intervention and individual targets can be put in place.

Resources

Classrooms comfortably accommodate all class groups. Specialist facilities are available i.e. a fully equipped DT room, Food Technology room, Science room, Music room, PE. facilities and two ICT suites. We have a specially designated SPLD room and a speech therapy room and a newly installed shower room. We also have a Social & Communication Base for ASC pupils.

Appropriate material and equipment are available to support teaching of the National Curriculum.

13 Complaints

If a parent has a complaint about a special educational needs matter, s/he should follow the procedures laid down in the School Complaints procedure.