



Acorn House

Special Educational Needs Policy

Contents

- Aims and Objectives
- Definition of Special Educational Needs
- Definition of Special Educational Needs Provision
- Identification of Special Educational Needs
- Roles and Responsibilities
 - Senco's role
 - Class teachers
 - Headteacher
- Supporting pupils and families
- Supporting pupils with medical needs
- Evaluating the success of provision
- In Service training (CPD)
- Complaints procedure
- Bullying
- Accessibility plan
- Admission arrangements
- Transition
- Funding
- Review date

Aims

At Acorn House we believe that every teacher is a teacher of every child –including those with special educational needs (DSA/BES). Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

We strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. At Acorn House we strive to raise the aspirations and expectations for all children with SEN, providing a focus on outcomes.

We believe in providing every possible opportunity to develop the full potential of all children. Pupils have the right to a broad and balanced education, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education.

Objectives

The objectives of our policy are:

- to work within the guidance provided in the SEND Code of Practice (2010-2015), the Italian law 170/2010 and the D.M.12/07/2011, D.M. 27/12/2012, the C.M.n.8 06/03/2013;
- to maximize outcomes for children with SEN and their families;
- to plan an effective and differentiated curriculum to meet the needs of children with SEN, to help them overcome their barriers to learning;
- to involve children and parents/carers in the identification and review of the targets set for individual children;
- to work in close partnership with parents/carers of children who have special educational needs;
- to ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- to provide support and advice to all staff working with children with special educational needs;
- to work in close partnership, where appropriate, with outside technicians (speech therapists, psychologists etc.) to support children who have special educational needs.

Definition of Special Educational Needs

A child or young person has Special Educational needs (SEN) if they display difficulties which call for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they have a significantly greater difficulty than the majority of others of the same age in the one or more of the following areas:

- (a) communication and interaction
- (b) cognitive and learning
- (c) social, emotional and mental difficulties

A child under compulsory school age has special educational needs if they fall within the definition above or would so do if special educational provision was not made for them before.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our policy aims to recognise and support children's needs and requirements falling within or across the following three broad areas:

Communication and Interaction

This covers difficulty with different aspects of speech, language or social communication

- Cognition and Learning

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, dysortographia and dyspraxia (DSA).

- Social, emotional and mental health difficulties

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

Some children and young people may have SEN that covers more than one of these areas. (SEND Code of Practice, 2014. P97)

Definition of Special Educational Provision

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age"

Identification of Special Educational Needs

Quality First Teaching

Pupil Progress Meetings are held each term. Here, the class teacher meets with the SENCO to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. At this stage identification of appropriate specific test to be delivered to the child will be made by the Senco and the school Psychologist. They will meet monthly in order to discuss outcomes of children's monitoring.

- a) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- b) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- c) Once a pupil has been identified as possibly having SEN (BES for the Italian law) they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- d) The child's class teacher as well as subject's teachers will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable teachers to better understand the provision and teaching style that needs to be applied.
- e) The SENCO and/or the school Psychologist will be consulted as needed for support and advice and may wish to observe the pupil in class and/or carry out a more detailed assessment of the child's needs.
- f) Through (d) and (e) it can be determined which provision the child will need going forward.
- g) In case of specific downfall in determined learning areas and/or behaviour area, parents will be invited to contact a specialised centre to evaluate the child. The matter will be discussed during a meeting with the SENCO and the school Psychologist.
- h) Results of the evaluation and screening will be useful in order to better individualise the appropriate approach to the child. Results may become the reference document in case a PDP will have to be completed.
- i) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary

SEN Support

If a child has been identified as having a special educational need, they will be placed upon the Special Educational Needs Register (DSA/BES for the Italian law). Action will be taken to remove barriers to learning and effective special educational provision will be put into place.

Acorn House follows the guidance contained in the C.M.n.8 prot. n. 561 del. 06/03/2013 del MIUR. the guidance provided in the SEND Code of Practice (2010-2015), the Italian law 170/2010 and the D.M.12/07/2011, D.M. 27/12/2012. This recommends a graduated approach to SEN support.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. More detailed assessments may be administered by the SENCO and/or the school psychologist and where relevant, advice from external support services may be suggested. Barriers to learning should be clearly identified at this stage

Plan

Planning will involve consultation between the teacher, SENCO, parents and where appropriate, outside technicians to plan the interventions, strategies and support required to overcome learning barriers. Difficulties and strategies will be recorded on a class 'Provision Map'. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff if and when appropriate, will be informed of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even if/where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teacher assistant when present in class to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO and/or the school psychologist will provide strategic support during this stage.

Review

Reviews of a child's progress will be made termly. The review process will evaluate the impact of interventions and adjustments. This review will be recorded on a Provision Map. The class teacher, in conjunction with the SENCO and the school psychologist will revise the type and level of support and, if necessary, the cycle will begin again.

Occasionally a pupil may need more expert support from an outside agency such as the Learning Support Service, Speech and Language therapy, etc. Parents will be guided towards the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and home.

Roles and Responsibilities

SENCO's Role

The SENCO is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- overseeing day to day operation of the SEN policy;
- managing individual pupil records;
- checking class provision maps and PDPs

- regularly updating the SEN register;
- coordinating and overseeing provision for children with SEN (DSA/BES);
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- liaising with designated teacher where a Looked-after Child has SEN;
- advising on graduated approach to SEN Support;
- advising on use of resources;
- liaising with parents of children with SEN when requested;
- liaising with school Psychologist;
- liaising with potential next providers of education;
- ensuring that SEN records are up to date;
- contributing to and, where necessary, leading the continuing professional development (CPD) of staff.

School Psychologist's Role within the SEN policy

The School psychologist is an external figure, collaborating with the school one day a week for:

- observing the child, responding to a specific request of the school, and giving feedback to the Head teacher, the SENCO and teachers of the outcomes
- organising and suggesting or directly delivering specific tests and/or internal screening for those children who may display difficulties
- participate to meetings with parents where her presence is considered relevant and useful

Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils with SEN. At Acorn House we follow an inclusion programme and only occasionally there will be a specific support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN.

Teachers should have high aspirations for every pupil. With advice and support from the SENCO, class teachers are responsible for producing and reviewing class Provision Maps and PDPs. Italian class teachers are responsible for being present and representing the rest of the teaching team at the annual PDPs revision meeting with parents, Headteacher and SENCO. Teachers should seek practical advice, teaching strategies, and information about the types of special educational need from the SENCO. The views and aspirations of parents and children should be sought and regular updates on progress provided.

All staff can access:

- the AcornHouse School SEN Policy;
- guidance on identification of SEN in the Code of Practice (2014) and in the law 170/2010 and its guidelines as well as any following official Italian Education Ministry documents (Pdf documents that can be downloaded from MIUR);
- information on individual pupil's Special Educational Needs, including pupil records, outside agency reports, targets set and copies of Provision Maps, PDPs which are kept filed in the office;

- practical advice, teaching strategies, and information about types of special educational needs;
- information available through AIE (Associazione Italiana Dislessia – www.aiditalia.org)

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide the relevant support and adjustments for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

Headteacher

It is the Headteacher's responsibility to;

- ensure that the SENCO is able to influence strategic decisions about SEN children;
- put in place arrangements to ensure parents of SEN students are regularly engaged in discussions with class teachers about the progress of their child (at least three times a year);
- ensure a process is in place for involving parents and children in reviewing provision and planning for pupils identified with SEN.
- ensure that the necessary provision is made for any child who has special educational needs;
- ensure that all teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- notify to parents or carers of a decision by the school that SEN provision is being made for their child;
- ensure that the law 170/2010 and BES guide lines are adhered to when carrying out its duties towards all children with special educational needs,
- ensure that the SEN policy is published on the school website;
- designate a qualified teacher as SENCO;
- arrange support for children with specific medical conditions;
- ensure that the name of the person responsible for co-ordinating SEN provision is published in the school prospectus.

Supporting pupils and families

At Acorn House, we believe that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEN/BES leading to appropriate intervention and provision;
- continuing social and academic progress of children with SEN/BES;
- personal and academic targets are set and met effectively;

We aim to involve parents in important decisions regarding their child's education. Parents are actively encouraged to contribute their opinions. This may be through:

- discussions with the class teacher;
- liaison with the School Psychologist;
- parents' evenings;

- discussions with the SENCO, the Head teacher or other professionals;
- the PDP write and review process. Parents are encouraged to comment on their child's PDP with possible suggestions that could be incorporated.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

Supporting pupils with medical needs

At Acorn House we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have SEN and where this is the case the school will comply with its duties.

If a pupil has a medical need highlighted by specific medical reports requesting intervention for delivery life-medicine to the child then a detailed Health Care Plan is compiled by the head teacher in consultation with the school Psychologist and parents/carers. Health Care Plans once set in place are discussed with all staff involved with the pupil.

Where necessary and in agreement with parents/carers lifesaving- drugs/medicines are administered in school but only where a signed Medicine Consent Form is in place to ensure the safety of both child and staff member and after a specific medical request is handed in to the office.

Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

The success of SEN provision and interventions for children on the SEN register are recorded on class Provision Maps which is updated on a termly basis. This helps to identify whether provision is effective.

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents and pupils throughout the year. This can be done in the form of an annual parent questionnaire, informal discussion and through additional meetings with parents to be planned specifically.

In service training (CPD)

We aim to keep all school staff up to date with relevant training in relation to the needs of pupils with SEN.

- In September 2015 in respect of the 170/2010 guidelines an in-service training course of 5 mornings held by Dott.ssa F. Lopez (Fom the AID) has been organised for all departments. The course was related to Evolution and changes of disorders according to age – Specific learning disorders (for EYFS-KS1-KS2 – KS3) – Accommodations PDP in primary and secondary schools
- Time for relevant SEN focused external training opportunities is made available to all teaching and support staff, when prior agreed.

The SENCO and the school psychologist regularly attends relevant SEN courses, network meetings and family SEN meetings, disseminating relevant information to staff and the Head teacher.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

Transition arrangements

Many strategies are in place to enable a pupil's smooth transition to and from different departments at Acorn House, supporting the changes between year groups and key stages. These include:

- discussions between teachers prior to the start of every new year;
- all pupils attend a transition session where they spend some time with some of their new class department teachers and/or participating to specific learning experiences that will facilitate transitions;
- additional visits are also arranged for pupils who need extra time in their new environments according to age;
- the SENCO, the school's Psychologist and the Head teacher are always willing to meet parents/carers prior to their child inscribing/joining the school;

Date of Review

This policy will be reviewed in May 2017

Date: June 2016

Signed: Dott.ssa Michaela Diena