

Blossom Lower School and Upper House



SEN POLICY

Foundation stage, Primary, Secondary, Post 16

**Last reviewed July 2012 Nicola Masefield and Charlotte Stevens
Next review due July 2013**

This policy is an overview as Blossom House is a special needs provision.

Blossom House is independent primary and secondary school for children with speech language and communication difficulties. All pupils at Blossom House School receive input over and above the levels stated in school/early years action and school/early years action plus and the provision set out in the statements is met onsite. In addition, these children may also have needs and requirements which fall into one or more of the areas below. Many children will have inter-related needs.

- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

This policy applies to:

- Early Years
- Primary
- Secondary
- Post 16

Objectives

1. To welcome pupils into the school and meet their needs in a positive manner, accepting the part that our expectations and

attitudes and pupil's self- esteem plays in overcoming aspects of SEN.

2. To identify and assess the specific needs of the children as early as possible, ensuring there is careful monitoring and assessment of pupils throughout their schooling.
3. To develop the existing skills of the staff in the identification, assessment and provision for pupil's with SEN and to provide training, support and shared good practice as appropriate.
4. To provide the greatest possible access to a broad, balanced and differentiated curriculum, appropriate for meeting the needs of the children.
5. To encourage the parents and pupils to participate in and support the process.
6. To ensure that support agencies are used effectively and appropriately to help identify needs and plan programmes of work.
7. To encourage confidence and raise self- esteem by providing a caring and well organised whole- school environment.
8. To ensure appropriate progress is made by pupils according to their individual potential.

We will achieve these objectives:

- By celebrating diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- By providing an effective learning environment, with suitable strategies to enhance motivation, attention and concentration.
- By ensuring equality of opportunity.
- By setting suitable learning challenges and if necessary choosing knowledge and skills from an earlier key stage so that pupils can make progress and show they can achieve.
- By planning suitably differentiated lessons.
- By adopting a range of appropriate teaching and learning styles, including building on strengths, the use of visual and kinaesthetic aids, providing alternatives to written recording, giving access to a variety of support materials.
- By planning and reviewing Individual Education Plans, at least termly, ensuring that parents and pupils (as appropriate) know what targets have been set.
- By having an open door policy for parents.

- By ensuring that the advice from outside agencies is sought appropriately.
- By positive reinforcement to encourage pupils' achievements, no matter how small, as well as frequent celebrations of success giving equal status to physical/cognitive/emotional achievements, enabling all children to feel valued for their efforts.
- By having multi-disciplinary input in place (teachers, Learning Support Assistants, Occupational Therapists, Speech and Language Therapists and Arts therapists)
- By effective use of support staff.
- By encouraging and teaching peer interaction.
- By ensuring we have high expectations of pupils, set suitable and challenging targets and monitor progress carefully against "p" scales, National Curriculum levels and Key Stage 4 and 5 qualifications.
- Liaison with parents and other external professions
- Regular review of progress across the three area (cognition and learning, behaviour, emotional and social development and sensory and/or physical)

This policy is informed by the following legislation and guidance:

Special educational needs code of practice (2001)

Special educational needs and disability act (2001)

Disability discrimination act (1995)

Revised Early Years Foundation Stage (2012)

Every Child Matters (2003)

Children's act 2006

Modified National Curriculum

Management and Responsibilities

The person responsible for co-ordinating the provision of education for pupils at Blossom House is the child`s Head of House and the Foundation Stage Manager for the Early Years children (Ruth Lo). All teachers and therapists are responsible for:

- Teaching and monitoring of all pupils in their classes, reporting any concerns soon as they are noticed.
- Planning a modified curriculum to ensure all pupils are fully included in lessons.
- Delivering lessons in a manner which ensures all children are fully included.

- Monitoring progress by keeping annotated pieces of work and/or observations.
- Planning with classroom assistants to ensure quality provision for all pupils.

The Head of House is responsible for:

- Gathering and collating information from teachers, therapists and support staff as required by local authorities when a statutory assessment is to take place.
- Overseeing the day to day operation of the school's SEN policy.
- Annual review of statement with a contribution from all who is involved with each child/pupil.
- Co-ordinating provision for pupils.
- Identifying additional needs e.g. physiotherapy, O.T, Arts Therapy handwriting groups etc that target specific problems.
- Liaising with fellow teachers and Learning Support Assistants.

- Liaising with parents.
- Ensuring that IEPs are reviewed at least termly.

The Headteacher with support from The Senior Leadership Team is responsible for:

- The day-to-day management of SEN policy in school.
- Allocating and monitoring appropriate resources from the budget.
- Ensuring the effective use of the code of practice, especially through professional development and appropriate time allocations.
- Supporting parents throughout the process of attaining a statutory statement.
- Monitoring teachers' planning and pupil achievement.
- Liaising with external agencies including the LEAs, educational psychology services, health and social services and voluntary bodies.

Resources

Within the school there is a multi-disciplinary team comprising teachers, Speech and Language therapists, Occupational Therapists, a Physiotherapist, 'Arts' Therapists , as well as classroom assistants. The team work together to teach, provide therapy and support the pupils and to take into account their individual needs. Classes are small and are led by a teacher or therapist with at least one classroom assistant.

Approximately 95% of the children have Statements of Special Educational Need and receive funding from their local authority whilst the parents of the remainder meet the school fees themselves (sometimes with support from charities or other agencies).

The principal decides upon the allocation of the resources to the different departments in the school, each of which has an annual budget.

Identification, Assessment and Review

As Blossom House is a specialist provision, children's special educational needs will normally have been identified before a place is taken up at the school. Parents who have concerns about their child's development make contact with the school and an appointment may then be made for the child to undergo an initial assessment with a speech and language therapist. A case history

is also taken at this stage by the school principle. If the child's needs are felt to be possibly met within the provision then they attend for an assessment period where they can be observed within the context of a group and assessed on an individual basis in more detail. Secondary/Primary attend for a three day assessment, they attend a two day assessment if they are reception and a morning assessment if they are nursery. This is extended accordingly if further assessment and observation is felt necessary.

Please refer to the school *Admissions Policy* for further detail relating to the school procedure.

All children's/pupils special educational needs and school placement is reviewed in accordance with statutory guidance. This applies to children/pupils who have a statement as well as those who don not and includes:

- Early years
- Primary
- Secondary
- Post 16

All children/pupils have an annual review with the exception of nursery age children who have a sixth monthly review.

Interim review are held where there are concerns regarding a child's placement.

Network meetings may also be held where necessary which might involve a range of professionals, both internal and external.

Support for parents/families

The school operates an open door policy and parents are encouraged to make an appointment at any time to discuss their child's progress or air any worries as they arise. Parents are invited to attend two 'New Parent' groups when their child begins to attend Blossom House to encourage an open dialogue from the start. The school endeavours to create a caring and supportive environment. Social events, parent and siblings workshops and parents evenings are all an important part of the support network. Parents will always be an important part of the support network. Parents will always be an important link in the education of children and more so with SEN pupils. The school strives to keep parents fully informed. We take into account the wishes, feelings and knowledge of parents at all stages.

The Friends of Blossom House Parents liaise with school staff and use school premises for regular meetings, support groups and training.

Celebrating Success

Pupils are taught to value the contributions of others and have the opportunity to share work through discussion or display. Praise and rewards are given for effort, a range of personal achievements

and for appropriate behaviour. Individual difficulties are always taken into account.

Each week pupils have the opportunity for positive self appraisal or appraisal by peers, recorded as a display in the classrooms to help each child feel special, valued and successful.

In the Lower School a 'star of the week' is also chosen for each group and their photos are displayed with a caption pin-pointing their achievement. In the Upper School a 'token economy' is in place with pupils working towards both individual and group rewards. We also have special mentions at the end of each term which is an opportunity for the school principal to praise those pupils that have achieved outstandingly in any of the three areas (Cognition and learning, Behaviour, emotional and social development Sensory and/or physical).

As the pupils become older the aim is for the success of the pupil's achievements to be celebrated in a more 'functional' manner emphasising internal rather than external motivation. This might relate to life and independence skills as well as concrete examples such as exam grades or external successes such as Scouts, Duke of Edinburgh.

Training

Training is provided by a number of sources:

- Induction training.

- Inset days at the beginning of each term.
- Courses relating curriculum subjects to SEN.
- LA.
- Courses relating to specific SEN issues.
- Staff meetings: e.g.
 - Discussion and feedback relating to specific pupils and their needs.
 - Feedback from Annual reviews, delivered in the weekly staff meeting by the SLTs.
 - Training re new or existing protocols e.g. sensory breaks.
 - Makaton training.
 - Behaviour issues and changes to individual behaviour policies shared with all staff.
- New staff receive in-house training as part of their induction process

I.E.Ps

The I.E.Ps are written by the group leader and therapists and these are overseen by the Head of House. A copy of the I.E.P is then sent to the parents and LA. The information on the I.E.P is discussed with the parent at parent consultation evenings or

before by appointment. Regular meetings are encouraged with parents to discuss the child's progress and any concerns the parent or school might have about the child.

For all Early Years children IEPs are jointly set between the Speech and Language Therapist, Specialist Teacher and parent. Parents are also given a copy of the children's progress in relation to their IEP on a termly basis when these are set.

School Transfer

The transfer from one school to another is an important time for all children, especially those with special needs. It is important to have a supportive system to aid the transition of pupils with SEN to their next school through close liaison and the transfer of clear records. It may also be appropriate to make visits to the school before the transfer takes place. For Secondary pupils, Connexions (or Local Authority's Career Advisor) are closely involved in the process of moving on to KS5.

Children from Blossom House transfer to a variety of schools and colleges all of which have been visited by the Principal or a senior member of staff and links forged. Future placements are discussed with parents, visits arranged and pupil's feelings are sought to ensure the most appropriate choice is made.

Transition days are held for new year 7 pupils who are joining the provision. The Primary school and Key Stage 3 also run a transition morning/afternoon so that all children can be prepared

for who their new teacher will be, support assistants and what other children they will be grouped with. The Early Years organise play opportunities for year 1 children transitioning from the Early Years/Year 1 building up to the main school. This is carefully planned so that the children's exposure to the main school playground is gradual. Year 1 are also involved in the primary transition morning. Where it is felt necessary individual transition plans are prepared for Reception age children transitioning from half to full days. There are also opportunities for children to experience staying for lunch before they begin full time education.

Conclusion

At Blossom House we are committed to offering the best education to all our children/pupils from the Early years through to Post 16. Through our Special Educational Needs Policy we aim to use all resources available to us in the most effective way to ensure that all of our pupil's receive the highest quality provision possible.