

ST. AMBROSE PREPARATORY SCHOOL



POLICY ON SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

SUMMER 2020

Reviewed: July 2023

This policy has been written in consultation with staff and governors of St. Ambrose Preparatory School and with due regard to the school's mission statement:

At St Ambrose we aim to provide an independent Catholic education for boys and girls of all faiths aged 3 to 11; St Ambrose is an inclusive school where the Gospel teachings and our school values are at the centre of everything that happens in our school family. At St Ambrose we strive to develop happy, fulfilled, well educated, confident and caring children who know and understand the love, joy and peace of Jesus; and to show our Faith by the way we live, showing care and consideration for each other, those around us and the environment.

Our Vision

Our Vision is to be an exemplar Edmund Rice School, with an enviable reputation amongst our peers, both as an organisation and for the services and facilities we provide, making us first choice for parents and pupils in our geographic area.

Our Ethos & Values

At St Ambrose we provide a Catholic school community in which pupils feel welcome, safe, recognised for their individuality – supported by a community of love, and affection. We strive to live the Gospel in all aspects of school life and policy, following Blessed Edmund's footsteps.

SEND Policy (staff are notified of regular ISI updates)

The Governing Body of St. Ambrose Prep School understands its regulatory responsibilities and will maintain an effective oversight of this policy, by evaluating its effectiveness, and reviewing and implementing change.

COMPLIANCE:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

1 Introduction

- 1.1** This school provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.2** These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need some additional or different help from that given to other children of the same age.
- 1.3** Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

- 2.1** The aims of this policy are:
- to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum;
 - to ensure that parents are able to play their part in supporting their child's education.
 - To reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.

3 Educational inclusion

- 3.1** In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.
- 3.2** Teachers respond to children's needs by:
- providing support for children who need help with communication, language and literacy;
 - planning to develop children's understanding through the use of all available senses and experiences;
 - planning for children's full participation in learning, and in physical and practical activities;
 - helping children to manage their behaviour and to take part in learning effectively and safely;
 - helping individuals to manage their emotions.

4 Admissions and Special Needs

- 4.1** We are an academically selective school and we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of St. Ambrose Preparatory School. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing we can give them the support that they require. We do not, however, have the facilities to offer highly specialised and intensive treatment.
- 4.2** We advise parents of children with special educational needs to discuss their child's requirements with St. Ambrose Preparatory School before embarking on the admissions process, so that we can make adequate provision. Parents should provide a copy of a Psychologist's report or a medical report to support their request for their son to be considered for admission.

5 On entry

- 5.1** Each pupil with a special educational need requires special consideration and treatment. If appropriate, adjustments will need to be put in place. We will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before he becomes a pupil at the school.

6 Monitor and Review

- 6.1** We arrange for pupils with identified or suspected learning difficulties to be assessed by a specialist so that we can identify the areas that require support. We offer specialist one to one lessons and help for children with dyslexia. We work closely with the child and his parents to help him to overcome the barriers

that his difficulties present. Each child has an Individual Educational Action Plan (IEP) which is reviewed termly.

7 Physical Accessibility

- 7.1** We recognise that some children with special education needs may also have physical disabilities. Parents and prospective parents of disabled children can obtain copies of the school's Accessibility Plan from the secretary. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

8 English as an Additional Language

- 8.1** Please refer to EAL Policy

9 SEND Co-ordinators

- 9.1** St. Ambrose Preparatory School has one S.E.N. co-ordinator: Miss. S.Aldridge. She is prepared to support and advise other members of staff in whatever way possible and to liaise with parents and other professionals when necessary.

10 Partnership with Parents

- 10.1** It is important for us to develop good relationships with our parents. We see them as our partners in providing the right care and learning environment for their child. We will hold meetings to inform and include parents in the discussion/decision making in relation to the child's needs.

11 The Role of the Governing Body

- 11.1** The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs.
- 11.2** The 'responsible person' in the school is the Head and will report to the Governing Body on request.

12 Assessment

- 12.1** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 12.2** The class teacher and the SENCO (Special Educational Needs Co-ordinator), if necessary, monitor the children's progress in line with existing school practices. This is an on-going process.
- 12.3** If necessary the pupil will be put on an I.E.P (Individual Education Plan) which will be reviewed termly by the SENCO and parents.
- 12.4** The SENCO works closely with parents and teachers as necessary and has an overview of SEN within the school.

13 Access to the Curriculum

- 13.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 13.2** Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 13.3** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom

14 Pupil Participation

- 14.1** In our school we encourage children to take responsibility for their learning. This is part of the culture of our school and relates to children of all ages. The work in the EYFS recognises the importance of children developing social as well as educational skills.

15 Complaints about SEN Provision

- 15.1** Parents' complaints over the child's SEND provision will follow the School's procedure for complaints.

Monitoring and review

Every three years, the effectiveness of this policy will be reviewed by the Subject Leader, the Head and the nominated governor and the necessary recommendations for improvement will be made to the Governors.

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