



PATRON
HM THE QUEEN



Hassocks

A unique, positive education for
young people on the autism spectrum

Special Educational Needs Policy

Policy Date: 17th February 2017

Policy Agreed By:

Policy Review Date: 17th February 2019



Special Educational Needs Policy

Introduction

This policy has been written in line with the expectations and guidelines of the SEN Code of Practice. LVS Hassocks provides a broad and balanced curriculum for all learners.

The Curriculum Statement gives information regarding the specific nature of the curriculum delivered at LVS Hassocks. When planning, teachers set suitable learning challenges and respond to the diverse learning needs of the learners. Staff take account of the special educational needs presented by the learners they teach and make provision to support individuals or groups of learners through their planning. This will ensure that all children are able to access and participate fully in the curriculum. Some learners may require additional or different help from that of their peers.

Aims

The aims of this policy are:

- To create an environment which meets the educational needs of all learners
- To ensure that the special educational needs of learners are identified, assessed and provided for
- To make clear the expectations of all stakeholders in the process;
- To identify the roles and responsibilities of staff in providing for learners special educational needs;
- To enable all learners 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

Educational Inclusion

LVS Hassocks is an environment which offers choice and excellence to all our learners whatever their ability or needs. We have high expectations of every learner and help them to achieve their full potential through the removal of barriers to learning and participation. We want all our learners to feel a valued member of our community.

Through appropriate curricular provision, we respect the fact that learners:

- Have different educational and behavioural needs and aspirations;
- Require structured teaching approaches, visual supports, concrete learning opportunities and restricted language to support their learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different learning experiences.



Staff respond to the needs of our learners by:

- Presenting work visually, using agreed formats of flip charts, whiteboards, task instructions and check lists
- Use structured support systems to ensure learners understand:
 - What work they have to do
 - Where they have to work
 - How much work they have to complete
 - What they have to do next
 - What their reward will be
- Helping learners to manage their behaviour and to take part in learning effectively and safely
- Helping learners to manage their emotions and support them in identifying calming strategies such as deep breathing, massage and time out

Special Educational Needs

All learners are assessed when they start at LVS Hassocks so that the staff can build on prior learning, and use this information to provide a starting point for the development of an appropriate curriculum for each young person.

Each learner will have a Learning Passport which is drawn up by the learner's keyworker, class teacher and residential staff where appropriate, with input from the learner and their parents. Short term targets are recorded on this document together with suitable strategies to enable the learner to meet these targets and the expected outcome. Learning Passports are reviewed every three months and targets amended as appropriate to the progress of each learner.

Learners at LVS Hassocks are supported by a Statement of Special Educational Need/Education, Health & Care Plan. The Head of School is responsible for completing applications for any additional funding identified.

Assessment

The class teacher will assess and monitor the progress of the learner in line with the school working practices and if necessary consult with other professionals to devise any additional programmes of support. All learners are monitored regularly by the class teacher who liaises with the therapy team to ensure that changes in rates of progress are noted as quickly as possible, and if appropriate intervention organised. Once additional support of any kind is in place it is closely monitored to ensure that it is effective and adjusted as the learner makes progress.

This policy is reviewed annually and the governing body considers any amendments in light of changes in government legislation and the findings of the annual review.