

**INWOODS SMALL SCHOOL (including EYFS)
SPECIAL NEEDS, LEARNING SUPPORT POLICY**

Last Review Date	August 2018
Policy endorsed by	The Trustees & Principal
Policy is maintained by	Special Attention Coordinator (SACO)
ISI reference	A2
Next review date	August 2019
Review body	SA Coordinator & Principal

Aims:

The aim of the Inwoods Special Needs, Learning Support Policy is to ensure that all children with special needs of deficit or particular skill are identified, that provision is provided to help all pupils identified with SEND to excel, and to meet the requirements of the SEND Code of Practice (2015). We inform parents of all SEND provision, including for EYFS, at the onset of assessment of particular need. SEND provision is mentioned in the school's Curriculum Statement, and the policy is posted on the website.

Admissions Policy:

The school admits pupils irrespective of their gender, race, disability or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and the welfare of the prospective or other pupils. Also, in a situation where the School felt unable to provide or make available any specialist help required either due to lack of resources or local availability, then a student's special needs might inform the decision of whether or not to offer a place to a student.

Management:

The Learning Support program is overseen by the Special Education Needs Coordinator (SENDSCO), **Mariamah Mount**, who is responsible to the Head Teacher, for overseeing the arrangements for pupils with special needs.

Definition:

Pupils have special educational needs if they have a significantly greater difficulty in learning than the majority of pupils of their same age, or have a disability that hinders them from making use of

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the educational facilities provided, including social, emotional and mental health needs (SEMH), which call for special educational provision to be made for them. (1:3 SEN Code of Practice, 2001).

Aims:

- To ensure that every pupil achieves the highest standards and potential possible in all areas of learning and life.
- To give additional support through tailoring learning intentions and methods to individual need, interest and aptitude.
- To identify pupils with a learning difficulty as early as possible and ensure that all their needs are met.
- To encourage pupils to develop confidence and recognise value in their own contributions to their learning and to others.

Identification and Assessment:

Because Inwoods does not adhere to the National Curriculum targets (and therefore not the codes of expected learning therein) children at Inwoods are assessed by their engagement in their learning and personal progress. Because at Inwoods, where children are encouraged to go at their own pace, the learning needs vary widely from child to child, there is not a strict idea of failure if a child isn't doing certain things at a certain age. This makes provision for children with special needs both complex to assess and straightforward to support, because learning needs are regularly catered to. Furthermore, Inwoods sees a broad curriculum and opportunity for life experiences as essential, from Early Years to the end of primary education, and acknowledges the importance of the natural, creative, physical, social and emotional curriculum in meeting the needs of all students, which can be especially important in the lives of those pupils with SEND.

Special learning needs are sometimes identified before a child's entry into Inwoods, or are identified by the classroom teacher or any other staff at any time. Learning needs are regularly assessed by the classroom teacher, and if special learning needs are identified, the pupil is then referred to assessment to the Learning Support teacher and/or, where necessary, to relevant outside specialists or health professionals. Any input from social and health professionals is welcomed.

Children's learning is assessed by their aptitudes and actions, and emphasis is based on the child's, school's and families response to these difficulties rather than any label of an issue or issues. When a child's special learning needs come to our attention Inwoods has many strategies in response, please see below. Identification involves all staff and the wider community, using a range of sources:

Class teachers	Formative assessment: Observation in class and monitoring of work.
SENDCO	Summative assessment: Analysis of reports from others and care to adhere to policy

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Staff	Day to day contact providing an overview of pupils' academic work and social interaction.
Parents	Provide background information and observations of pupils' learning and behaviour at home. Seek medical and social advice and care for the student.
Pupils	Self-awareness of needs and aptitudes is encouraged (with support and guidance from Teacher and/or SENCO). Children's observations and experiences are listened to, and solutions come to jointly.
Learning Support Professionals	Assessment, forward planning and implementation to meet needs
Independent Education Psychologist	Assessment in the case of emotional/social difficulties
Appropriate Health Professionals	Medical and health problems are assessed and identified when applicable, including issues with hearing, vision, and other issues.

Code of Practice:

It is the duty of the SENDCO and Learning Support teacher(s) and professionals, responsible to the Head Teacher, to have regard to the Code of Practice on Identification and Assessment of Special Educational Needs (2014).

Support for Special Needs Pupils:

In line with the SEND Code of Practice, Inwoods has a graduated approach to offering support for Special Needs Pupils. Any decisions to involve external specialists will be taken in discussion with parents and parents will be informed if their child is receiving SEN support.

Staff regularly receive training and information regarding special educational needs and approaches, especially when appropriate to meet the needs one of their students. The SENDCO stays abreast of policy and best practice in both National and Alternative Education circles.

Stage One:

Inwoods has put several approaches in place which diminish the need for Special Needs differentiation and help prevent learning difficulties from setting a pupil's progress back. Although most schools consider special needs only after identification, Inwoods' approach takes in many differentiated needs and approaches to learning with every pupil, therefore our Stage One is preventative and all-encompassing, rather than put in place only once concerns arise.

- Having a low pupil-teacher ratio, so that teachers can help a child develop in the unique way that is best for them.

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- Regular discussions with each student regarding their learning, challenges and progress.
- Having an Open Classroom (OC) set-up in which differentiation is the norm, wherein children work independently with guidance and sometimes one-to-one tutoring from teachers (and mentoring from other students).
- Providing many Montessori and other materials which meet the needs of many special needs and learning difficulties.
- Providing the Davis Learning Strategies program and allied clayway maths work which helps to prevent the development of dyslexia, dyscalculia and other learning difficulties.
- An onsite counsellor may be involved with the pupil in a non-regular way.
- Regular consultations with parents regarding the student and their homelife, challenges, progress, etc.
- An allied occupational therapist may be consulted.

At this stage, pupils are not put on the Special Needs Register; the opportunities at Inwoods to tailor their learning, monitor and record it are the same as with other pupils.

Stage Two:

When a pupil is identified as needing extra provision, the class teacher and possibly SENDCO will provide interventions that are additional to those that are regularly a part of the school's differentiated curriculum. This can include:

- Different learning materials or special equipment.
- Increase in one-to-one tutoring.
- Regular meetings with the student, their Teacher and SENDCO to assess the issues, responses and progress. An Individual Learning Plan (ILP) will be created.
- Extra consultation with parents regarding their observations of the child and of any other situations that may affect the child's learning, including health issues, developmental history, parental observations, bullying or social issues, changes in life at home, etc.
- Group or individual support from the classroom teacher and/or SENDCO.
- Regular sessions with School Counsellor, Davis Dyslexia Tutor or Occupational Therapist.
- Extra time for the teacher or SENDCO to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies when applicable.

Continual emphasis on the student's aptitudes and interests will inform the approach and counterbalance the focus on difficulties. Strategies employed to enable pupils to progress will be recorded in the Journals and Individual Learning Plan (ILP). An ILP will focus upon three to four individual targets that match the pupil's needs and have been discussed with the pupil. The parents will be part of these discussions or inform of the ILP's targets. This information will be reviewed termly and wherever possible the pupil will take part in the review process and be involved in setting the targets. At this stage, the child will go on the SEND register, and teachers will take care to stay in contact with each other, the parents and the pupil as regards the student's difficulties, approaches and progress.

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Stage Three:

A request for support from External professionals, such as an Educational Psychologist or Speech and Language Therapist, is likely to follow a decision taken by the SENDCO and Head Teacher and colleagues in consultation with parents and most likely the student, at a review of the pupil's progress.

The assessment of the external professionals will inform planning, the measurement of a pupil's progress and the use of new strategies or materials. An Individual Educational Program will be drawn up and assessed regularly, involving classroom work and extra support. This will entail regular meetings of staff, parents and experts (and pupils where appropriate) The approach will continue as in Stage Two with the additional support and knowledge from experts.

Stage Four:

If it is deemed that the child's learning needs are still not being met, external support will be sought from EHDC. A Special Needs Educational Learning Assistant may be deemed appropriate. Other resources may be sought to provide for social and physical as well as learning needs.

After assessment and ongoing, support in the classroom will continue, perhaps with a Learning Assistant, and when the pupil is not getting external provision.. ILP's and other recording and assessment records will be kept to monitor the child's learning situation, as well as continuance of regular meetings. Reports will be kept in compliance with the EHDC assessment.

Anti-Bullying:

It is recognised that pupils identified with SEND are particularly vulnerable to bullying – either as a recipient or activator.

- At Inwoods problem solving is a process all are actively involved in. Unkind behaviour, including bullying, is faced directly with warmth, understanding, exploration and clarity of what is and isn't appropriate.
- Children and young people at Inwoods, with and without SEND, receive support to understand about puberty and sexual development; to recognise harmful sexual behaviour; to learn about consent; and to communicate concerns about bullying and sexual bullying.
- Children identified with SEND are often monitored more closely, and any issue that comes up has a high level of response, due to their vulnerabilities.
- A consistent approach is important, and if a SEND student is the recipient or activator of bullying, clear guidelines and approaches are established.
- At Inwoods we create an environment where sexism is not tolerated; where personal space of students and staff is respected; where sexist language and comments are challenged; and where students and staff feel empowered to say no to any unwanted touch.

Progress:

The progress of pupils receiving additional support is closely monitored by:

- ILPs and the meetings about them with staff, students and parents, and experts when applicable.
- Regular assessment as delineated above.
- Half termly reviews.
- Regularly timetabled meetings with Learning Support, parents and teachers.

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Success criteria:

The success of the education offered to pupils with specific learning difficulties will be regularly monitored and judged against the aims set out above.