

Pupils with a EHC Plan or Statement and for those whom English is an Additional Language

This Policy and the Procedures applies to all staff, including senior leaders, paid staff, volunteers and sessional workers, agency staff, pupils and anyone working on behalf of Gretton School, pupils/carers, external agencies and members of the public.

Introduction

Gretton School is an independent residential special school for pupils with an Autistic Spectrum Condition (ASC) specifically High Functioning Autism and Asperger's Syndrome and all have a EHC Plan or Statement of Special Educational Needs.

Special educational needs are addressed by all the staff in the school.

Our Aims

When organising additional support it is very important that we provide pupils with Special Educational Needs with a broad and balanced curriculum with regular access to all subjects and areas of learning.

We will ensure that teachers and teaching assistants are prepared for dealing with the challenges and complex difficulties posed by students with Special Educational Needs by providing appropriate induction and training.

We believe teachers are responsible for the student's learning and that teaching assistants will be used effectively to provide the necessary support for our students.

We have our own Educational Psychologist who assesses students for access arrangements to ensure necessary support to reach their full potential.

It is our aim to:

1. Welcome students into the school and meet their needs in a positive and accepting manner.
2. To identify and assess the specific needs of the students, by means of baseline assessment as early as possible within the first term, ensuring there is careful monitoring and assessment of students throughout their schooling.
3. To develop the existing skills of the staff in the identification, assessment and provision for pupils with SEN and to provide training, support and shared good practice as appropriate.

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4. To provide access to a broad, balanced and differentiated curriculum, appropriate for meeting the needs of the young people.
5. To encourage the parents/carers and students 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 students according to their individual potential.

We will achieve these objectives by:

- providing an effective learning environment, with suitable strategies to enhance motivation, attention and concentration
- planning suitably differentiated lessons
- adopting a range of appropriate teaching and learning styles, including building on strengths with the use of visual and Autism specific approaches
- planning and reviewing Individual Education Plans, at least termly, ensuring that parents/carers and students know what targets have been set
- positive reinforcement to encourage students achievements, no matter how small, as well as frequent celebrations of success giving equal status to physical, cognitive, and emotional achievements, enabling all young people to feel valued for their efforts
- having multi-disciplinary input in place (teachers, teaching assistants, occupational therapists, speech and language therapists, education psychologist, music and drama therapists)
- ensuring we have high expectations of students, set suitable and challenging targets and monitor progress carefully against baseline assessment, “p” scales, National Curriculum levels and Key Stage 4 and 5 qualifications
- regular and open liaison with parents/carers and other external professions

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Review

Gretton School is a specialist provision and as a result each student's special educational needs will have been identified before arrival.

All students are assessed as part of the admission's process and on-going assessment takes place throughout the year.

IEPs and IBPs are developed and evaluated each term with all staff, therapists and parents. In addition we provide end of term reports that inform parents of all progress and national curriculum levels.

All students have an Annual Review and we follow the SEN Code of Practice

English as an Additional Language

It is important that pupils learning English as an Additional Language (EAL) should receive their full entitlement to the broad, balanced and individually tailored curriculum, as well as the National Curriculum.

It is recognised that we do not currently have any students that English is an additional Language.

For our students, who have communication difficulties, the added problem of learning EAL increases their needs. All students have EHC Plans or Statements of Special Educational Needs from which regular Individual Education Plans (IEP's) are devised and updated at least 3 times per year. Should any student with EAL require any further support it will be reflected in their EHC Plan or statement and IEP.

Whenever possible we try to arrange for the student first language to be spoken and experienced. If we do not have any members of staff sufficiently able or confident to speak the appropriate language then we encourage family members, volunteers and visitors to assist with bilingual support by providing taped recordings, telephone conversations and actual contact.