



Brigidine School Windsor



Special Education Needs (SEN) and Learning Difficulties Policy Policy

Fortiter et Suaviter

Policy History	
Original Author	Grace Reilly
Date	December 2009
Person responsible for latest revision	Mrs Zsuzsa Gallagher February 2010
Significant changes in latest revision	EYFS
Date of latest discussion and agreement by staff	
Proposed review date	December 2010

ADMISSIONS AND SPECIAL NEEDS

We welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment that Brigidine School Windsor provides. Treating every child as an individual is important to us, and we welcome pupils with special educational needs, providing that our Personalised Learning Department can provide them with the support that they require. We do not however, have the facilities to offer highly specialised and intensive care.

We advise parents of children with special educational needs to discuss their child's requirements with the Headmistress prior to any assessment so that the school can make adequate provision for them. Parents should provide a copy of an Educational Psychologist's report or a medical report (if available) to support their request, for example for extra time or other special arrangements.

ON ENTRY

Each pupil with a special educational need requires special consideration and care. 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 they become a pupil at the school.

Our Personalised Learning department works closely with Dyslexia Action to provide specialist support for each pupil with a specific learning difficulty such as Dyslexia and other non-specific learning difficulties. Dyslexia Action provides specialist one to one lessons and help with study skills outside the normal curriculum.

MONITORING AND REVIEW

Any special educational needs of pupils are identified through subject teacher observation and assessment and/or standardised testing in the first term of entry into the school. 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 work closely with the child and their parents to help the child overcome the barriers that their difficulties present. If we feel there is a need for a more formal assessment by an Educational Psychologist then parents will be informed.

Our Personalised Learning Department will prepare an Individual Education Plan for each child setting achievable targets. The child, together with her parents and teachers reviews the plan each term, and the child is encouraged to take ownership of it and to set their own targets.

The Personalised Learning Department works closely with class or subject teachers to ensure that the problems of individual pupils are known and understood. Every effort will be made by teachers to support pupils through differentiation of work, extra help and explanation to maximise academic progress.

PHYSICAL ACCESSIBILITY

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 Brigidine School's Disability Policy and Disability Action Plan on request. This shows the ways in which we plan to make our buildings progressively more accessible to disabled pupils, parents and visitors.

OTHER ADJUSTMENTS

We are able, depending on need, to arrange for children to use laptop computers in classes.

ENGLISH AS A SECOND LANGUAGE

In order to cope with the academic and social demands of school, pupils must be fluent English speakers. We may recommend that some children, whose first language at home is not English, receive tuition in English as an additional language.

STAFF TRAINING

Our teaching staff receive training on the learning needs of pupils with special education needs and disabilities.

CHARGING POLICY

Personalised Learning lessons are charged as extras at rates set by Dyslexia Action.

Early Years Foundation Stage

SPECIAL NEEDS "DEFINITION"

The Education Act 1993 defines a child as having special educational needs if he/she has significantly greater difficulty in learning than the majority of children of the same age or if he/she has a disability which hinders his/her use of normal educational facilities.

Inclusion Statement:

In welcoming all children who meet the criteria for this school will be aware of tailoring the provision we offer to the individual child's needs and abilities and will, as part of our normal practice continually assess the child and monitor his/her development in several areas: Social, Emotional, Intellectual, Physical. It is our view that all children are special and all children have differing needs and it is our aim to strive to meet these individual needs within the group and include each child equally as part of the group. However before a place is confirmed there will be a discussion with the parents as to whether a place at Brigidine School is in the best interest of the girl/boy and that Brigidine School is able to meet his/her needs.

OBSERVATIONS AND RECORD KEEPING

Our system of observations and record keeping, which operates in conjunction with parents, enables us to monitor children's needs and progress on an individual basis.

Within our setting for every child identified as having SEN, we will devise a structured programme to meet the child's needs.

For all children in our setting we will offer a differentiated curriculum which is regularly evaluated to make sure all children are making satisfactory progress.

WORKING WITH PARENTS

Practitioners will work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills, and provide opportunities to develop in six areas of learning and development:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem Solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical development
- Creative development

Practitioners will conduct themselves in a sensitive and confidential manner as outlined in our Confidentiality Policy.

All information will be collated and taken into consideration when assessing a child. All children who have been assessed and require close monitoring, through Early Years Action will have an IEP (Individual Education Plan) which will be reviewed regularly with the parents.

The Special Educational Needs Co-ordinator in the Early Years Foundation Stage is Mrs Zsuzsa Gallagher.