

# **Talbot House Preparatory School**

## **Special Needs Policy**

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All teachers have the responsibility for meeting the needs of all children within the school by differentiating the curriculum and targeting the child's specific difficulties. It is necessary for staff to liaise with and support each other and review and evaluate with parents.

The school recognises that at any time in a child's school life, he/she may need additional individual monitoring or support. This includes both the less able and the exceptionally able.

This policy should be read in conjunction with the School's Safeguarding Policy and KCSiE 2018.

### Admission Arrangements and Provision

The nature of the school building presents some problems to any child with a physical disability, but pupils with such disabilities are not precluded from applying and being given equal consideration. Children with various medical conditions are well catered for. Boys and girls with specific learning disabilities are accepted provided they appear able to hold their own academically and socially although specialist support cannot be offered currently.

### School Responsibilities

All children in the school will have access to the curriculum, at their own level. In class children may be given individual work to suit their ability, or they may work in ability groups.

Children on the Special Needs Register will follow Individual Education Programmes to address specific targeted problem areas.

All children with special needs will have differentiated work in some or all areas of the curriculum.

Care will be taken that children, who are withdrawn from class for a short time, will not be deprived by their curriculum entitlement, or collective worship.

### Inclusion

Children with Special Educational Needs are integrated into mainstream classes and included in all the activities arranged by the school, providing that it is practicable for the pupil concerned and compatible with the efficient education of other pupils.

### Transition Arrangements

The school carries out liaison with local nurseries and pre-school providers, opportunities are available for Early Years Teachers to visit these providers. Parents are encouraged to pass on all information to the school. The children visit several times before they begin and parents meet with the Head teacher and class teacher. Parents of children with special needs meet with the class teacher before their child starts school. Other professionals involved with individual children are invited into school to share relevant information.

If children change schools during the primary phase full Special Needs Records, will be sent, with the rest of the school records, to their new schools.

### Identification, Assessment, Monitoring and Review

The school has adopted a whole school approach to Special Educational Needs policy and practise. Pupils are identified from the school's criteria for placing pupils on the Special needs Register.

All teaching staff and Teaching Assistants continue to receive training in the provisions of the Code of Practice and this training will be kept up to date and provided for new staff.

Assessment and reviews will be carried out in accordance with the School's Assessment Policy. Teacher observation and assessment, class screening and monitoring, parental concerns and where applicable, diagnostic testing are taken into account.

If concern is expressed about a child's progress by a parent or teacher, the stages of the Code of Practice will be followed. After consultation between the head, class teacher and parents, the child will be placed upon the Special Needs Register and a date will be set for a review. The view of the parents and pupils will be sought and the expertise of other professionals will be accessed when required. Progress will continue to be monitored by the class teacher. Individual Educational Plans are kept by the class teacher as a working document.

### Individual Educational Plans

Individual Educational Plans will be drawn up by the class teacher for all children on the Special Needs Register. Teachers will need to use teaching approaches appropriate to different learning styles but all targets must be 'SMART'.

Some children may have an Individual Educational Plan targeted at managing emotions and behaviour, so that they can take part in learning effectively and safely.

### Parents as Partners

At this school all parents are welcome at all times to discuss their child's progress. Parents will be consulted before children are placed on the Register and at each subsequent review. Much of this liaison is carried out at Parents' Evenings.

The initial concern about a child's progress is often voiced by a parent, who should first contact the class teacher. Together they will decide whether to register the child and at what stage. Wherever possible parents are encouraged to share in, and support their child's learning.

The school will support parents through the Code of Practice and keep them informed of their rights and responsibilities.

The child's view will also be taken into account as far as possible.

### Outside Agencies

Where children have regular visits from Advisory Teachers, Physiotherapists etc., liaison is usually with the class teacher. Any targets set by these outside agencies are included in the child's Individual Educational Plan.

### Evaluation and Review

The Board of the school will evaluate and review, the Special Needs Policy, on an annual basis.

All children on the Special Needs Register will be reviewed once every two terms and the success of their Individual Educational Plan will be evaluated and will be linked to regular Parent's Evenings. Further meetings may be held at the request of teachers or parents.

## EAL:

It is the school's policy to admit students who do not have English as a first language only if they satisfy the school's normal entry requirements.

## BROAD GUIDELINES

1. Individual Staff Responsibility
  - To be supportive of all pupils who have EAL
  - To differentiate work in an appropriate way for EAL pupils
  - To liaise with colleagues giving specific EAL support to pupils so that targeted reinforcement can be given
  - To encourage the pupils to contribute verbally
2. Class Teacher
  - To support any pupils in the form who have EAL and facilitate their integration in the peer group
  - To be sensitive to the needs of pupils from different cultural and linguistic backgrounds
3. Pupil Responsibility
  - Pupils with EAL should seek help if they experience difficulties with understanding work or with integration into the school community
  - All pupils should support others who have EAL and help them to integrate into the school community
4. Parent Responsibility
  - To work with the school in supporting their child

## Conclusion

Pupils who have EAL will be able to follow the normal curriculum and integrate into the school community happily