

Priory Sheridan School Special Educational Needs

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Special Education Needs Procedures

Introduction

Sheridan School follows the Special Educational Needs Code of Practice (2001) and uses the same definition of Special Educational Needs, for example students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Students have a learning difficulty (if they):

a) Have significantly greater difficulty in learning than the majority of students of the same age; or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority

We recognise that provision for students with Special Educational Needs is the responsibility of the whole staff team.

Aims

The Special Educational Needs Procedures of Sheridan School reflects the Fundamental Principles of the Code of Practice.

The aims of the Special Educational Needs procedures are:-

- To enable students with Special Educational Needs to have their needs met
- To take into account the views of the students with Special Educational Needs
- To encourage good communication with parents of students with Special Educational Needs
- To facilitate full access to a broad, balanced and relevant education

Implementation

The implementation of the special needs procedure is the responsibility of the whole staff team. Sheridan School's Head of School has responsibility for the day to day operation of the procedures.

The role of Sheridan School Head of School is to:

- Oversee the day to day operation of the SEN procedures
- Monitor the effectiveness of the procedures
- Liaise with fellow staff in order to develop strategies to help students learn as effectively as possible
- Co-ordinate the provision for students with Special Educational Needs
- Oversee the records on all students with Special Educational Needs
- Contribute to the in-service training of staff
- Liaise with all appropriate external agencies
- Ensure relevant information about students is passed on to staff
- Ensure specialist teaching to students, as identified in the statement, is delivered

The role of the Teacher is to:

- Have a knowledge of the students and their individual needs and refer to their IEPs and IBPs as necessary and appropriate
- Administer diagnostic tests as required and disseminate the results to staff as appropriate
- Plan and write IEPs to ensure progression is achievable
- Use differentiation and a variety of strategies and approaches in order to maximise the achievement of all students
- Monitor the progress of individual students in order to identify areas where a student is not progressing even when the teaching style has been differentiated
- Support the planning of IEPs by advising on strategies and appropriate methods of access to the curriculum for their subject
- Contribute to the Annual Reviews of students by providing information of student progress for their subject

Identification of Pupils with Special Educational Needs

Sheridan School seeks to identify students with Special Educational Needs as quickly as possible after their entry. This is carried out in the following way:

- From referral forms and referral meeting
- Previous school records including IEPs, ISPs and Statements
- Through information from parents
- The results of Assessment Tests taken at entry

Information on students with Special Educational Needs is disseminated to staff. Records of students with Special Educational Needs are kept in the student's record folder

Identification of Pupils with English as an Additional Language (EAL)

Where pupils attend school with EAL Sheridan school aims to:

- To welcome and value the cultural, linguistic and educational experiences that pupils with EAL bring to Sheridan;
- To implement whole school strategies to ensure that EAL pupils are supported in accessing the curriculum.
- To help EAL pupils to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

Teaching and Learning to support EAL learners:

In order to ensure that we meet the needs of EAL students, staff will:

- Assess the pupil's fluency level as soon as possible;
- Show differentiated work for EAL pupils;
- Employ a range of strategies within each lesson to reinforce understanding and

meaning so as to develop language in context;

- have high expectations, expect pupils to participate in all classroom activities/tasks;
- monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks;
- recognise that EAL pupils need more time to process answers and to complete extended work;
- allow pupils to use their mother tongue to explore concepts when appropriate;
- give newly arrived pupils time to absorb English bearing in mind that there is a “silent period” when those new to the language understand more English than they use;
- group pupils so that EAL pupils hear good models of English;
- use collaborative learning techniques;

Spoken and written communication between the students and teaching and non teaching

staff, and between the school and parent/careers and the local community, will be positive and appropriate, including the use of students’ home languages.

Organisation

- The Head of School ensures that the learning of all students is given equal priority and that available resources are used to the maximum effect
- Staff ensure classroom organisation, teaching materials, teaching style and differentiation such that all students, including those with Special Educational Needs, can learn effectively
- Students may receive in-class support from an additional member of staff in the classroom
- Students may be withdrawn for individual or small group work in order to improve literacy or numeracy skills
- Students may have a modified curriculum

Evaluation

The Special Educational Needs Procedure is evaluated:

- Through reviews of IEPs and through Annual Statement Reviews
- Through monitoring the success of strategies devised to achieve the targets set by staff for students they have identified as having Special Educational Needs
- Through assessing the achievement of students with identified Special Educational Needs
- Through progression with termly assessments in core subjects

Monitoring

The progress of students identified as having Special Educational Needs is monitored in the following ways:

- The Head of School monitors the effectiveness of SEN provision
- Staff monitor the progress of students in relation to their predicted learning outcomes
- Students with statements have annual reviews
- Through termly assessments

- Through school reports

Partnership with Students

- Students are invited to contribute to the development of their education plans
- Students are invited to attend their annual statement review

Partnership with Parents

- Sheridan School recognises that parents play an active and valued role in their children's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs.
- Parents who have concerns about the learning needs of their children can contact Sheridan School at any time.
- Head of LA engagement meet with parents each term to discuss the progress of students with Special Educational Needs
- Agreement from parents is sought before a student is referred to an outside agency
- Information and feedback resulting from a referral to an outside agency is shared with the parents
- Parents are invited to Annual Statement Reviews

Outside Agencies

- Advice may be sought from outside agencies in the early stages of identification of Special Educational Needs in order to prevent the development of more significant needs
- Students may be monitored by outside agencies as appropriate

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