



Cricket Green School

SEN Policy



Date reviewed: Spring 2015

Review Date: Spring 2017



Cricket Green School

Special Educational Needs Policy

Introduction

Cricket Green is a school for pupils within the age range 4 to 19 years who have diverse learning needs.

At Cricket Green School everyone has the right to be treated equally regardless of gender, culture, belief or exceptional need.

All pupils admitted to the school should have a statement of special educational need/ EHCP specifying their learning needs and the provision required to meet those needs.

At Cricket Green school we aim to provide an environment within which all pupils can feel safe and secure. We aim to assist pupils to develop self confidence and self esteem so that they learn to respect themselves and others, both within the school and the local community.

Admissions

All admissions to special schools come from the Local Authority. When the school is approached to admit a pupil the parent is invited to come and see the school. Once it is clear that the parent is happy with the prospect of their child being admitted arrangements are made to find out about the pupil and to see that, as far as possible, the placement is an appropriate one.

The Headteacher will then contact the appropriate Assistant Head and the class teacher and arrange an entry time for the pupil that will allow for the class to be prepared to take the newcomer. If possible the new pupil will be asked invited to spend some time (e.g. half a day) with the class before entry. In some instances extended links are established. In July, we hold induction days for new year 7 pupils and all September intake pupils.

When any placement is considered inappropriate the matter will be discussed with the LA. If needs be, the request will be raised with the Chair of Governors.

Pupils at the school experience many challenges to learning. The needs of the pupils are diverse and wide ranging and may include the following:-

- significant global learning difficulties
- physical, social or emotional immaturity
- physical disadvantage
- poor social, interactive or personal skills
- inappropriate behaviour associated with learning need
- low self esteem
- language and communication difficulties
- identified Autistic Spectrum Disorder, ADHD or other diagnosed conditions

School Organisation

The school provides pupils with special needs with the following: -

- Access to all aspects of the National Curriculum modified to reflect individual needs
- Opportunities for pupils to work at their own pace and level as a class, in groups or on a one to one basis according to need
- Small classes with additional support
- Small groups for basic skills work
- Individual Education Plans (IEP) - reviewed at least once a term
- Independence skills training
- Social skills training
- Independent travel training
- A careers and leavers programme
- Work Experience for years 10 and 11
- Links to Colleges
- Personalised learning programmes at KS4 /KS5
- External accreditation for year 11 & 6th Form.
- Opportunities for outreach on a group or individual basis as appropriate
- Speech and language provision as appropriate to need
- Access to advice and input from a physiotherapist, occupational therapist and an educational psychologist
- Visits from a community nurse and doctor
- Input from CAMHs and other stakeholders
- Extended schools opportunities
- Family Support Worker.

Involvement of Parents

Parental involvement in a child's education is of paramount importance. An initial IEP meeting may be held after a child has been in the school for approximately 4-6 weeks. IEPs are then reviewed just before the half term holiday and parents are given the opportunity to comment on their child's progress. New IEP targets are then discussed with the pupil and sent home to parents just after the half term break.

Annual Reviews / EHCPs reviews are an opportunity for parents, professionals and pupils to discuss pupils progress and set targets.

There are three Parents Evenings during the year, Autumn, Spring and Summer. These are a good opportunity for parents to discuss their child's progress and look at their work.

Each half term parents receive a curriculum letter that outlines the topics and events, including trips. There are also ideas for homework and follow up that could be done at home. These are also posted on the schools website.

In KS1 & 2 parents are kept up to date with home/school books that record daily events, food eaten, toileting etc. These may be continued in KS3, 4 & 5 on request and agreement.

We welcome all our parents and carers to many events - music evenings, sports days, assemblies and coffee/information mornings. Parents are welcome to make an appointment to talk to their child's teacher at any point in the term.

CGS/CD

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