



*'Improving the quality of family life'*

## **Special Educational Needs and Disability Policy**

Written in line with The Special Educational Needs and Disability Regulations 2014

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

All of the children at Snowflake School have special educational needs and all have a diagnosis of Autism. Only pupils with SEND will be placed at Snowflake School and therefore all of our policies and procedures are designed with Special Educational Needs and Disability in mind.

### **Broad areas of need**

The SEND Code of Practice 2014 identifies four broad areas of need and these give an overview of the range of needs that should be planned for. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need ensures that the full range of an individual's needs is identified, not simply the primary need.

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social

interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Snowflake School needs are assessed on an individual basis and an Individual Education Programme (IEP) is prepared and delivered which is continually monitored and modified through the Annual Review process.

Education Health and Care Plans have replaced statements of SEN from September 1<sup>st</sup> 2014. At Snowflake School we embrace this change and aim to work in partnership with parents and local authority officers to make the new arrangements work well for children.

Snowflake School is an Applied Behaviour Analysis Verbal Behaviour School and each child has at least dedicated one-to-one tutor. Tutors typically have psychology degrees and are trained to deliver ABA/VB programmes. Tutors are managed by Supervisors who are all qualified or undertaking a qualification to become Board Certified Behaviour Analysts. The Headteacher and Teacher have relevant qualifications and 30 years combined of experience of working with pupils with SEN. Pupils are able to access additional specialist support from a Speech and Language Therapist and an Occupational Therapist.

## Curriculum

All pupils have access to a broad and balanced curriculum. Teaching staff set high expectations for every pupil, whatever their prior attainment. Teaching staff use assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Learning opportunities are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

Pupils are able to access communication aids as appropriate and as assessed on an individual basis (e.g. proloquo2go communication App.)

The Headteacher is responsible for;

- Ensuring that pupil's special educational needs are identified, and for co-ordinating the making of special educational provision which meets those needs,
- Monitoring the effectiveness of any special educational provision made,
- Securing relevant additional services for the pupil where necessary,
- Ensuring that records of the pupil's special educational needs and the special educational provision made are maintained and kept up to date,
- liaising with and providing information to a parent of the pupil on a regular basis about that pupil's special educational needs and the special educational provision being made,
- ensuring that, where the pupil transfers to another school or educational institution, all relevant information about the pupil's special educational needs and the special educational provision made is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution, and
- promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- Providing Information to parents on where the local authority's local offer is published.

Review date: January 2018