



LIME HOUSE SCHOOL



Policy for the Education and Welfare Provision for Pupils with Statements

Definition

A pupil has special education needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty if :

he or she has a significantly greater difficulty in learning than the majority of children of his or her age.

he or she has a disability which either prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age.

Special Educational Needs means educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of the same age.

In dealing with this case a staged approach will be used. There are THREE stages, only the initial stages are the responsibility of subject / form teachers, however an understanding of all stages is required. At ALL stages parents have a right to be involved.

School Action

The following steps need to be taken:

- i. Subject teachers must take the initiative and register their concern in respect of a pupil's difficulties. The `Special Educational Needs Cause for Concern` should be used (available from the staffroom). It records the concerns raised. The physical, learning, emotional and social should all be considered.
- ii. The teacher should speak with the pupil and parents notified of the concern.
- iii. The teacher should gather information from various sources and attempt to address the pupil's special educational needs e.g. increased differentiation of work set. This should be done in consultation with the Special Needs department.
- iv. The progress that the pupil makes should be monitored for a set period of time. Targets should be set and detailing criteria against which the pupil's success at meeting these targets can be measured. Detailed objectives should be recorded on the `Objectives` record.

v. A review should be made after the monitoring time has elapsed. On the completion of the review an `Evaluation Sheet` record should be completed.

vi. On evaluation 3 possibilities exist:

I. The pupil no longer requires a special programme

II. A further special programme needs to be planned

III. The Special Needs Department should take prime responsibility for the pupil's programme planning, in this case the process enters School Action Plus.

In summary this stage focuses on the response made by the class teacher and the class-based resources used.

School Action Plus

This is the point at which the Special Needs Department takes control and initiates further assessment and collects additional information. An individual education plan is drawn up by the Special Needs Department. At this point the school will consider that the need the support of outside agencies (e.g. educational psychologists) to help in providing advice and support. Here the teacher, Special Needs Department and specialist help will work together to formulate a programme for the pupil.

Consideration is made for the need for a statutory assessment and, if appropriate, to make a multidisciplinary assessment. A statutory assessment need not lead to a statement. The assessment might indicate that the pupil's needs can be met within the school with the provision of an additional piece of equipment.

Statement of Special Educational Needs.

This comes into effect once a multidisciplinary assessment has been made. The Statement is written by the Education Authority and is a legally binding document. It must be reviewed at least once a year and involve all necessary agencies.

This policy was revised in August 2017 and will be reviewed in August 2018.

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