



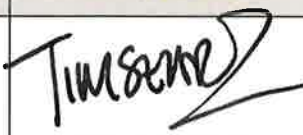
never give up.



ACE Tiverton

Part of the ACE Schools Multi Academy Trust

Special Educational Needs Policy

Issue	Date	Author/Reviewer Job Role	Comments	Signed by Chair of the Trustees
1	10 th July 2019	Hannah Smart Head Teacher ACE School Tiverton	Policy adopted for opening September 2019	 10 th July 2019

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1. Rationale

- 1.1 ACE Tiverton Special School is designated as a school for children who are identified as high functioning with a diagnosis of Autistic Spectrum Conditions and/or Social, Emotional and mental Health needs who are in receipt of an Education, health and care Plan, as specified by the Education Reform Act 1981. Within that designation the school caters for the needs of children who are recommended to it by Devon County Council's 0-25 Team as part of placement request from professionals or parents and carers within the annual review process. In addition to their identified needs, pupils many also have transient or long-term needs in the areas of self-regulation, speech, language and communication as well as other medical, sensory or social needs.
- 1.2 Access to the National Curriculum is required for all our children, and the Dearing Report (1995) revised the Orders in each subject to facilitate this. Where necessary school staff are given the discretion to teach pupils from Programmes of Study of earlier Key Stages without recourse to formal modification or disapplication procedures, providing due consideration is given to age- appropriate learning contexts. This means that an 11-year-old pupil with identified learning delays or needs can be taught those aspects of subjects at Key Stage 3 which are relevant and can be rendered accessible, while at the same time continuing to work on suitable material in the programmes of study at Key Stage 2.
- 1.3 The staff at ACE Tiverton will always endeavour to meet the needs of all children within the school, but too wide a range of need within classes will inevitably lead to children's progress and potential being underdeveloped.
- 1.4 In order to combat this, the following guidelines should be considered.

2. Guidelines

- 2.1 In line with the school's Admission policy all children should be assessed prior to admission. Any child who appears to have additional special needs should be discussed with the local authority and placed on a trial basis, which should also be explained to the parents.
- 2.2 All children who attend the school will have a Personalised Learning Programme.
- 2.3 Quality First Teaching is the primary vehicle by which pupil's need are met in the classroom. Appendix A outlines the expectations of classroom staff further.
- 2.4 In the event of a child's needs not being met within class the teacher should firstly consult with departmental colleagues and then the whole staff for assistance.

- 2.5 If the child's needs are still not being met the educational psychologist for the school should be consulted.
- 2.6 All 'additional' special needs should initially be assessed, and objectives set for meeting those needs within the personalised learning programme.
- 2.7 Concerns over a child's provision at the school should be discussed with the parents/carers as soon as necessary by the Head teacher and class teacher, in order to agree a strategy.
- 2.8 Every child's Education, Health and Care plan is reviewed annually with the parents by all professionals involved with the child.
- 2.9 The school has a named Cluster Representative for children with special educational needs.
- 2.10 Class sizes should not exceed 10 (unless by arrangement with the teacher and Head Teacher).
- 2.11 The staff at ACE Tiverton strive to meet the wide variety of needs that they encounter (and work diligently to achieve this aim). This policy is designed to clarify how our children's needs can be met within the context of the wider educational system.

3. Appendix A

Personalising Learning: Quality First Teaching Checklist

Central to our Personalised Learning approach is the tailored and individualised approach all class teachers take to ensure every pupil can make progress which is at least good. Providing all pupils with personalised, tailored and appropriate resources and learning experiences will enable them to fulfil their potential and be the best progress possible in your classroom.

It is expected that every member of staff will embed these expectations into every lesson to enable pupils to be supported and challenged to achieve success, ensuring they are 'the best learners they can be' through delivery of the best teaching and learning for each individual pupil.

- 1) All pupils – irrelevant of needs or level – can make stage appropriate progress in your subject in an academic year.
- 2) Be clear about your role as the class teacher: “adapt teaching to respond to the strengths and needs of all pupils”.
- 3) Know your pupils – what are their needs, which strategies will best stretch, challenge and support pupils in each class?
- 4) Consider what tools and resources you need to give pupils to understand key words, concepts or apply the most appropriate learning skills during the lesson.
- 5) Plan and discuss with your TA colleagues – what do they need to know to best support pupils they are working with?
- 6) Have a seating plan that promotes good learning and progress – are the right pupils sitting together?
- 7) Establish a routine for transitions between learning (e.g. 1, 2, 3 everyone listening; hand up etc?), make sure they best suit the class you are using them with.
- 8) Plan – Do – Review: Use this framework to reinforce key points for pupils – consider the use of homework to ensure pupils evidence their understanding and ability to use knowledge and skills independently.
- 9) Consider format – do you need to use a written text? Images, video, music, sound effects can all be used to effectively secure pupil understanding.
- 10) Readability – match the text with the pupil needs: use a readability calculator to assess the density of written text.

- 11) Scaffold, support and model: show pupils what 'good' looks like so they know what to aim for rather than having to imagine it based upon verbal description alone.
- 12) Differentiate, personalise, customise... "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." Albert Einstein.