



SPECIAL EDUCATIONAL NEEDS POLICY

Turning Heads directors are responsible for ensuring that those benefiting from us or working with us are not harmed in any way. The directors of Turning Heads have a legal duty to act prudently, and this means that they must take all reasonable steps within their power to ensure that no one is harmed. It is particularly important where beneficiaries are vulnerable persons or children in the community.

This policy applies to all those involved in Turning Heads, including, but not exclusively, administrators, volunteer drivers, parents, young people, and third party suppliers.

All staff at Turning Heads accept responsibility for providing all students with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by providing a variety of teaching approaches.

We therefore intend . . .

- ❖ To have regard to the Code of Practice on the identification and assessment of special educational needs.
- ❖ To follow the guidelines laid down by Torbay Education Authority.
- ❖ To work in partnership with the child, parent/carers, all staff and outside agencies.
- ❖ That tutors will use a range of differentiation to provide effective learning opportunities for all students.
- ❖ To use a variety of complementary approaches to support the student.
- ❖ To include the child within the class, wherever and whenever practicable.
- ❖ Endeavour to use all resources appropriately and efficiently.
- ❖ Make full use of all the support agencies that have been made available through the LEA.

Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

Areas of Need

Students will have needs and requirements which may fall into at least one of four areas. The areas of need are:-

- ❖ communication and interaction
- ❖ cognition and learning
- ❖ behaviour, emotional and social development
- ❖ sensory and/or physical
- ❖ medical

Monitoring and Reviewing IEPs / EHCP

Turning Heads will review a student's IEP or EHCP every 12 weeks.

Records will provide precise positive information about what a student can do, and about what steps are being taken to help them make progress. They should be passed on at the end of the academic year.

Students who learn at a slower rate than their peers, or who are developmentally delayed, so that they progress more slowly and may need some support with tasks. Students who have specific learning difficulties, often involving language tasks. They will often require modification of some tasks and structured activities to work on specific skills.

Those with physical handicaps which affect their learning, including speech problems, impaired vision and hearing, fine and gross motor or mobility problems. These will need particularly careful monitoring, to check they are making good progress, but they may not necessarily need extra support. The needs of individuals with mobility problems have to be addressed when planning activities.

Turning Head's rules

- Make task demands specific and realistic, so that students know exactly what is expected of them. Ensure that work is challenging but not daunting.
- Decide what is the minimum amount you expect from individuals. Make sure that the student understands the value of the work for them as a learner, to encourage intrinsic motivation.
- Use praise and a positive approach as much as possible.
- Accept that some might find it particularly difficult to conform all the time and try to praise them for progress, however minimal.

Partnership with Parents / carers (all those with parental responsibility)

“Parents hold key information and have a critical role to play in their children’s education. They have unique strengths, knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them.”

(Special Educational Needs Code of Practice January 2002 p.16)

We actively encourage all of our parents / carers to support students through positive attitudes, giving user-friendly information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child’s needs.

We aim to inform parents as soon as a student is “flagged” as a cause for concern, so that they are fully involved in the response and understand the purpose of any intervention or programme of action.

Appointed Person

An appointed person should be made known to members, volunteers and parents alike; as the designated person to whom concerns should be addressed. If the concern is about this designated person, please report to **Alan Tilley, Turning Heads**.

The appointed person at Turning Heads is:

Name: Alan Tilley Contact number: 07817777739

Reviewed: 1 February 2022

Next Review: 1 February 2024