

Special Educational Needs Policy

Introduction

Melrose is a school for pupils within the age range 11 to 16 years who have Social, Emotional and/or Mental Health Needs.

At Melrose 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 an Educational Health Care Plan (EHCP) specifying their learning needs and the provision required to meet those needs.

At Melrose 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 Head of School will then arrange an entry time for the pupil that will allow for the class to be prepared to take the newcomer. The new pupil will be transitioned into the group, this process usually takes place over a week, with increasing amounts of time spent with the class group. In some instances extended links are established. In July, we hold induction mornings for new year 7 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, all have Social Emotional and Mental Health needs identified as the main area of their EHCP, other identified needs may also include the following:-

- poor social, interactive or personal skills
- inappropriate behaviour
- low self esteem
- speech language and communication difficulties
- ADHD

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 and funding.
- Small classes with additional support
- Individual Education Plans (IEP) - reviewed at least once a term
- Access to ELSA and ELKLAN trained LSA's
- A range of Social development opportunities (SDO'S)
- Work Experience for years 10 or 11
- Links to Colleges and alternative education providers
- Personalised learning programmes at KS4
- External accreditation this includes Entry Level, GCSE, BTEC and Level 1 and or 2 qualifications
- 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 an educational psychologist
- Visits from a school nurse and dental screening
- Input from CAMHs and other stakeholders
- Music therapy
- Family Liaison Worker.

Involvement of Parents

Parental involvement in a child's education is of paramount importance. Each School term starts with a target setting meeting, where the IEP targets from the last term are reviewed and new targets agreed with the parent/carer and pupil. IEP targets are based on information known about the child from a variety of sources, including their EHCP and Boxall Profile.

These target setting days are a good opportunity for parents to discuss their child's progress and look at their work.

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

Each week parents/carers receive a weekly report that summarises the progress towards meeting the IEP targets, this outlines the number of points gained on our behavioural recordings system, work merits and gold merits gained and any learning time that has been lost in the week.

Each term parents receive a report that outlines the progress their child has made towards meeting their targets along with a curriculum overview and targets for the next term.

Parents are welcome to make an appointment to talk to their child's form tutor, Senco, Family Liaison Worker or Head of School at any point in the term.

Updated Autumn 2017

Review: Autumn 2019