

Limington House School
Inclusion and Special Educational Needs Policy

Rationale

Limington House School aims to enable each pupil to become less dependent upon others for their needs by providing them with experiences and opportunities to cope in the environment in which they find themselves. We believe everyone has the right to succeed and the entitlement to develop their full potential.

Inclusion at Limington House School is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to progress and participation that may be experienced by any pupil, irrespective of age, ability, gender, sexual orientation, ethnicity, language and social background, and the utilisation of resources to reduce these barriers.

Aims

- To provide high quality and appropriate teaching in a stimulating, challenging, enjoyable and safe learning environment
- To enable all pupils to develop their personal and social skills and to experience success, achievement and fulfilment
- To provide equality of education for all
- To support the achievement of pupils with Special Educational Needs in mainstream through a high quality outreach service

Objectives

Limington House School will:

- operate within the framework of inclusion provided by the Government and Local Authority
- ensure that this policy is understood and implemented consistently by staff
- value all pupils irrespective of race, religion, gender or age

- recognise and celebrate diversity as a positive aspect of the school community
- treat all children and their parents with respect and take their views into account
- identify and recognise barriers to learning and participation
- minimise barriers to learning to enable the participation of all
- ensure all pupils have access to an appropriately differentiated curriculum with high expectations for all
- recognise, value and celebrate pupil and staff achievements
- promote good relationships and manage behaviour positively
- work in partnership with parents/carers in support of their child's education
- maximise resources to support the learning of all and provide appropriately to meet the diversity of needs
- act positively with regard to our statutory obligation to promote racial equality, good race relations and eliminate unlawful racial discrimination
- challenge and eradicate prejudice and discrimination wherever it occurs
- create a safe, happy, orderly and caring environment where everybody feels accepted and has a sense of belonging
- maintain a culture of quality learning and development
- promote independence
- provide an ethos of high quality care
- maintain a high level of investment in staff recruitment, retention and development
- value the collaboration of parents, carers, professionals and contributing persons

Roles and Responsibilities

The Leadership and Management Team will:

- be proactive in promoting equality in terms of provision and access
- encourage parents/carers to play an active role in the school's activities through the development of the home school partnership, termly meetings, sharing of information and regular communication
- ensure, through monitoring, that the spirit and practice of inclusion is reflected and promoted throughout all aspects of school life
- ensure initial training for staff through the induction programme

- ensure staff are given opportunities to update their skills and knowledge through appropriate professional development
- plan strategically to maintain and develop inclusion
- evaluate the successes and identify areas for improvement in the policy
- develop, maintain and strengthen links with a range of outside agencies, in support of this policy
- ensure that all those involved in recruitment and selection are effectively trained and made aware of what they should do to avoid unconscious discrimination
- seek to ensure that our facilities are accessible for all pupils, staff and visitors; when this is not possible temporary measures will be put in place, where and when practical, to help and support any person with a disability to fully participate in the life of the school. In addition, reasonable adaptations to the buildings, fittings and location will be made to enable staff to carry out the responsibilities of their post, within reasonable budgetary constraints.

Teachers will:

- ensure inclusive practices are embedded within their class
- ensure that lessons and schemes of work are fully accessible by all pupils and teaching styles address the range of abilities, learning needs and styles within their class
- plan strategically to provide learning resources which overcome potential barriers to learning
- assess pupil performance on an ongoing basis to ensure teaching remains relevant to the individual needs and circumstances of each pupil
- provide ongoing training and support for learning support assistants within their class to enable them to understand the needs of the pupils and provide appropriate support and teaching
- discuss any concerns about individual pupils' progress with the Leadership and Management Team and agree and follow actions to support them
- further develop and support the partnerships with parents/carers and other agencies

All staff will:

- make themselves aware of the individual circumstances of each pupil within their class and any potential barriers to learning
- contribute to the ongoing assessments of pupils' performance and progress
- support the well-being of pupils
- highlight pupils causing concern and take appropriate action
- use a wide range of teaching approaches to meet individual needs and learning styles
- use a wide range of targeted resources to provide access to and support for learning
- recognise and celebrate individual achievement
- deal with incidents in accordance with school policy
- make use of professional development opportunities offered
- further develop and support the partnerships with parents/carers and other agencies

Provision

Limington House School is a co-educational day special school which meets the needs of pupils from two to nineteen with severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). In addition to their learning difficulties some pupils may have other needs associated with physical disabilities, medical conditions, sensory impairments, diagnosis such as autism or varying degrees of challenging behaviour. All pupils will be operating at development levels considerably delayed in relationship to their mainstream peers.

All pupils admitted to Limington House School will have, or be in the process of receiving an Education, Health and Care Plan (EHCP). The Local Authority (LA), following a multi-disciplinary assessment completes this. The County Education Officer through the special educational needs (SEN) department makes placements to the school. In accordance with Hampshire County policy, nursery age pupils attend on a part time basis, consisting of a varying number of half-day sessions. In consultation with parents their sessions are increased over a period of time until they attend school full time in Reception year.

Educational Provision

At Limington House School we offer the following specialist provision to meet the needs of the pupils:

- an individualised learning programme across the curriculum
- a differentiated approach to accessing the National Curriculum for all pupils
- small teaching groups with a high level of staffing
- a multi professional input from health services, including a named school nurse, Children's Services and Educational Psychologists
- access to a wide range of alternative communication systems including makaton signing, Picture Exchange Communication System (PECS), switches and communication aids
- a strong commitment to a working partnership with parents and carers
- multi agency projects such as School Home Integration Partnership (SHIP) and Emotional Literacy Support Assistant (ELSA) are run by the school
- accredited courses for KS3, KS4 and Post 16 pupils
- high levels of expertise in the management of behaviour
- Independent Futures Team

All pupils are taught in age related classes with a teacher and on average at least two learning support assistants. The class groups on the whole contain an average of nine pupils.

A great emphasis is placed on individual and small group work. All the pupils access the whole school curriculum, which encompasses the National Curriculum core and foundation subjects together with religious education and personal and social development (PSD). This is delivered at an appropriate level and followed at a modified rate.

The focus of teaching balances the Individual Education Plans (IEPs), with the wider curriculum, which is delivered through a variety of approaches. All pupils have 3 IEP generally covering communication, PSD and a target specific to the needs of the individual pupil.

External Support

The school obtains additional external specialist advice and support from the following sources:

- Speech and Language Therapist, Sensory Occupational Therapist, Occupational Therapist and Physiotherapist provide ongoing support and advice
- Community Paediatrician regularly visits school to meet individual pupils and their families
- Educational Psychologist and Child and Adolescent Mental Health Services (CAMHS) provide ongoing support and guidance in relation to specific pupils
- Support and periodic intervention is given to Looked After Children through joint agency work involving Children's Services
- Social workers working with identified pupils
- Local mainstream primary schools as part of the school network

Parent Partnership

The principle of working in close partnership with parents and carers is well established and supported by the whole school community. A variety of communication systems are in place to share day to day information. These include varieties of home/school books, switches and other communication aids. Parents' evenings are held in the Autumn and Spring terms giving opportunities for parents to talk through IEPs with teachers and be kept up to date with school initiatives. During the year there are other opportunities for parents to attend specifically focused events. The school also runs training/support events that parents/carers are encouraged to attend.

Date: September 2018

Review date: September 2021