

Statement of Policy for Special Educational Needs

Knightsfield School is a specialist sensory academy which provides for secondary aged deaf pupils. The school is approved by the DFE as a regional provision for pupils from Hertfordshire and other LAs. The school has a policy where pupils are encouraged to develop their speaking and listening skills through consistent use of an auditory/oral approach.

1. STATEMENT OF PUPILS' SPECIAL EDUCATIONAL NEEDS

All pupils referred to Knightsfield School have a Statement of Special Educational Needs. (Special Educational Needs Code of Practice 2001) or are undergoing statutory assessment (Funding Agreement 2013)

Pupils are normally admitted to the school for the start of Year 7. Pupils may be referred for later placement if their needs cannot be met in the school to which they transferred at age 11+.

All pupils admitted will have special educational needs, which are normally a consequence of hearing loss. The school will provide for pupils whose main presenting need is their hearing impairment. Pupils may have other needs in respect of emotional, behavioural, learning, physical, visual or communication difficulties in addition to their hearing impairment.

Pupils are only admitted if they meet the admissions criteria and if the school is able to meet their special educational needs.

2. PHILOSOPHY & AIMS

We are committed to promoting the highest possible levels of achievement for all members of our school community; to valuing all learners equally and to developing their enthusiasm for learning. We aim, within the limits of available resources, to :

- Identify individual learning needs.
- Provide appropriate special school and/or mainstream school curricular opportunities to suit each individual's special educational needs.
- Maintain a rigorous equality of opportunity for all our pupils to the curriculum and the full life of the school.
- Allocate staffing and material resources in ways, which reflect differing individual needs.
- Set achievable targets based on identified need through IEPs.
- Work closely with the Speech & Language Therapy service towards the development of each child's language, communication and auditory discrimination.

- Encourage every teacher to have responsibility for meeting the learning needs of all pupils in their care and to differentiate the curriculum appropriately.
- Encourage staff to be aware of the range of needs, which might arise in their classroom.
- Provide an Educational Audiologist service in order to ensure each pupil can maximise their residual hearing.
- Maintain regular contact with the area Educational Psychologist where appropriate.
- Maintain regular contact with Local Authority Officers, Social Workers, Occupational Health Workers, Physiotherapists, Specialist Teachers, Specialist Connexions Advisers and other agencies in order to support each child when necessary.
- Arrange an annual review of each pupil's Statement of Educational Needs and invite the parents, pupil, appropriate LA and other outside agencies to make a contribution to it.
- Recommend further assessment if changes to a pupil's Statement of Educational Needs appear appropriate.
- Keep School Governors informed as to how the school meets the additional needs of individual pupils.

3. INFORMATION ABOUT THE SCHOOL

Staffing

The school is staffed by qualified teachers. All teachers are required to gain the mandatory Teacher of the Deaf qualification within three years of taking up appointment. The qualification is achieved by attendance on a two-year part-time course, funded centrally.

From time to time the school may support pupils in other establishments, such as work experience or college link placements and consortium schools.

The school employs teaching assistants to :

- assist teachers in classrooms, in preparing material for lessons and in helping pupils to access the learning opportunities presented to them and,
- support individual pupils or small groups of pupils, who attend mainstream school lessons where they are integrated with hearing pupils.

Special Facilities / Equipment

The school provides radio hearing aids for the use of each pupil in conjunction with the personal hearing aids or cochlear implant provided by the pupil's own local Health Authority clinic or hospital.

The school has a fully equipped Audiology Room and Educational Audiologist.

The school has data projectors and visualisers in each classroom, thereby enabling teachers to face the pupils whilst presenting information on the white board.

All areas in the school are acoustically treated in order to restrict reverberation time and consequential interference with personal amplification devices.

The school has a high level of ICT provision which includes specialist equipment for pupils with additional needs.

Facilities for pupils who use wheelchairs include : lift, disabled toilet, and wheelchair access into the building.

Communication Methodology

The school's philosophy is to seek to achieve the highest possible level of auditory/oral ability for each pupil.

The auditory/oral approach requires an emphasis upon listening, speaking and lip-reading.

Admissions Criteria & Arrangements

All children and young people will have a significant hearing impairment as their main presenting special educational need which will affect their development of language and communication and their access to learning.

The hearing impairment may have a significant effect on children and young people's:

- Language and communication skills
- Speech intelligibility
- Listening and attention (particularly in poor acoustic conditions or demanding learning and social situations)
- Understanding of language and concepts
- Ability to express thoughts and feelings
- Relationships and interaction with others

This may manifest itself in difficulties with some or all of the following:

- The ability to engage in the life of the school fully
- Social maturity/self-confidence/self esteem
- Literacy and numeracy
- Access to information and incidental learning

Pupils will be:

- Developing language in the auditory/oral mode,
- Communicating thoughts, feelings and needs primarily through spoken language
- Able to receive information from others who use the auditory/oral approach
- Within the average or above average range of general ability or within the below average range of general ability and have cognitive difficulties which may include poor short term and long term memory, perceptual and visual sequencing difficulties.

The school will not admit pupils who depend upon sign and/or finger spelling.

They will benefit from:

- An acoustically treated environment
- Qualified and experienced subject specialist teachers of the deaf and specialist support staff trained in working with auditory/oral deaf children
- Additional visual material e.g. Written prompts on a data projector
- Seating and lighting arrangements in class which support their need to see the speaker
- Access to appropriate audiological equipment including FM system
- Access to speech and language therapist, educational audiologist, and other professionals experienced with working with deaf children.

Primary setting

- Pupils may have been educated in one of the following settings either using an auditory oral or total communication approach:
- Primary mainstream school receiving support from a TA and/or visiting teacher of the deaf
- Primary mainstream school with a Hearing Impaired Unit or Centre receiving support from a Teaching Assistant and/or teacher of the deaf
- Special school receiving support from a TA and/or visiting teacher of the deaf

The Curriculum Context

The work of the school is directed towards the requirements of the National Curriculum and conforms to the principle that all pupils should receive a broad and balanced curriculum, with approaches that address the special educational needs of hearing impairment.

All pupils are included in lessons in the neighbouring Monk's Walk School. These lessons include PE, Art and Drama at key stage 3 and optional GCSE subjects at key stage 4. Where pupils are considered able to benefit from a greater level of participation in a mainstream school environment, such provision will be arranged at Monk's Walk School or the Welwyn Garden City Consortium.

4. COMPLAINTS ARRANGEMENTS FOR SEN

See policy document : 'School-based Complaints'

This policy should be ready in conjunction with all other relevant policies.

Policy review : November 2013

Review date : November 2016

Approved by the Governing Body, Knightsfield School

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Chair of Governors

Date