



BROCKWOOD PARK SCHOOL

SPECIAL ATTENTION POLICY

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| Last Review Date | August 2016 |
| Policy endorsed by | The Trustees & Co-Principals |
| Policy is maintained by | SA Coordinator |
| ISI reference | A2 |
| Next review date | August 2017 |
| Review body | SA Coordinator & Co-Principals |

Introduction

Brockwood Park fosters an education “which encourages academic excellence, self-understanding, creativity and integrity in a safe, non-competitive environment.” In consonance with its intentions and in creating a non-judgemental atmosphere the school views labelling children as SEN to be problematic and limiting. Moreover, the school’s holistic educational approach and individualised educational programme address, as a matter of course, the different special needs of all students.

The current curriculum provides a diverse and multi-sensory approach that caters for all students’ individual learning needs. Teaching and learning are conducted in small groups wherein the teacher-student ratio allows individualised teaching and instruction. Extensive support for every student’s individual needs is also provided by one-to-one support and supervision by the student’s academic adviser. All students are given personal time and individual support to reflect on their learning (through learning journals) and encouraged to probe into aspects of their learning that they may find challenging. In cases where the school environment and resources (above) do not meet the learning needs of a particular student, the student’s needs are reviewed in the teachers’ meeting and additional learning support is provided by the teachers and academic advisers of the student. The school also provides highly individualised pastoral care and support for the special educational needs of all students. Every student has a tutor. Students and tutors meet often on a weekly and sometimes even daily basis to discuss day-to-day issues related to the extra-curricular education, wellbeing and learning of the students. We also seek to provide special attention and learning support for ‘statemented students’ that is consonant with the aims of their statement, in collaboration with experts from our own staff or from other schools and local authorities, and with direct reference to the DfES SEN code of Practice.

Admissions Policy

Brockwood Park School admits students irrespective of their gender, race, disability or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and the welfare of other pupils and the school. In valuing the Equality Act, the school endeavours to make every reasonable adjustment to

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accommodate any additional needs of a student. However, in a situation where the students needs require accommodation beyond reasonable adjustments and the school felt unable to provide or make available any specialist help required either due to lack of resources or local availability then a student's additional special needs might inform the decision of whether or not to offer a place to a student.

Management

The SA Coordinator, teachers and academic advisers are responsible to the Co-Principals for overseeing the arrangements for students requiring additional attention and learning support.

Identification and Assessment: The school aims to identify the additional special needs (not so identified on admission to the school) for a given student by:

- Subject teachers, tutors and other pastoral-care staff being alert to evidence of the additional special needs of pupils and where appropriate, referring them for assessment to the SACO, or where necessary, to relevant outside specialists or health professionals.

In the case of learning difficulties, assessment may be made by:

- The school's teachers
- Independent Educational Psychologists

In the case of medical/health problems, assessment may be made by:

- Appropriate health professionals (e.g. Doctor, Occupational Therapist, Speech Therapist, Physiotherapist etc.)

In the case of emotional/social difficulties, assessment may be made by:

- An Independent Educational Psychologist

Code of Practice: It is the duty of the SACO responsible to the Co-Principals, to have regard to the Code of Practice on Identification and Assessment of Special Educational Needs (1994).

Support for Additional Special Needs

- Students' additional special needs are met by their tutors and academic advisers.
- Each student is assigned a tutor who provides pastoral care. Tutors meet with their tutees on a regular basis to talk with them and find out how they are. In the rare occasion that the students' need cannot be met by the Brockwood curriculum and pastoral team, professional counselling is made available to the student.
- Appropriate information about and suggestions for the management of students' additional special needs is disseminated to each subject teacher, to inform their dealings with each student.
- The school encourages teachers to differentiate approaches to meet the special needs of students.
- In addition to this inclusive SA policy and its implementation, with highly individual support of needs, we seek to provide additional learning support for 'statemented students' that is consonant with the aims of their statement, in collaboration with experts from our own staff or from other schools and local authorities, and with direct reference to the DfES SEN Code of Practice.