

Gosberton House Academy

SPECIAL EDUCATIONAL NEEDS POLICY to be read in conjunction with the Local Offer

Gosberton House Academy aims to maximize the learning potential of all pupils, by giving access to the National Curriculum at levels suitably differentiated to meet individual needs and by using teaching strategies and techniques that are most suited to individual learning styles.

Admissions

With the exception of children on Assessment places, all pupils will have a Statement of Special Educational Needs/ Education Health Care Plan on entry to the Academy. This will be reviewed at least annually.

Pupils on Assessment places will generally be admitted at Academy Action Plus. Their needs will be reviewed termly by a multi-professional team.

Gosberton House Academy is a Academy for pupils with Autistic Spectrum Disorders and/or Moderate Learning Needs - see Local offer for full details of our specialisms

Facilities at the Academy

Gosberton House Academy meets the needs of pupils as described in paragraph one. Pupils with additional physical disabilities will be accommodated as appropriate. There is full wheelchair access to the Academy.

Academy Organisation

The Academy is organized into four teaching teams; First Years Centre [Owl Class] Lower School (Duck and hedgehog Classes), Middle School (Otter and Rabbit Classes) and Upper School (Badger and Squirrel Classes)

Teaching Assistants support all class groups.

Specialist teaching assistants lead Sports and Forest School activities.

Curriculum Access

All pupils will follow the National Curriculum at levels suitable differentiated to address individual needs. Planning is carried out in accordance with the Academy's planning policy.

The role of the Governing Body

It is the Governing Body's responsibility to evaluate the success of the Academy and this is done by

- Scrutinizing policies
- Visiting the Academy
- Considering external reviews e.g. SATS, Ofsted, LA Inspections, NAS reviews, quality marks
- Liaising with parents

Complaints Procedure

Any complaints from parents will be addressed in accordance with the Academy's complaints procedure as identified in the Academy prospectus.

Staff Training

All staff participate in In-service training. A copy of the staff CDP Policy is available on request. The Academy holds the Continuous Professional Development Quality Mark- Excellence Mark and is national recognised for the high quality and significant impact of its CPD in optimising learning opportunities for pupils, families and the multi-professional team.

Multi-professional Team

The Academy views itself as part of a multi-professional team, which is dedicated to supporting children. The Academy receives support from Educational Psychologists, Medical Officers, Academy Nurse, dentist, Occupational and Physiotherapy services, Speech and Language services, Sensory Impaired Service and the National Autistic Society. Additional specialist support is provided as required.

Parental Role

Parents/ Carers and the child's extended family are partners in our Academy. The Academy holds the Leading Parent Partnership Accreditation Award for quality partnership working. Parents/ Carers are integral to our Academy and the first and most important teacher of their child. Parents help us to formulate our policies and practice and are expected to abide by those agreed policies.

Academy Links

The Academy has established very strong links with many primary, secondary and specialist schools. The Academy runs a specialist outreach service. Pupils transfer to mainstream establishments on a part-time and full time basis at various ages. The Academy is very keen for pupils to complete their education in mainstream schools and actively works towards this . The Academy works closely with health services and where appropriate social services and voluntary agencies to ensure that pupils receive optimum support.

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