



## ***iMap Education***

# **School Policy**

Section	School Policies
Policy Number	SP-064
Policy Name	Special Educational Needs Policy

<b>Creation Date</b>	<b>Review date</b>	<b>Next Review date</b>	<b>Nominated Reviewer</b>
01.09.13	09.05.23	09.05.2024	Christine Merrick

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **1.0 iMap's Educational Provision:**

- iMap provides education and care for young people aged 7-19 with autism or associated learning difficulties. All students have an Education Health Care Plan.
- The aims of iMap reflect commitment to the education and care of each individual according to their needs. The prospectus states the aims and delivery in full.
- iMap provides an environment that enables students, by using strategies, to lessen their anxiety and increase their independence. This includes whole centre communication systems, a range of teaching and learning approaches and a broad, balanced and relevant curriculum that is commensurate with their needs and ability.
- iMap offers speech and language therapy, as well as music therapy. In addition, it offers access to sensory integration and play therapy, if appropriate. Full use is made of local community resources like shops, library, sports facilities, clubs and transport.

### **2.0 iMap's Policies for the Assessment and Provision for all Pupils with Special Educational Needs:**

- a. Student needs are identified from their Educational Health Care Plan, from pre admission assessment, post admission baseline and continuous assessment.
- b. Each student has an individual plan which details their priority needs and targets. These are usually in the area of communication, behaviour and socialisation. An Educational Health Care Plan Review (EHCP Review) is held with parents and professionals to review progress towards targets and the objectives in the Statement. A termly internal review is held, attended by all staff connected with the student in both the residential and educational provision.
- c. The Curriculum Policy sets out how students having access to a balanced and broadly based curriculum is ensured. It pays attention to the requirements of each student's Statement of Special Educational Need and pays attention to any reference to the National Curriculum at the appropriate key stage.
- d. A weekly individual timetable is followed by all students and the content of the lessons is adapted to individual need, delivered at an appropriate level based on previous

assessment. There is a separate curriculum for Transition (16+) students that places more emphasis on transitional skills and moving into adulthood.

- e. All areas of study are accredited externally using ASDAN or OCN. The students have joint targets that are evaluated half-termly when progress is monitored. These targets are personalised and may contain behaviour, communication, personal and health care targets, as well as curriculum subjects.
- f. The Centre has a set of policies reflecting iMap's practice. These are available from the office on request. They include Admissions, Safeguarding, Behaviour, Equal Opportunities, Health and Safety, and Complaints.

### **3.0 iMap's Staffing Policies and Partnership with Bodies beyond the School:**

- a. Some of the students are looked after children (LAC) and, as such, regular LAC reviews are held with local authorities.
- b. There is an ongoing, rolling in-service training programme for staff backed up by appraisal and supervision systems that identify training needs. All new staff follow an induction programme.
- c. The support of advisory teachers/advisors/consultants is sought to enhance the curriculum or for any additional student need, i.e., visual or hearing difficulties.
- d. One of the aims is to build and foster partnership with parents, other agencies and the community. Regular contact with parents is maintained by phone, letter and meetings and joint working at all times, with target setting and reviews, is paramount. Community facilities are used by students on a regular basis. Some students in residential time make use of sports facilities, swimming pool, library, and outdoor education centres. Public transport is also encouraged when appropriate.
- e. Every student has a transition plan which looks through school and beyond. It draws together information from a range of individuals to plan coherently for the student's transition to adult life. Local authority Participation & Transition Workers are involved in the transition plan and careers lessons of the students and offer advice and support in this area. Once a final adult placement or plan is agreed upon, iMap initiates and maintains links with them and assists any transition to make the move as streamlined as possible.
- f. iMap has established links with the local colleges of further education, e.g Reasehealth College. Cheshire College, Petty Pool, and Wirral Met College. If any student would

benefit from integration into college or school, then individual arrangements are made and the student is supported by iMap staff.

- g. Integration into local community groups, i.e., churches, scouts and guides, sporting clubs, etc. is arranged on an individual basis, dependent on the personal interests of each student.
- h. All residential students are registered with the local GP, optician and dentist, with whom the Registered Manager liaises and organises the medical arrangements. Links with local consultants are supported by the Centre and any transfer of consultant services is arranged with parents, social services and health services. Regular discussions with social workers and educational personnel are held, as well as the Statutory Annual Review.

#### **4.0 Conclusion:**

iMap operates an 'open door' policy, as strong relationships with our parents and partners, based on two-way trust, are vital and help us make the most progress with each student. OFSTED inspections are welcomed, as they help us plan and monitor our development in the best way possible.

We are in contact with local advocacy services. Some of our students have independent advocates.

This policy is an outline of how we respond to each student's special needs. We welcome discussion in this or any other area of our work.

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