



POLICY AND GUIDELINES FOR SPECIAL EDUCATIONAL NEEDS

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POLICY AND GUIDELINES FOR SPECIAL EDUCATIONAL NEEDS

Review Frequency: To be reviewed on an annual basis by the SENCOs in conjunction with the Head Teacher and more frequently if legislation changes.
Date of next review: June 2022

1. RATIONALE

- 1.1 The National Institute of Conductive Education (NICE) is an independent specialist provision created specifically for the education of children with motor disorders. These are conditions which affect control of bodily movements, co-ordination and balance, due to damage to the central nervous system. They include in childhood particularly the cerebral palsies. As such, all children who attend the National Institute have 'special educational needs' of one kind or another. All children have a physical disability which affects, to differing degrees, their education. Many of these children also have other associated difficulties which affect their learning in a variety of ways.
- 1.2 Many of the children attending NICE have Education, Health and Care Plans (EHCP), for which NICE, because of its specialist nature, is the recommended school/early years provision.
- 1.3 NICE is committed to full compliance with the SEND Code of Practice: 0-25 years (2015) as far as it relates to a 'specialist' facility of this nature.
- 1.4 Our teaching (ie the process of conduction) continuously tests out each child's potential and varies its goals as that potential develops under its influence.
- 1.5 To this end there are regular reviews of each child's progress and of the organisation and work of the group. Extensive records include regular update of Individual Target settings, written reports, still photographs and video recordings.

2. NAMED SPECIAL EDUCATIONAL NEEDS CO-ORDINATORS (SENCO)

- 2.1 The SENCO for NICE School group is the Head Teacher and for Pre-school is the Leading Conductor. The role of the SENCO is to liaise with parents, oversee records, and share information and to write/contribute to all Individual Target Settings, Reviews and EHC Plans. The SENCO-s give regular feedback to the Governing body who oversees and monitors the process. Refer to Monitoring Evaluation Policy.

3. ADMISSION ARRANGEMENTS

- 3.1 All parents of children who wish to attend NICE complete an application form which is received by the appropriate Leading Conductor. Any concerns regarding applications and admissions are discussed with the Head Teacher. An initial consultation is then arranged, if appropriate, to consider in what way Conductive Education can meet each child's needs.

Refer to Admissions Policy for further details.

3.2 Our aims at NICE are:

- to provide a warm and welcoming environment for children, parents and visitors;
- to provide a comprehensive education appropriate to the age and ability of the child through the application of Conductive methods;
- to work towards the recognised childhood milestones in every aspect of a child's development;
- to provide developmental and age-appropriate services for children with motor disorder and other associated learning difficulties through the application of the Early Years Foundation Stage Curriculum and the New National Curriculum, through Conductive Education;
- to successfully implement current legislation and advice including SEND Code of Practice 2015
- to work in close collaboration with the main settings of part-time students
- to work together with other practitioners from education, health and care services on joint outcomes
- to prepare children for an appropriate education after leaving NICE.

3.3 In partnership with parents/carers

NICE will work closely with parents/carers in order to:

- identify as effectively as possible those children for whom Conductive Education is an appropriate educational method;
- work with other relevant professionals to assess the social, emotional, physical and academic needs and requirements of the child in order that appropriate specialist provision or support is provided either wholly at the National Institute of Conductive Education or via the appropriate recognised services/channels for that particular need;
- to maintain regular and appropriate contact and liaise with the relevant professionals for each child and to initiate action in conjunction with those professionals for each child as appropriate;
- ensure that parents feel adequately informed by providing relevant information on notice boards, via the home/school book, letters and through Seesaw etc;

- ensure that the programme on offer caters for the child's special educational needs has set targets to indicate progress and a built-in monitoring process;
- ensure that parents are properly informed of how to help their children at home by regular invitations for observation visits and discussions with conductors and workshops where parents have the opportunity to work alongside their child;
- use Seesaw Online Learning Journey to support close home-main school setting and NICE relationship
- ensure involvement in the devising and delivery of educational plans throughout the child's time at the NICE and to arrange for appropriate support for parents and carers both in the home and at school;
- make appropriate arrangements for parents/carers to be invited to discussions relating to their child. Home visits may be also be made to support them and their child. They will contribute to plans and will be invited to all reviews both formal and informal;
- provide advice and assistance as required in the process devising EHC plans;
- arrange for appropriate transfer, both within NICE (e.g. from Pre-school to School) and also from NICE to an appropriate educational provision elsewhere;
- facilitate the continuation of Conductive Education at home by loaning appropriate equipment and giving parents suggestions for activities and home tasks during holiday periods.

4. STAFFING AND TRAINING

- 4.1 The Head Teacher is the most senior teacher and leader of the School Group, responsible for the education of all pupils. All conductor staff are fully qualified conductors and some also have Qualified Teacher Status. There is an assistant working in Red Boots School who holds an NVQ level 3 qualification. There are five training days each year plus other training as required. NICE staff may also participate in any relevant training offered by Birmingham City Council Early Years, or other training bodies. Outcomes of training attended are shared with colleagues during regular staff meetings and through a feedback sheet. A training file is also kept to provide information on recent courses attended.

5. RESOURCES AND LEARNING ENVIRONMENT

- 5.1 The School and Pre-school Groups are housed in purpose-built accommodation at NICE. There is a comprehensive range of specialist resources and equipment suited to the special needs of the children. All activities are shared and accessible by everyone and children are given choices and encouraged to express likes and dislikes. Activities are adapted to meet different children's needs and are designed to meet the aims of this specialist service and to develop each child to his/her full potential.

6. SYSTEMS

- 6.1 NICE has appropriate systems and procedures which:
- ensure high quality provision to meet the needs of each child
 - ensure that a record-keeping system is in operation to enable appropriate and accurate future plans and provision to be made for each child's special educational needs;
 - facilitate frequent informal reviews to monitor the effectiveness of the programme, progress of the child and to set dates for the formal review of targets in order to also ensure compliance with the SEND Code of Practice (2015);
 - ensure that parents have hands on experience with their own children and opportunities to observe and discuss their child's everyday school life
 - ensure an appropriate system of review such that informal reviews can adequately monitor the effectiveness of the programme on offer to the child, whilst the formal reviews can evaluate the efficiency of the provision contained within the terms of the statement. Formal reviews will be held annually, unless otherwise indicated within the statement. Informal reviews may be held more frequently if necessary;
 - ensure that where a child has an EHC Plan the provisions laid down in the document will be carried out in the most appropriate way in order that the child makes the maximum progress possible and that he/she might gain full benefit from the curriculum on offer;
 - ensure that NICE's training programme reflects the necessity for staff to develop the skills required for them to effectively assess, monitor, set up work programmes and evaluate them in order to cater appropriately for children who have physical disabilities and associated learning difficulties;
 - ensure that NICE provides a programme which is in compliance with the SEND Code of Practice (2015) and which helps children with special educational needs to grow in confidence, independence and self-esteem;
 - ensure that children leaving NICE transfer to other schools with appropriate support and training for school staff, if required (see Cross-Phase/School Transfer Policy).
- 6.2 Further details of above procedures can be seen in appropriate policy documents (e.g. Admissions, Parental Involvement, etc).
- 6.3 All children will have an Individual Target Setting document (ITS) which will be drawn up in line with the SEND Code of Practice (2015). These plans are reviewed regularly and updated on a termly basis in agreement with parents.

- 6.4 For part-time children who attend regularly and who have an EHC Plan staff will liaise with parents and with their main educational placement to ensure that their ITS targets are being fulfilled.

7. COMPLAINTS

- 7.1 The National Institute recognises that circumstances may arise when parents/prime carers of a child may wish to raise a matter of concern or make a complaint.
- 7.1.1 **for a minor complaint**, voice that complaint to the appropriate Leading Conductor or line manager for that service. The Leading Conductor/line manager will, either handle the issue on the spot or, investigate the complaint and report back to the client within seven working days.
- 7.1.2 **for a major complaint**, or if the complaint may involve the Leading Conductor/line manager or if the client wishes to take that complaint to a higher level s/he should make a formal written complaint to the Head Teacher using the complaints form available from the administrator for that service. The Director will immediately acknowledge receipt of the complaint in writing and outline to the complainant how and over what timescale the complaint will be investigated and reported on.
- 7.1.3 The complainant should normally receive a written reply within seven working days of receipt. If the complaint is complex and requires a more lengthy and detailed investigation the Director will write to the complainant stating this and giving a final date for reporting back which will be no longer than fourteen working days from receipt of the written complaint. (For full details see Complaints Policy and Procedure).

8. CONFIDENTIALITY

- 8.1 The National Institute keeps a personal file on each child who receives Conductive Education. These can be viewed on request by the parent/prime carer of a child. All files are confidential and contents will not be divulged to any other person or body without written permission from the parents/prime carer. NICE follows the General Data Protection Regulation (GDPR), (2018) when handling personal data. The file is the property of the National Institute but copies of materials can be provided to parents on request.
- 8.2 This document should be read in conjunction with other relevant policies and the school prospectus.