

RESPONDING TO INDIVIDUAL NEED POLICY

This Policy was updated in January 2018.

The Policy will be reviewed and updated annually.

Trustee with Responsibility: Lesley Carrington, Teaching and Learning Team

The Treehouse School

Rationale

All children are born with an innate capacity to learn, with no ceiling to what they can achieve. We believe it is our job to create a learning environment in which all children thrive on their journey towards becoming happy, confident, autonomous, resilient, capable, considerate, curious citizens.

Fundamentally, we believe that good practice for children with special educational needs, is good practice for all children. Educational provision should be inclusive, responsive and effective.

We have thought very carefully about how the school works, so that all children are happy and make progress. We know that in order for children to thrive they need:

- High levels of well-being, self-esteem and involvement/engagement with their learning;
- A sense of belonging and feeling of inclusion;
- To feel that they are valued and valuable;
- To be emotionally and physically ready to learn;
- Their strengths (Multiple Intelligences) to be recognised and celebrated;
- To be aware of the areas that they need to develop;
- A broad and balanced curriculum, interwoven with opportunities to respond to the children's interests;
- Experiential, contextualised, motivating learning opportunities;
- To receive an appropriate balance of support and challenge;
- To be involved and included in all school activities;
- To have some ownership and opportunities to take responsibility for their learning and the progress they make;
- Structure and routine;
- Positive, respectful relationships;
- Clear expectations, boundaries and consistency;

We also know that it is essential that we:

- Recognise that all children develop at different rates and have different needs. These needs are accommodated through our daily provision and routines, working as efficiently and effectively, as possible;
- Constantly evaluate and strengthen our provision in response to our observations, other professional's observations, research and good practice;
- Endeavour to build effective relationships between home and school to strengthen and support our work;
- Focus as much on developing children's capacities to learn, e.g. the effort that they put into their learning, as we do on acquiring skills and knowledge;
- To equip the children with a range of strategies/tools which effectively support their learning;
- In our planning recognise the value of covering less, so that the children enjoy quality and depth of learning;
- Provide a range of meaningful, contextualised learning opportunities.

At The Treehouse, teachers continually observe, assess and monitor all children's progress to ensure that the child is moving forward at a developmentally appropriate rate. Termly, teachers observe children in more depth, during their 'Focus Child' Week, resulting in a summative assessment which is shared with parents.

When a child makes limited progress, despite consistently good provision being in place, an expert panel will meet to discuss the child/ren. Strategies and suggestions, perhaps involving other professions beyond the school, will be given due consideration in identifying next steps. A meeting will then be arranged with parents to discuss concerns and strategies to address them. This is documented and will be reviewed on a termly basis.

We embrace opportunities to work alongside parents, volunteers, experts and other professionals, to enable all children to progress.

Transition:

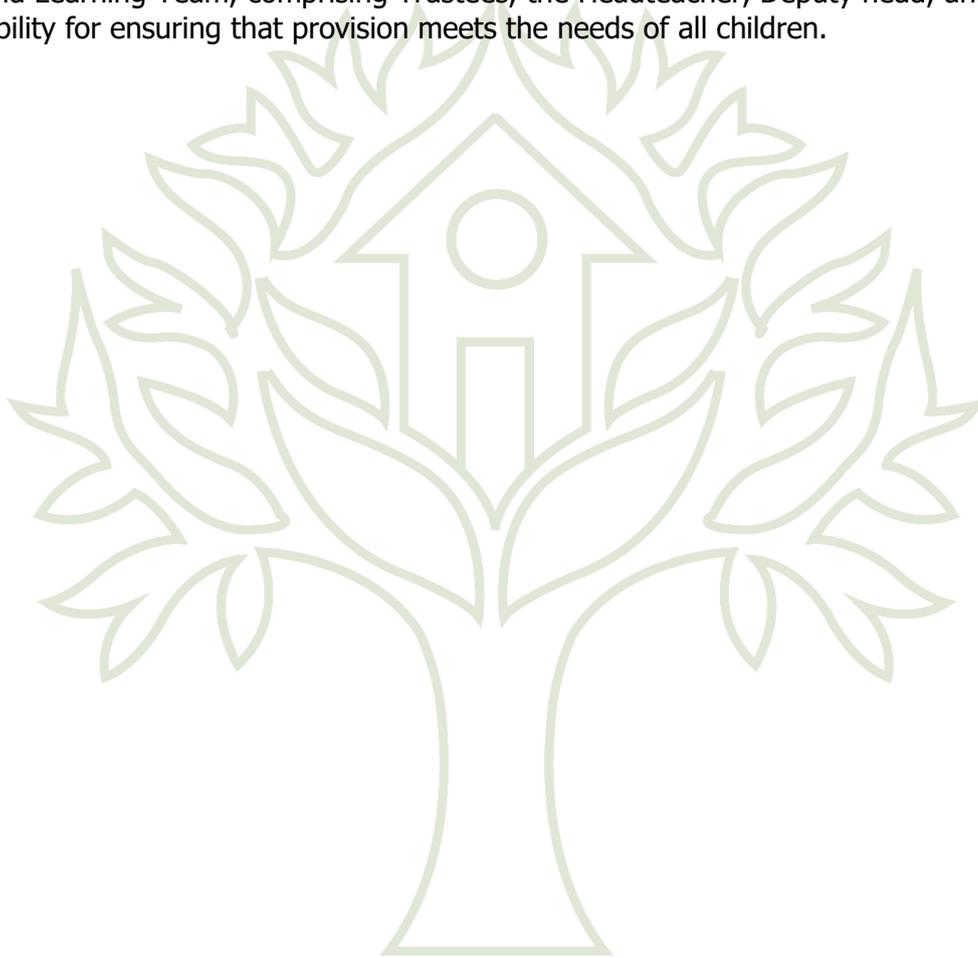
In preparation for children leaving us or joining us, we encourage visits as often as is appropriate. Prior to moving on to another educational setting, assessment information is shared to ensure that the transition process is seamless, enabling receiving teachers to build on each child's achievements and cater for individual need. This may include current levels of achievement, records of parental/professional involvement and where appropriate personal profiles.

Monitoring, Evaluation and Review:

Regular review of this policy will enable staff to evaluate its impact and effectiveness.

The Trustees:

The Teaching and Learning Team, comprising Trustees, the Headteacher, Deputy head, and consultants have overall responsibility for ensuring that provision meets the needs of all children.



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