

Roaches Farm School Network

Teaching Assistant Policy

Introduction

The needs of the children at The Farm Schools Network are very specialised. The children we care for and teach may well have severe emotional and / or behavioural difficulties as well as a history of failed placements. Very often due to a fragmented education within the mainstream education system through exclusion, moving from school to school or possible refusal to attend school, the children's individual needs are often extremely complex. Therefore a comprehensive special needs provision is essential for the educational and social well - being of its pupils and for reintegration into mainstream provision whenever possible.

Mission Statement

The Farm Schools Network believes it is its duty to provide the best and most appropriate education possible for all its pupils whatever their abilities, skills, aptitudes and interests. The teaching staff will endeavour to do their best to diagnose and assess the individual needs, plan how to meet the needs and to monitor the child's progress and review the effectiveness of any special resources or approaches.

Aims and Objectives

Aims

- In order for children with Special Educational Needs to achieve their potential we need:
- To promote equal opportunity of access to a broad, balanced and relevant curriculum respecting the National Curriculum framework.
- To identify and respond to the individual needs of the children.
- To ensure that parents, carers and external agencies have an active voice and participate in decision making.

Objectives

- To stabilise behaviour within the classroom setting.
- To seek early identification of specific difficulties in learning or with behavioural problems.
- To use teacher assessment to provide information for effective learning, and to then develop strategies to assist with overcoming difficulties to effective learning.
- To continue to develop good teaching and pastoral practice to help prevent learning and behavioural difficulties from occurring.
- To encourage the children to be happy, confident and independent learners by ensuring the position of a safe, secure teaching and learning environment.
- To emphasise and celebrate the achievements and strengths of all the children
- To enable them to value the achievements of others. Students who feel good

- about themselves, and their progress in learning are more likely to become independent and motivated learners. We are developing procedures, to involve students in taking more responsibility for their own targets, using IEPs, curriculum content, target setting and certificates.
- To cater for the needs of individual children within the class by providing a differentiated curriculum and Individual Education Plans in line with the Special Needs Code of Practice.
- To provide for a collective, consistent response to specific behaviours.
- To build self-esteem by counselling, positive approaches and a system of rewards.

Special Needs Co-Ordination within the School

The special needs co-ordination is the responsibility of the special needs co-ordinator. The role maybe summarised under 5 headings:

1. Identification and Assessment

- Identification of pupils with S.E.N. including supervision of test/screening programmes.
- Monitoring the progress of identified children and maintaining suitable records.
- Identification of strengths and weaknesses in curriculum materials with reference to children with S.E.N.
- Formulation of IEPs with class teachers, and subsequent re-evaluation at review level.

2. Advice

- Offering advice and support to colleagues regarding individual programmes of work to meet children's identified needs across the curriculum, whilst encouraging class teachers and LSAs to share responsibility for the pupils needs. Providing advice on methods of curriculum differentiation.
- Providing information for colleagues about recent developments locally and nationally in the field of S.E.N.
- Suggesting the use of appropriate resources to meet individual needs.
- Offering advice about pupil grouping arrangements.
- Ensuring all staff are aware of and understand the contents of pupil's statements.
- Presenting estimated costs for resourcing to the management of the school.
- Liaison with the care staff to promote the self - respect and confidence of the pupils.

3. Teaching

- Teaching individuals or small groups as appropriate.
- Offering collaborative teaching support for colleagues
- Liaison
- Maintaining links with outside agencies.
- Management

- Convening meetings and working groups as appropriate.
- Identifying staff development needs related to S.E.N. and ensuring these are met.

Identification and Review Procedures within the School

On admission to the school the children are given an initial base line assessment using a spectrum of test geared to ascertain and measure skills across the curriculum. From the initial assessment and further assessment, Individual Education Plans are drawn up with emphasis on careful and precise target setting incorporated into a target setting grid. The grid details targets, completion dates, criteria for success, strategies and evaluation. Review procedures are in place to facilitate regular education reviews on a half - termly basis. The Review of the IEP allows staff and the pupil to evaluate the success of the strategies implemented, and to determine what future action should be taken. The young person will be asked to think about their own progress when setting targets. For certain specific short term targets review dates may be shortened.

Arrangements

It is the class teacher's responsibility to provide a broad, balanced differentiated curriculum for all pupils, using a variety of materials and methods in individual, small groups and whole class situations, the emphasis being on fitness for purpose to meet the children's needs.

Types of need within the school

The school caters for children with complex behavioural and emotional problems often resulting in deficits in knowledge and skills due to spasmodic and erratic school attendance.

Often the children have a general inability to cope with the classroom / group situation.

However learning difficulties do feature in the Special Needs of the school.

In-Service Training

In service training for the staff plays a vital role in the continuing development of the school. It is extremely important that all staff and particularly the Special Educational Needs Coordinator, keep abreast of modern and exciting developments in this important area of education.

Outside Agencies

Outside agencies can be contacted when appropriate after consultation with the SENCO, and care staff.

Agencies are:-

- Speech and Language Therapist
- Dyslexia Screening Provision
- Educational Psychologist
- Social Services

- Psychotherapist
- Dental Services
- Optician

Transition Stages

Liaison between The Roaches Farm Schools Network and mainstream colleagues goes on both formally and informally in the planning required to effect a positive move to mainstream. See the document entitled "Social Inclusion: Steps to Supported Mainstream Inclusion".

Liaison between internal key stages 2, 3 and 4 goes on throughout the year between staff within the school.

The school supports KS4 pupils who may undertake part of their education in an offsite provision. The Special needs co-ordinator will liaise with colleagues in these establishments to ensure continuity of educational provision.

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To be reviewed annually - Reviewed July 2021