

Ridgmont Lower School

Special Educational Needs

Meeting Individual Needs

Whilst attending to the needs of all our pupils in school, we recognise that there are those who need extra help to achieve their potential. We follow the procedure set down in the Code of Practice for Special Educational Needs, working closely with parents and outside agencies in order to receive the best support available.

All children who need support beyond that which is normally provided will have an individual education plan which sets out the additional support and how it is to be delivered and monitored. Where external agencies become involved parents will be informed and their views will be sought at each review of the individual education plan.

Our most able children may also need additional support if they are to meet their learning potential. The Able and Talented policy outlines the entitlement of these children and parental input will also be integral to the individual education plan of these children.

There are a number of initiatives aimed at raising standards for those children who have potential to meet National averages but will require support to do so. Currently, an Early Literacy Strategy group is in place with a group of Year 1 children. Elements of the Numeracy Springboard programme are being used in the teaching of Mathematics.

If children are to be taught as part of these groups parents will be asked for their permission before the strategies begin.

Social Inclusion Project

Vandyke Upper School have been involved in a project aimed at young children and has developed a series of workshops for children who need support to raise self-esteem and learning skills. For some children this might mean the development of strategies to assist with concentration or with social interaction or with negative views of their own ability to learn.

This project has been in local lower schools for the past three years. We have been able to have input from teachers working for the project who have worked with several groups within school. This has had a real impact with the children, who have been able to develop strategies to overcome issues in many areas of self-esteem. We are also able to arrange one-to-one counselling sessions for pupils who need this additional support.