

**NORFOLK HOUSE SCHOOL  
SPECIAL EDUCATIONAL NEEDS AND EAL POLICY  
(INCLUDING EYFS, AFTER AND BEFORE SCHOOL CARE)**

(See also separate SEN and EAL Policies for the Nursery)

**Statement of Intent:**

The staff and Directors at Norfolk House School believe we should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. The school recognises the importance of working within the framework of Every Child Matters: Change for Children and the five outcomes outlined within it:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

Norfolk House School is an academic school catering for children aged 3 to 11 years. Children can enter from the age of three and are taught in small groups and classes.

The admission arrangements for the Main School reflect the fact that Norfolk House School is generally known as a school with high academic standards. All the children in Transition are continually assessed using our own baseline procedures which are compatible with EYFS regulations. Where children experience extreme difficulties with academic work, they may not be offered a place in Main School beyond Reception. The needs of each individual child will be assessed against the appropriateness of the education being offered at the school.

All prospective parents are invited to an interview with the Headmistress, during which they are given the opportunity to raise their concerns or worries they may have about their child's development.

If any problems arise at a later date, the parents will be asked to discuss the matter with the child's form teacher and/or the Headmistress, and individual learning plans (IEP) will be put in place to cope with the concerns.

When a child is identified as requiring extra help, for whatever reason, (SEN or EAL), this is normally provided within the classroom setting, therefore allowing every child to work towards fulfilling his/her potential in a fully integrated, inclusive environment.

Any child, who is identified as having special educational needs, as defined by the Code of Practice (2001), may find that the physical and academic demands of the school mean that the school is not able to provide the most suitable form of education for their needs at any given moment in time. In this scenario, the school, in liaison with the parents, carers and any outside agencies who are involved with the child, would discuss the situation, and having put relevant action plans into place may eventually recommend alternative establishments as well as offering any necessary support to the child and his/her parents.

Norfolk House School is situated in an old residential property and is not currently able to provide access to all areas for children and parents/carers who have difficulties with mobility. Limited resources are available from within the school to improve accessibility to certain areas and to provide additional resources, more flexible learning styles and differentiated activities as necessary. This applies in particular to the children in the Foundation Stage.

To be reviewed in December 2011