

Special Education Needs and Disability Policy

Date:
September 2017

Review Date:
Sept 2019

Staff Responsible: Mr Stephen Garside

DEFINITION

Pupils have Special Education Needs when they have learning needs which are significantly different to the majority of their peers. They have a disability when they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do everyday activities.

THE POLICY PROVIDES GUIDELINES TO ENSURE THAT

In accordance with the SEND Code of Practice 2015 the school will:-

- * Identify the special educational needs of individual pupils
- * Work in partnership with parents, carers and colleagues in health and social care to meet children's special educational needs
- * Differentiate curriculum provision and resources as appropriate to meet a range of individual needs
- * Ensure that policies and practices maximise opportunities for SEND pupils to gain full curriculum access

OBJECTIVES

- * To ensure that appropriate differentiation is a key feature of classroom practice, demonstrated through effective Individual Provision Mapping
- * To maintain expertise and resources to support a whole school commitment to meeting special educational needs
- * To ensure that pupils' needs and progress are recorded systematically
- * To take into account the views of pupils, parents and others who are involved when planning to meet special educational needs

OUR SCHOOL VISION & AIMS:

Our vision is to provide an inclusive, holistic provision that will enable all members of the school community to attain their full potential in an encouraging and supportive environment, which is happy, safe and secure, caring and positive.

Aims

- To provide a warm and safe environment in which everyone is valued and enabled to develop as happy and confident individuals who appreciate their own worth
- To develop skills, qualities, knowledge and understanding for life
- To ensure the pupils have a voice in aspects of school life
- To prepare our pupils for adulthood – becoming caring, confident and responsible citizens in the community
- To enable individuals to become informed, responsible and caring through use of

- appropriate learning and teaching styles and practice
- To offer at an appropriate level a stimulating, challenging and enriching curriculum in a variety of environments which enables the achievement of full potential
- To promote a climate of high expectation in which the achievements and successes of all are celebrated
- To create an environment in which individuals are empowered to accept responsibility for their own development
- To encourage mutual respect and understanding of others so that our pupils become caring and responsible individuals both within school and the wider community
- To have an inclusive and consultative style of leadership and management that respects and takes account of the views of all
- To continually evaluate current working practices to ensure work/life balance, staff well-being and good continuing professional development
- To encourage individuals to participate in the growth and development of the school environment

ADMISSIONS OF PUPILS

Pupils are admitted to the School following statutory referral and assessment procedures involving amongst others, the Education Psychologists. Worcestershire Children Services will always involve parents throughout this process and opinions will be sought about the most appropriate school for their child. Pupils are offered a place at the School when indicated on their 'Education, Health and Care Plan (EHCP)

SEN SPECIALISMS

The school caters for pupils with learning difficulties. The school is a day/residential school, for pupils aged 2 - 19 years. The school offers expertise in the education of pupils with Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), and Autistic Spectrum Disorders (ASD).

ORGANISATION

The management of the School is led by the Headteacher, the Deputy Headteacher, two Assistant Headteachers and the Head of Care together with the Assistant Business Manager and the Catering Manager. The school is structured three departments – First school (Early Years, Key Stage 1 and 2) Middle school Key Stage 3 and Upper School (Key stage 4 and 6th Form). This structure allows pupils to work mostly within their 'Year Groups' and provides inclusion of mixed abilities wherever possible. In addition there is a nursery which offers assessment places to children who have additional needs. This nursery and school also provide outreach support.

All classes are small and provide individual attention where needed. The Teachers are well supported by a large team of Teaching Assistants. A broad, balanced, relevant and differentiated curriculum is offered to all pupils and caters for a wide range of educational needs.

RESIDENTIAL PROVISION

The residential provision has accommodation for 15 pupils for 4 nights each week during term time. The boarding school caters for the most challenging pupils with ASD and or SLD.

The pupils are cared for by a team of child carers. The team comprises - Head of Care, Deputy Head of Care, Care Officers, Care Assistants and a Teacher.

ASSESSMENT, RECORDING AND REPORTING Please see separate policy.

CODE OF PRACTICE

In line with the Code of Practice, all pupils have at least 1 full annual review of their EHCP and more if necessary. During the period of transition from Statements of Special Educational Need to EHCP some pupils will continue to have an annual review of their statement others will have an EHCP conversion meeting, chaired by a conversion officer from the local authority.. All paperwork is on the template provided by the LA and completed in line with their guidelines.

SCHOOL CURRICULUM INCLUDING THE NATIONAL CURRICULUM

See separate policy 'Whole School Curriculum' and also curriculum information on the website. The governors' Curriculum Committee together with the Headteacher and the Deputy Headteacher monitor the delivery of the curriculum and annually detailed reviews and action plans are included in the School Development Plan.

RESOURCES

Resources are allocated in line with the priorities as outlined in the School Development Plan.

ROLE OF GOVERNORS

The school is a self-evaluating school and the success of its SEN policy is monitored through the continuing cycle of school development planning. The governors, on a termly basis, evaluate the achievement of targets as outlined in the SDP.

COMPLAINTS PROCEDURE

The complaints procedure is outlined in the complaints policy, which is available on the school website. A hard copy of the procedure is available from the school on request.

If there are occasions when parents are unhappy about issues to do with school and their children they are invited to come to talk to us, or telephone with any concerns. The vast majority of concerns can be resolved by talking to the school.

Pupils too may wish to share their concerns or anxieties and to this end all staff are encouraged to develop sound listening skills and to follow laid down procedures on confidentiality. In order to provide an independent ear, the School Nurse is available to offer private consultation at the request of any pupil.

CONFIDENTIAL REPORTING

All school staff are made aware of procedures for confidential reporting (whistleblowing) in the staff handbook. Employees are advised that in the event of their feeling unable to raise their concerns with the Headteacher or the Chair of Governors, then they are able to contact Ofsted, the contact details of which are in the handbook.

If you wish to report concerns to the school anonymously (e.g. concerns about radicalisation or safeguarding) there is a system at the bottom of the front page of the website, which enables you to send an anonymous e-mail.

STAFF DEVELOPMENT/PERFORMANCE MANAGEMENT

Please see Staff Development Policy, Induction Policy, and Performance Management Policy.

All staff are offered professional development in line with the priorities as laid down in the SDP. Inset is provided on the 5 Professional Development Days and at Monday staff meetings. There is also 'off site' training for identified individuals.

PARENT PARTNERSHIP

We welcome the interest and support of parents in all aspects of school life. We aim to keep all parents well informed about their children's education so that they see it as a partnership between home and school. For further information see Home and School Policy, Parent Partnership policy and information for parents on the school website.

LINKS WITH OTHER SCHOOLS:

Pupils are admitted in line with the admissions policy. The school endeavours to work closely with feeder schools to ensure a smooth transition to the Vale of Evesham School. The necessary transfer of information and parent and pupil visits are arranged. The same care is taken if pupils are transferring to another school.

PREPARATION FOR LEAVING SCHOOL

By the very nature of the school, preparation of our young people for their future place in society is present throughout school life. Realistic teaching programmes from the early stages are related to both immediate and post school needs. This preparation is developed within the Middle School where programmes of real-life mathematics, language, social competence, environmental studies and life skills are designed to equip the youngster with the tools for survival in society. In Upper School, the preparation intensifies with youngsters working towards accredited courses and programmes aimed to develop their independence and resilience.

For full details of the Curriculum see the "Post 16 Curriculum".

Each year, pupils in Years 9, 10, 11 and above will take part in group discussions with a Careers Officer and a Transitional Social Worker. In addition, pupils in years 11, 12, 13 and 14 will receive at least 1 personal interview with these professionals.

Every year, parents and senior pupils are invited to attend our Life After School event when there will be presentations by the Careers Advisor, Assistant Head of Upper School and a range of professionals and providers.

Transition Reviews - all pupils in year 9 and above will participate in a 'Transition Review' to discuss the opportunities that may be open to them on leaving school and to set in motion any necessary plans and arrangements for ensuring a smooth transition to their first step into adult life. The opportunities range from further education, extended schooling, and residential training to open employment. Whatever the likely outcome, the Careers Officer, Transitional Social Worker, parents, a senior member of school staff and any other involved professionals will be invited to attend this meeting with the pupil to make recommendations, plans and preparations for the young person's future and to set targets to ensure these are achieved.

A MULTI DISCIPLINARY APPROACH

The school aims to provide an education that is both broadly based and enriching and, at the same time, tailored to meet the individual needs of each pupil. To achieve this, a multi disciplinary approach is essential. We work closely with the following external agencies to ensure that all our pupils fulfil their potential.

Health Authority: School Medical Officer
Speech and Language Therapy
Physiotherapy
Occupational Therapist
Clinical Psychologist

Local Authority: Educational Psychology
Educational Welfare
Service for Children with Sensory Impairment
Service for Travelling Children

Social Care: All Social Service Departments
Child Protection Team

CO-ORDINATION

The Headteacher is the SEN co-ordinator.

LINKS TO OTHER POLICIES

- Accessibility Plan
- SEN Report