

Special Educational Needs Policy

Date: March 2023

Review Date: March 2024

Policy Scope and Accountability

- Staff, governors, parents and the wider school community should have regard to this policy.
- Accountability for leading, administering, implementing and reviewing policy rests with the school leadership.
- Accountability for performing as policy requires rests with all staffs.

Introduction

Springhead school is a generic special school catering for children aged 2 - 19 years with a range of special educational learning and additional needs. It is split over 2 campuses 2.5 miles apart. All pupils are functioning at levels below those expected of their mainstream peers. It is expected that all pupils will have an Education, Health and Care Plan. A minority may have needs that require assessment that are expected to result in an Education, Health and Care Plan being produced.

Aim

The aim of this policy is to

- inform parents, carers and others of the school's approach to meeting its statutory requirements with regards to the education of children with special educational needs.

ensure that

- practice reflects our school moral purpose statement;
- pupils receive the provision set out in their Education Health and Care Plan
- we identify the changing needs of pupils;
- we respond to these changing needs so that pupils can further develop their potential as individuals.

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils;
- providing staff and parents with regular opportunities to discuss pupils needs;

Policy

1. The school will provide for the education of pupils with special educational needs in accordance with the statutory requirements and with regard to national and local guidance. The school caters for pupils
 - i) with severe, profound and complex learning difficulties whose needs cannot be pupils in a mainstream school as defined in their EHCP
 - ii) who may have other needs which impact on their ability to learn.
 - iii) who are very young (from 2 years) with developmental delay and whose needs are not yet clearly defined.
2. We have high expectations of
 - all pupils to achieve based on their capabilities, abilities and levels of achievement.
 - Staff to provide appropriate learning opportunities and experiences
 - Parents and Professionals to work in partnership with us
3. The school will provide this through Equality of Opportunity and Access to a needs led, skills based, developmental curriculum based on the areas of the Early Years Foundation Stage Curriculum . This will be as personalised as possible to the individual, in order to ensure that they are equipped for the next stage of their education and their future life.

Roles and Responsibilities

The Governors will

- provide for the special educational needs of the pupils of the school by ensuring that the school meets its statutory requirements
- provides Equality of Opportunity and access through an appropriate whole school curriculum (see Appendix 1)
- ensure the school meet its requirements with target setting

The headteacher will

- ensure that the school's curriculum and resources meet the needs of pupils
- ensure that the appropriate challenging but realistic targets are set annually
- ensure that the school meets its obligations as set out in the Special Educational Needs Code of Practice
- consult with the LA on pupil admissions on behalf of the governing body

The SENCO will

- be part of the senior leadership team and ensure that the school has regard to the range of special educational needs when setting its budget, policies and practices

Other staff will

- ensure the delivery of an appropriate curriculum which meets the individual learning needs of pupils with special educational needs.
- support the Headteacher in appropriate target setting and monitoring of pupils.

Resources

- the school will ensure that resources are matched to the needs of the majority pupils whilst ensuring their health and safety with the proviso outlined below
- The school recognises that the population of a generic special school is diverse. Due to its size and number of leavers each year the majority needs of the population may change considerably year on year. Whilst we will always do our best to provide resources to meet the range of needs within the school there may be times when we are unable to provide specific resources to support individuals

Assessment, Recording and Reporting

- The school will fulfil all its statutory duties regarding the education of pupils with Special Educational Needs and target setting
- The headteacher will report termly to the Governing Body the numbers of pupils with special educational needs and the range of their needs.

Links

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| • Teaching and Learning Policy | • Admissions Policy |
| • Access Policy | • EYFS Policy |
| • Admission Arrangements | • Behaviour and discipline policy |
| • Assessment Arrangements | |

Appendices

- Appendix 1 Equality of Opportunity and Access Facilitation
- Appendix 2 Pupils within the generic special school

Appendix 1 Equality of Opportunity and Access Facilitation

Equality of opportunity and access to the whole curriculum will be facilitated by:

- a. meeting individual needs as identified in the pupil's Statement of Special Educational Need or Education Health and Care Plan
- b. providing a skilled workforce with appropriate experiences and trained in special educational needs
- c. providing an environment is welcoming, colourful, stimulating and inviting and accommodation is warm, appropriate, accessible secure, safe, pleasant, tidy and clean.
- d. providing a range of resources, identified at the planning stage and ensuring effective use by staff.
- e. Long, medium and short term planning and a range of assessment strategies.
- f. providing a range of groupings (1:1, small group and whole group activities) to encourage access to learning and support of particular needs.
- g. offering a range of teaching and learning styles and experiences.
- h. positive discrimination where the provision of equipment and/or resources can address inequality of experiences or access.
- i. ensuring that differences in race and culture are recognised and celebrated and opportunities are provided for spiritual, moral, social and cultural development.
- j. bilingual support is provided as appropriate.
- k. Ensuring all pupils are encouraged to attain high standards of behaviour and discipline.

Appendix 2. Pupils within the generic special school

Pupils have primary learning needs identified as

- Severe learning difficulties
- Profound learning difficulties

On occasion pupils may have

- moderate learning difficulties where they have additional complex needs

Additional Needs

In addition to the primary learning need pupils may also have complex needs associated with disabilities, syndromes or unknown causes. These include one or more of the following:

- Communication difficulties e.g. inability to use speech
- Medical needs e.g. epilepsy
- Physical needs e.g. cerebral palsy
- Emotional, Social and Behavioural Needs e.g. challenging behaviour
- Sensory needs e.g. visual or hearing impairment
- Syndromes e.g. Autistic Spectrum Condition (ASC), Downs Syndrome

Access

- The school is specifically for pupils with special educational needs and disabilities.
- Makaton signing, objects of reference, touch cues, and symbol exchange systems as well as and information communication technology provide augmentative support for communication.
- access is supported by a range of support services from outside the school: School Psychological Service, Speech and Language Therapists, Services for the Hearing and Visually Impaired, Physiotherapists, Occupational health, Education Social Workers, Disabled Children's Team, Adult Social Workers and Education Welfare.

Curriculum

All pupils will be provided with full access to a broad and balanced curriculum which meets the statutory requirements of the National Curriculum unless they are disapplied or following a modified curriculum as identified at Annual Review.

Resources

The governors allocate budgets to provide resources to meet the range of needs of the pupils so that access to a broad and balanced curriculum can be provided. The school has a Business Manager who works with teachers to ensure that pupils have access to class based learning resources to enable access to learning.

In addition we have the following whole school resources

- light and sound space at Falsgrave Community Centre (half a mile away) for multisensory experiences and cognitive development,
- library
- hall which can make a giant sensory room
- music therapy space
- food technology room with height adjustable sink and hob based at Sixth Form
- hydrotherapy pool with light and sound
- playgrounds
- hygiene rooms
- disabled toilets
- laundry facilities
- specialist ICT facilities
- Cool Cave –Sensory proprioception, massage and deep pressure resources

All children have access to all resources according to their needs and as identified in teachers' planning and EFLs.

Dietary Needs

The school receives meals from North Yorkshire County Caters and a range of special dietary needs can be met.

Specialist Generic Seating and Positioning Equipment

School can provide for the generic seating and positioning needs of pupils but is unable to provide for pupil specific equipment e.g. standing frames, wheelchairs. Support from OT and Physios are available for this.

Annual Reviews, Target Setting + Individual Learning Plans

Pupil needs are identified in their EHCP. At an Annual review targets are set for the next twelve months and progress reviewed for current targets (long term planning). Parents are offered the opportunity to discuss EFLs, progress and concerns with their child's teacher. Reviews may be held throughout the year as needed.

Assessment Places

For pupils without an EHCP, a range of assessment strategies are used to identify their needs and an EFL outcomes are drawn up. Procedures for commencing the assessment process will be initiated in line with the requirements of the Code of Practice.

Parental Involvement

The school recognises the value and importance of working closely with parents in partnership. Parents are actively encouraged to be involved in their child's EFLs and outcomes and there are opportunities for consultations at Parent's Evening and Annual Reviews. Contributions to individual EFLs are welcomed. A 'home/school diary' provides an important communication system, Parents' mornings (FACT) are held one a month and parents are welcome to attend regular events throughout the school year.

Complaints

Should a parent or parents have a complaint regarding the provision made at the school this should be discussed with the headteacher. Parents can also take their complaint to the Complaints Sub-Committee of the Governing body and if the outcome is unsatisfactory the complaint can be dealt with by an Appeals Committee consisting of two governors not involved in the Complaints Sub-Committee.

The Complaints Policy and Procedure is available from school upon request. The school will charge for photocopying but an electronic version is free.

Inclusion

Pupils from mainstream schools and nurseries are welcome in school access the specialist resources to appropriate role models for our pupils. At certain times, pupils on the roll of a mainstream school access of Springhead to support their special educational needs and our students may access their local mainstream school for social inclusion opportunities.

The amount of time pupils spend on inclusion opportunities is linked to their individual needs.

Springhead is co-located with Thomas Hinderwell (Mainstream Primary) and develop links throughout the year.

Transfer to other schools

The annual review will indicate the appropriateness of transfer of a child to another special or mainstream school. Parents are advised and encouraged to visit possible options. Staffs of the prospective school are invited to Springhead to observe the child and talk to staff. Once a decision has been made in conjunction with officers from North Yorkshire SEND team and the prospective school transition visits are organised as appropriate.