



## POLICY ON SPECIAL EDUCATIONAL NEEDS AND DISABILITY

This Policy for Special Educational Needs and Disability (SEND) represents a commitment to promoting and achieving equality of opportunity within Rowdeford School under the overall Equality Duty and should be read in conjunction with the Single Equality Policy

This policy should also be read in conjunction with other relevant policies, such as: Curriculum Policies, Teaching and Learning Policy and PARM Policy.

We are committed to upholding the SEND Code of Practice (2014)

### 1. RATIONALE

1.1 All children have the right to a broad and balanced curriculum that is relevant and differentiated, and which demonstrates progression and coherence. As such, the school is committed to identify and support all pupils who experience difficulties and, subject to the overall constraints of the school budget, provide such children with the level of resources necessary to meet their curricular needs.

### 2. EDUCATION PROVISION

2.1 Rowdeford School is a Special School catering for children who have a Statement for Special Educational Needs or Educational Health Care Plan (EHCP) in line with roll-out of the SEN Code of Practice 2014. We recognise that all pupils at Rowdeford have complex needs in the areas of:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

2.2 We believe that the physical environment is important in setting the climate for learning.

2.3 Our school buildings provide a safe environment in which young people can thrive.

2.4 The school has facilities to promote a sense of well-being and strives to provide a therapeutic environment: there is a sensory room and lots of outdoor areas including safe enclosed spaces for play, a Victorian walled garden, animals and extensive woodland area. There is also an outdoor trim trail which is being further developed to increase the sensory experience for all pupils. We are striving towards ensuring our school environment is inclusive, allowing all students a greater equality of opportunity.

### 3: THE CURRICULUM

3.1 The Curriculum at Rowdeford School supports our vision of *Living and Learning Together* by giving pupils the opportunity to learn and develop in a supportive, creative and stimulating environment in which there is a focus on recognising achievement and supporting progression.

3.2 The values-based curriculum is individualised and flexible allowing for the needs of each pupil to be met.

- 3.3 The school is committed to providing a broad and balanced curriculum, based on the National Curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate. We are committed to exploiting opportunities for personalisation of the curriculum, to allow for the differing needs, interests and learning styles of pupils. Learning outcomes are accredited via AQA unit awards and, where appropriate, Entry Level qualifications - Functional Skills, BTEC, ASDAN Awards and Arts Award.
- 3.4 In all cases, class/subject teachers will be responsible for the teaching and learning of pupils and ensure that work is appropriately planned and differentiated.
- 3.5 Where appropriate, pupils may be withdrawn for special individual and/or small group tuition. This may include Speech and Language Therapy, Occupational Therapy, Physiotherapy, Toe by Toe, reading support and Social Skills etc.
- 3.6 The school will endeavour to work in genuine partnership with parents in relation to pupils including regular contact through home-school books, regular meetings, tutor evenings, subject evenings, annual reviews and other events.
- 3.7 We ensure there is appropriate liaison between parents, their children and the school and that a genuine partnership is established.
- 3.8 In addition to the academic curriculum, pupils' individualised timetables provide opportunities to withdraw from some lessons to participate in therapy sessions with Occupational and Speech and Language Therapy staff.
- 3.9 Rowdeford School has established links with Mainstream schools, other Special schools, Wiltshire College, and work placements to enrich the curriculum through additional learning opportunities.
- 3.10 FURTHER AIMS
- To put the learner at the centre of teaching and learning;
  - To ensure that pupils are involved in the planning and review of their learning;.
  - To promote continuity of learning for all pupils;
  - To inform planning for teaching and learning.

#### **4. HEALTH AND THERAPY**

- 4.1 Pupils who attend Rowdeford may also have an individual programme of therapeutic support designed to meet their specific needs. This may include: Speech and Language and Occupational Therapy; Rebound Therapy; Music Therapy etc. In consultation with the SENCO, staff can refer students for some interventions and therapies, which are delivered by trained school staff, or qualified therapists.
- 4.2 Staff are trained to meet the care and health needs of each of the pupils.

#### **5: REVIEWING PROGRESS**

- 5.1 Progress against academic targets is monitored three times per year.
- 5.2 Students may also be given targets for individual therapies and these are reviewed at the end of any intervention.

- 5.3 IEP's, no longer statutory, are created and students have 3 skills for life targets. These are driven by student aspirations and are outcome based. These are reviewed twice per year.
- 5.4 Written reports are sent to parents/carers and the local authority at the end of each term.
- 5.5 The 'Annual Educational Review' is an opportunity for all of the people involved in working with a child to come together with the parents, and the child, to discuss progress, plans for the following year and to raise any concerns. We ensure that pupils are involved in decisions and discussions about their all aspects of their education, health and care.
- 5.6 Where appropriate we try to hold joint educational and social care reviews to ensure a wraparound service for children and their families.
- 5.7 Parents are formally invited into school twice each year to discuss progress in addition to the Annual Educational Review.

## **6: ROLES AND RESPONSIBILITIES**

### **6.1 SENCO**

- 6.1.1 The SENCO works together with external agencies and staff within both feeder school and Rowdeford to ensure pupils' needs are identified and that appropriate support is in place at transition.
- 6.1.2 The SENCO and Leadership Team are jointly responsible for ensuring that pupils receive the support necessary to access the curriculum.
- 6.1.3 The SENCO will be the main point of contact and will liaise with the appropriate external agencies, as necessary in consultation with the appropriate member of the Leadership Team.
- 6.1.4 The SENCO is responsible for ensuring appropriate records are maintained to support interventions.

### **6.2 THE ROLE OF THE HEADTEACHER**

To ensure that procedures are in place to identify pupils' needs, including:

- 6.2.1 Maintaining a high profile of Special Educational Needs
- 6.2.2 Ensuring appropriate liaison and the establishment of a genuine partnership between parents, their children and the school.
- 6.2.3 Liaising with parents which may include pre-admission meetings, attending transition events etc.
- 6.2.4 Reviewing pre-admission documentation
- 6.2.5 Ensures the additional needs of pupils are met
- 6.2.6 Liaising with teaching staff regarding the performance of all pupils

### **6.3 THE ROLE OF THE DEPUTY HEADTEACHER**

To ensure that the needs of pupils are met, through:

- 6.3.1 Together with Headteacher, ensures appropriately planned and differentiated work, including resources
- 6.3.2 Ensuring appropriate liaison and the establishment of a genuine partnership between parents, their children and the school.
- 6.3.3 Working in close partnership with external support agencies, as necessary.

## **7: PROCEDURES**

### **7.1 ADMISSIONS**

- 7.1.1 The SENCO, in consultation with the Transition Co-ordinator, liaises closely with the pupil, family and external agencies pre-admission to the school, to ensure a smooth transition.
- 7.1.2 The parents/carers will be informed of the school's general arrangements for helping such pupils, including any specific individual arrangements.
- 7.1.3 The school will seek and value the views of the parents and pupils within its admissions procedures.

### **7.2 IDENTIFICATION AND ASSESSMENT**

- 7.2.1 The school will carry out a Baseline Assessment of all pupils at school entry, involving a range of appropriate tests/strategies, to determine each individual pupil's stage of development, and the level of support required.
- 7.2.2 The SENCO works closely with the class tutor to ensure, where required referrals are made to access additional support and advice, or to arrange assessments for identified pupils. And also liaises with appropriate outside agencies, including Speech and Language Therapy, Occupational Therapy and Physiotherapy to arrange for assessments for identified pupils.
- 7.2.3 The SENCO in liaison with outside agencies will co-ordinate the delivery of programmes to individual pupils.
- 7.2.4 The SENCO will ensure that all interventions are monitored, and outcomes reviewed.
- 7.2.5 Assessment will be undertaken in accordance with school policy and may include:
  - Focused observation of pupils working
  - Active listening to pupils
  - Structured questioning of pupils about their work
  - Marking and annotating
  - Formal assessment tasks
  - Questionnaires to pupils and also to parents/carers.
  - Video evidence

### **7.3 GENERAL**

- 7.3.1 All pupils will be appropriately involved in the process of planning, implementing and monitoring their own teaching and learning.
- 7.3.2 All pupils will have an Individual Education Plan (IEP) developed and reviewed twice a year. The IEP will be developed with pupils' full consultation and targets will be generated in line with pupils aspirations.
- 7.3.3 The SENCO will be responsible for monitoring the IEP process. Tutors will be responsible for monitoring individual IEPs and for reviewing them twice a year.
- 7.3.4 The SENCO will ensure that school staff are kept informed of all interventions, and that staff delivering programmes are well trained and confident to do so.

## **8. EQUAL OPPORTUNITIES**

- 8.1 The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.
- 8.2 The school promotes an ethos of respect for everyone.

## **9. RECORDING AND REPORTING**

- 9.1 The school will maintain comprehensive, individual pupil records.
- 9.2 A selection of evidence supporting assessment records will be retained.
- 9.3 Reports on pupil progress and attainment will be based on assessment records and prepared and written in accordance with school policy.

## **10. RESOURCES**

- 10.1 As a school we are committed to providing high quality, innovative resources to ensure that all pupils have access to the curriculum.
- 10.2 The SENCo manages the budget for SEN resources and equipment in consultation with the School Business Manager and in line with the School Development Plan.

## **11. HOME/SCHOOL LINKS**

- 11.1 The school will endeavour to work in genuine partnership with all parents/carers of pupils and parents/carers will be encouraged to support the teaching and learning of pupils throughout the school.

## **12. CONTINUING PROFESSIONAL DEVELOPMENT**

- 12.1 A programme of ongoing CPD is in place to ensure that our staff are fully able to respond to and meet the needs of each pupil.

## **13. COMPLAINTS**

- 13.1 Any complaints made to the governing body from parents of pupils concerning the provision made at the school are dealt with under the procedures of Rowdeford's Complaints Policy

## **14. POLICY REVIEW**

- 14.1 This Policy will reviewed by the Deputy Headteacher on an annual basis and by the Governing Body in line with the school's Policy Review Schedule.

*This Policy was reviewed in January 2017 and endorsed by the Governing Body at their meeting of 6<sup>th</sup> February 2017*

Signed .....  
Clerk to the Governors

Date .....