



SEND

Policy Statement

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Special School.

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SEND Information Report: Special School

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with special educational needs and disabilities (SEND).

We provide for the following kinds of special educational needs and disabilities (SEND):

All of the pupils attending our school have a statement of special educational needs (SEND) or an education, health and care (EHC) plan.

We primarily cater for pupils with moderate learning difficulties. Some pupils may also have an area of need linked to an autistic spectrum condition (ASC) diagnosis, with an associated moderate learning difficulty.

We identify and assess pupils with SEND using the following methods:

The school does not accept direct applications, as all of our pupils are referred to us via the local authority (LA). All of our pupils enter the school with a statement of SEND or an EHC plan.

Pupils are constantly under assessment, and our staff members remain vigilant of changes in needs or the development of additional needs. The school also works with families to identify developments in the needs of our pupils and, where appropriate, these developments become part of the pupils' individual learning plans.

We evaluate the effectiveness of our SEND provision in the following ways:

We evaluate the success of our provision by reviewing outcomes against our aims and the desired outcomes listed in pupils' EHC plans.

We aim to:

- Promote the spiritual, moral, cultural, mental and physical development of pupils both at school and within their society.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Reflect the diverse cultural society to which pupils belong.
- Provide equal opportunities for all pupils, regardless of age, creed, race, gender and individual need.
- Support the development of positive relationships including the child's self-esteem and self-image
- Promote success in literacy and numeracy, enabling effective access to the wider world

Our arrangements for assessing and reviewing the progress of pupils with SEND are as follows:

Our approach to teaching pupils with SEND includes:

The majority of pupils will be working within what was previously identified as National Curriculum levels 1-3. Pupils are taught by a variety of subject teachers and lesson content is differentiated to meet individual learning needs. In order to promote the development of strong independent learners, we utilise a full range of national curriculum subjects and leisure opportunities.

All pupils:

- Receive structured and supported individual learning programmes within a set teaching group of up to 14 pupils, appropriate to their academic levels and social needs, offering some flexibility of movement between groups to accommodate curriculum strengths in areas of literacy and/or numeracy. Each group is supported by at least one teaching assistant at all times.
- Take part in a creative curriculum including aspects of the arts and performance.

- Experience learning in an ICT rich environment, preparing them for life in an increasingly complex and technologically advanced world.
- Are encouraged to lead their own learning, through strategies of research and problem solving, ensuring a proactive involvement in lessons.
- Achieve accreditation, at an appropriate level, in a number of curriculum areas, both at key stage 3 where appropriate, and at key stage 4. Including AQA Unit Award Scheme, AQA Entry Level in a number of subjects including PSHE, GCSE in English, maths and/or PE, functional maths, ASDAN, arts award.
- Require medium/high levels of support in order to develop independent learning and living skills through access to learning opportunities in the local community, such as:
 - Independent travel training programmes, or bussing experience programmes.
 - Work related learning opportunities, including individual work experience placements, in the local community or through accredited programmes.
 - Promotion of other learning and social partnership opportunities with interested organisations in the local community.
- Access appropriately supported programmes with local colleges, in order to ensure a successful move to appropriate post-16 pathways and courses at the end of Year 11, enhancing vocational training and employment opportunities.

We adapt the curriculum for pupils with SEND in the following ways:

As mentioned, most pupils work within levels 1-3 of the national curriculum and lessons are taught by a variety of subject teachers. Lesson content is differentiated to meet individual learning needs.

For some pupils, learning in some areas may be pre-national curriculum, falling within the P6 – P8 range. Some pupils may also be socially vulnerable and present a number of additional, more complex needs, requiring more bespoke programmes linked to particular areas of individual personal and social care needs, including medical needs, moderate levels of sensory impairment, speech and language therapy needs, and areas of behaviour and emotional difficulty.

Pupils who present with an ASC diagnosis will require a clearly structured personalised curriculum designed to meet their individual needs through working with appropriate motivators, addressing restrictive behaviours and focussing on each pupil's wellbeing and mental health.

The needs of this specific cohort are met via the lead teacher post. This person leads and manages learning support provision for ASC pupils, ensuring that teaching and learning is of the highest quality.

Further details of all areas of the school's curriculum can be found in our school prospectus and subject information is available on our website.

We enable pupils with SEND to engage in the activities of the school in the following ways:

The school's activities are specifically designed to be enjoyed by all members of the school community. We achieve this through the use of various experts and additional support. In addition, our facilities are designed to be used by all students and we aim to ensure information is accessible to all via the use of video, sound and symbols.

The following emotional, mental and social support is available for pupils with SEND:

As a special school, we have a wide range of expertise in supporting our pupils.

Working alongside the headteacher are the members of the SEND or management team, who are skilled and experienced in supporting the care and well-being of pupils and in developing an appropriate curriculum.

Teaching staff are skilled in delivering a broad and balanced curriculum, and often go beyond the boundaries of subject specialism to deliver cross-curricular themes and fun activities.

Teaching assistants give key support to tutor groups, as well as organising mini-enterprise, and after school clubs. They also support the young people through helping them to engage in off-site activities and in developing independence through college support, work related learning development and independent travel programmes. Many of the teaching assistants have interests and expertise that enhance the curriculum for the children. At Year 7 we have experienced staff who are used to ensuring that children make a smooth transition to secondary school. Teaching assistants are often the first, supportive contact for families.

The majority of the school's staff members are trained in working with pupils with SEND and possess a number of specialist qualifications. All staff members have clear job descriptions which detail the required qualifications for each post in the school. In addition, all staff members have a core training programme related to their work as a teaching assistant, SEND or teaching assistant or teacher.

All staff members have expertise and experience related to SEND:

We currently have 16 teachers, and 21 Teaching assistants working across the school. Details of their specific roles and responsibilities can be found in the school prospectus and on the school web site.

In addition, we use the services of the following specialists:

- Speech and Language Support Team
- Music Therapist
- Sensory Support Team (Hearing and Visual Impairment)
- ICT consultants working both at a strategic level and teaching and learning support
- School Nursing Team
- Literacy support / Reading Consultant
- School Counsellor

We currently possess the following equipment and facilities to assist our pupils with SEND:

The school is a bright, airy and flexible building with state of the art facilities. One of our classrooms can be converted into a 200 seat theatre. We have a modern sports hall with a sprung floor, and extensive play and sport facilities. Classrooms are large and have spaces for pupils to work in small groups. Key stage 3 and key stage 4 both have home bases with equipment found in many homes. We have excellent ICT and media facilities throughout the school.

All of the school's facilities have been designed with pupils with SEND in mind. Further detail is outlined in our Accessibility Policy and within the School Prospectus

Our arrangements for ensuring the involvement of parents of children with SEND are as follows:

Families have an important role to play in the success that young people have in school. Children spend the vast majority of their time with parents, carers and their extended family. These people can support their young people by ensuring that they develop the skills and attitudes that will enable them to succeed.

To ensure parents are fully included in their child's learning, we make the following provisions:

- Initial visits to the school
- Introductory meetings
- Daily use of a home/school book for information exchanges and the delivery of key messages
- Termly parent/teacher meetings including updates from professionals
- Two school reports a year - one curriculum and one linked to the annual review of statements/EHC plans, including the review of individual health care plans as appropriate
- Annual review meeting and report
- Parent workshops and training
- Coffee mornings
- Parental representation on the governing body
- Parental involvement in changes in school through informal and formal consultations

We have several events to which parents and carers are formally invited to talk about their child. For example, we have a careers evening, held in October, which gives parents and carers the chance to discuss their child's personal learning plan with their personal tutor. A second parents' evening is held in June. This is a chance to meet all the subject teachers. We have an individual education plan (IEP) evening and an annual review meeting. The school generally contacts pupils' parents and carers via letters, teacher to parent texting service or notes in the pupils' planners, but we also telephone home if we need to, or in emergencies. The school works with parents and carers to develop our information report to ensure it answers any questions they may have.

Our arrangements regarding complaints from the parents of pupils with SEND are as follows:

Our procedures for dealing with complaints are available on request from the Head-teacher and are published on the school website and in the parents' handbook.

We work with the following bodies to ensure the best possible provision for our pupils with SEND:

We work with the LA, social services and voluntary organisations to ensure the best all-round care for our pupils.

Classroom staff are employed directly by the school. This includes teaching assistants and teachers.

In addition to our core staffing arrangements, we work with the LA, social services and voluntary organisations to ensure the best all-round care for our pupils. This includes nurses, speech and language therapists, occupational therapists and physiotherapists. We also utilise the support of a Sensory inclusion service.

All contact details for the support services listed above are available through contact with our school office.

Our Admission and transitional arrangements for pupils with SEND include:

Admission procedures are in line with the Tameside Local Authority Admission Policy and our Protocols and procedures in relation to this can be viewed in the Appendix to this policy.

Tameside Council has determined the admission arrangements for community and voluntary controlled school. 2016 /17 For information on Tameside's admission arrangements please visit the website, <http://www.tameside.gov.uk/admissions>

In addition, pupils are prepared for transitions throughout their schooling. Parents and carers are always given the opportunity to meet their child's new teachers and classroom staff prior to transitions.

Pupils are also supported in planning their transition from school to adult life. Staff from local colleges and Positive Steps work with the school to advise pupils and their parents/carers on what is available after leaving the school. The school also provides additional careers guidance through the curriculum, and holds an annual Post 16 Choices & Pathways Evening for all Year 9, 10 and 11 pupils and their parents / carers.

Tameside Local offer, explaining what is available on an LA basis, can be found using the following links <http://www.tameside.gov.uk/localoffer/families>.
<http://www.tameside.gov.uk/SEND/guidance>.