



Special Educational Needs Policy

Reviewed June 2019
For next Review 2021

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SE

2. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3. Underlying Rationale

- All Pupils have **Severe Learning Difficulties** in accordance with our DfE designation.
- At Fiveways we believe that all pupils have a right to thrive as individual learners and members of our community. All staff share in the responsibility of ensuring that the individual needs of the pupils are met.
- All pupils have an entitlement to access the full curriculum of the school, as defined in the Fiveways School Curriculum Framework and 'Entitlement Statement'
- We are committed to an inclusive philosophy as described in our 'Inclusion Policy'.
- This policy describes how, as a school we will respond to the Code of Practice and recent SEND reforms.
- We will endeavour to involve parents, carers and pupils in discussions about appropriate methods of meeting individual needs
- We are committed to fully utilising the power and opportunities of a multi-professional approach. This is particularly enabled by the Schools Specialist School Status.

- The school believes that strong and well managed partnerships enhance the opportunities offered to its pupils. As a special school we are very aware of the importance of the school being at the heart of its community, sending a clear message about the importance we place on the value of our pupils.

4. School Aims

- To create a happy and secure learning environment rich in stimulation and challenge.
- To ensure all members of the school community can grow in self esteem and develop to their full potential.
- To provide developmentally related experiences responding to pupils' individual needs.
- To provide pupils with an education appropriate to the world beyond the classroom.
- To develop pupils' communication and interaction skills enabling them to make positive relationships and decisions, giving them more control over their lives.
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5. Roles and responsibilities

5.1 The Headteacher

The headteacher will:

- Have overall responsibility for the provision and progress of all learners with SEN and/or a disability
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

5.2 The Deputy Head

The Deputy will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Ensure the school keeps the records of all pupils with SEN up to date

5.3 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the deputy to review each pupil's progress and development and decide on any changes to provision

6. Admission arrangements (see Local Offer)

These are described in our Local Offer, and are via the LAs Complex Case Panel. All children will have an EHCP (Education and Health Care plan) or be in the process of being assessed for one. All pupils will be treated fairly on the basis of the school's published admissions procedures.

7. Provision (see Local Offer) Summarised in Local Offer Document.

Provision: Facilities

The school has undertaken a seven phase capital development programme, in order to establish high quality single storey teaching accommodation that meets the requirements of our increasingly diverse population. This has included building four new classrooms, buying an additional house to accommodate our post 16 population and the redesign of the rest of the school in the wake of the extensive school fire. The classes, specialist teaching and hygiene changing areas are all accessible and designed to enable all pupils to have access to the exciting opportunities available at school. Particular effort has been made to clear curriculum progression through premises design, enabling pupils to have a clear and understandable right of passage through the school – which dignifies their age and level of understanding. The school has built a new Multi-Sensory Hydrotherapy Pool, Communication & Interaction Suite, a dedicated Training Centre and most recently a new entrance, school hall, office area and teaching spaces.

Provision: Curriculum (see Curriculum Entitlement Statement and Curriculum Framework)

- We will provide a broad, balanced, relevant and differentiated curriculum. Which includes, but is not wholly, the National Curriculum (and Religious Education) and enables all pupils to grow in self esteem and develop to their full potential as human beings.
- We wish to enable pupils to become full and active participants in the world beyond the classroom, preparing them for the challenges of adult life.

Curriculum breadth is achieved by using detailed curriculum access documents to plan schemes of work and individual programmes.

Balance is achieved using schemes of work planned to indicate and allocate time in each subject, and some individual priorities will be met through cross-curricular activities where there is more or less equal emphasis on each subject area. Curriculum planning will reflect whole school guidance about subject coverage and the balance between subjects. The aim is for breadth and balance over a year or key stage rather than week or half term.

Relevance is achieved by matching individual need through individual education plans and by constantly monitoring progress and evaluating success, discussing further needs at annual reviews. Such an individualised approach is considered vital. A multi-professional approach is vital to this process ensuring the range of appropriate professional backgrounds is brought together to plan a relevant and coherent programme. Parents' and carers' views and priorities are crucial to this planning process. Specialist teaching approaches will be vital to maintain a clear focus and provide appropriate and relevant challenges in order to meet individual needs.

Differentiation is achieved through careful and structured planning of lessons and Personalised Learning Goals. A wide range of teaching and learning styles will be

employed, influenced by pupils' abilities and interests ensuring that pupils play an *active* role in learning at all times.

A variety of teaching and learning environments will be used including integration into other school settings appropriate to individual pupils.

8. Staffing

School Organisation (See School Staffing Structure)

The staffing structure comprises of a Headteacher, Deputy Head, Senior Teacher, Leading Practitioner, Inclusion Support Teacher, Teachers, Teaching Assistants, an IT Assistant, Lunchtime Assistants, School Nurse, Physiotherapist, Business Manager, Finance/Admin Assistant, Receptionist/Clerical Assistant, Admin Assistant, a Site Manager, Assistant Caretaker and Cleaners. Our Community Inclusion Project is led by a Partnership Activity Leader supported by a Community Inclusion Facilitator and Community Inclusion Workers. A Parent and Family Support Advisor (PFSA), provides a comprehensive service, as described in her flyer. Our full-time Communication and Interaction Lead supported by a Communication and Interaction Assistant provides our Communication and Interaction focus. The Somerset Partnership Teaching School is led by a Teaching School Lead and administered by a Teaching Schools Officer, has been designated a full Teaching School since 2015.

Training

The school has a highly developed training programme for its staff that it sees as very important to maintain and develop its standard of delivery. This is complimented and supported by training organised through the on-site training provided by the Teaching School.

9. Identification and review of pupils needs

All arrangements are described in our ARR Policy (Assessment Recording and Reporting Policy). Each pupil is subject to an Annual Review of their Statement of SEN/EHC Plan which provides an opportunity for professionals, parent, carers and pupils (those over 14yrs) to celebrate progress and establish a clear plan for the forthcoming year.

10. Personalisation of learning

Central to our philosophy is the provision of individually tailored educational experiences. This manifests at least in part in the schools system of Personalised Learning Goals (PLGs) – see ARR policy

11. Partnership with Parents/Carers (see Policy for Parents)

We aim to:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Provide **support** for parents to maximise the educational achievement of their child.
- Provide **educational advice and practical guidance**.
- **Present pupil progress** in a clear and accessible way.

A **Parent and Family Support Adviser (PFSA)** appointed by the school to work directly with children and their parents and other agencies to improve student participation and learning opportunities. The aims of the role are to:-

- Strengthen and increase communication between home and school and support parents who find school difficult to engage with.
- Work with families to improve pupil attendance and achievement.
- Raise parents' awareness of outside agencies offering help and advice.
- Encourage parents to take an active part in their child's education by offering opportunities for parents to work with their child in school and at home.

Further details are available via a leaflet in the reception area.

12. Inclusion Programme (please see Inclusion Policy and Inclusion leaflet)

At Fiveways School we value diversity as a rich resource which supports the learning of all.

The educational experiences that we provide help develop pupils' achievements and recognise their individuality. To support this, we operate six different models of inclusion:

1. Full inclusion of pupils with PMLD and complex needs within Fiveways School.
2. Individual pupils from Fiveways School accessing local schools, colleges or workplaces.
3. Individual pupils from local schools or colleges accessing Fiveways School for a specialist curriculum inclusion placement.
4. Group Initiatives with pupils from local schools.
5. Community Inclusion Project — After School and Holiday Activities: Fiveways School has a leading role in the Yeovil and Surrounding Areas Inclusive Network.

13. External Support Services

Multi professional support is provided by:

- Full time Communication and Interaction Lead and Assistant
- Full time Clinical lead, supported by the local School nursing team
- Physiotherapist-employed 1 day per week
- NHS Speech Therapist via Integrated Therapy Services
- NHS Physiotherapy/Occupational Therapy.
- Music therapist (2 days per week)
- Visual and Hearing impairment advisory teacher
- Educational psychologists
- Careers South West
- Consultant paediatrician and community paediatric nurses
- Dental Care
- Orthotist
- Social Care
- Volunteers

14. Complaints Procedure (see Parental Grievance Complaints Policy)

The school's policy is based on the LA's guidance and procedures. Parents are informed about these processes through the school brochure, the School website and a leaflet circulated to parents, available in the school's visitor waiting area.

