



PensMeadowSchool

Living, Growing, Learning

Special Educational Needs and Disability Policy

MARCH 2021

NEXT REVIEW DATE: MARCH 2022

Staff Responsible: Marie Hunter

Disclaimer

Pens Meadow School makes every effort to ensure that the information in this document is accurate and up-to-date. If errors are brought to our attention, we will correct them as soon as practicable.

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010; advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions May 2015
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy has been created by the SENCO in liaison with SLT and governors

Definitions

Discrimination - discrimination occurs if a disabled person - by reason of their disability - is treated less favourably than a person for whom that reason does not or would not apply, and that treatment is not justified.

Disabled - a person who has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Special Educational Needs - a person who has a learning difficulty, which calls for special educational provision to be made for them.

SENCO

The SENCO at Pens Meadow School is the headteacher, Mrs Marie Hunter

Pens Meadow School is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society;
- providing equal access to a broad and balanced curriculum which:
 - meets statutory requirements;
 - reflects the cultural diversity of society;
 - meets the needs of all pupils;
 - develops skills for independence and a pathway for an active role in society
- maintaining close contact with the home: making parents welcome in the school and to enable them to play a full part in the education of their children.

Aims of the SEN policy

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

Objectives

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils;
- providing staff with regular opportunities to discuss pupils needs;
- providing staff with regular professional development opportunities to expand their SEN Pedagogy;
- providing a structure within which information on pupils can be collected, provided and processed systematically;
- acting promptly on decisions made.

Admissions

The school is currently commissioned for up to 70 pupils, from the age of 3-14 and up to 40 pupils from 14 - 19, stated as having severe, complex or profound and multiple learning difficulties. All admissions are received by referral from the LA. All pupils should have an EHCP on admission. The pupils are funded according to Pens Meadow allocated Resource; this is decided by the LA. All funding received by school is directly linked to the number of pupils.

Education Health and Care Plan (EHCP)

All pupils attending Pens Meadow have been placed there by their local LA. All pupils have an EHCP which details their needs and provision.

The Annual Review procedure

A date is set at the beginning of the school year for the Annual Reviews to be held. The LA is informed of this Annual Review Schedule with an open invitation to attend all review meetings.

Informing parents and other professionals

At least two weeks before the set date for the annual review a letter is sent out to invite parents and any professionals involved with the pupil to the meeting. Follow up phone calls are made where appropriate.

Gathering information

The following information is collated for the review:

- the latest end of year school report;
- teacher report on progress towards meeting targets
- recent Assessment Summary;
- record of attendance;
- speech and language report if the pupil receives SLT;
- EP report if needed;
- OT report if needed;
- physiotherapy report if needed

- summary of behaviour data if needed
- CAMHS report if needed
- Medical information
- Social Care information

Accessibility Strategy and Plan

The Special Educational Needs and Disability Act 2001 and Equality Act 2010 require that every school has an 'accessibility plan' in place. Schools are required to plan, over time, to

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school
- Improve the accessibility of information that is provided in writing to non-disabled pupils.

As all the pupils at Pens Meadow School have SEN and many are disabled, the School Improvement Plan includes accessibility issues with regard to provision and the environment. The School Improvement Plan is written in consultation with the Senior Leadership Team, Staff, Governors and the LA. The plan is continually reviewed. It takes account of external and internal factors impacting on the progress and achievement of all pupils in the school and is monitored and evaluated by the Headteacher, Governors, Senior Leadership Team and School Improvement Partners.

Provision

All pupils have an Individual Education Plan indicating the precise targets to be worked towards over the coming term, derived from the objectives set in their EHCP. The plan is a working document, as a minimum it is evaluated and updated termly. The IEP is set and agreed with parents and other professionals at the annual review meeting, in accordance with the SEND Code of Practice. These targets are worked on in the context of all provision delivered.

A personalised approach to pupil development is implemented which ensures that all teaching is appropriately differentiated and that pupils are making the best progress and achieving standards, which reflect their potential. Equal opportunities practice within the school aims to avoid discrimination against any pupil or parent on the grounds of gender, race, religion, ability or disability, and to promote positive attitudes.

All pupils, regardless of the level of disability, have a right of access to all facilities and resources of the school. Classroom activities and educational visits are planned so that they are relevant to all pupils within the group, whatever their disability. A wide range of residentials and / or enrichment experiences are offered, so that every pupil has access to these experiences capable of meeting their needs, on a number of occasions during their school career.

Staffing

The governors are responsible for ensuring that the school is staffed sufficiently and effectively. There is an induction policy in place, which ensures that staff are fully informed of school policy and practice.

There is a professional development plan, which ensures that all staff receive relevant and appropriate training. It is the governors' aim to maintain a balanced variety of expertise within the school.

Teachers from the service for hearing and visually impaired pupils offer advice and regular monitoring of pupils, the educational psychologist supports staff on request, and particularly in relation to development of behaviour strategies. The speech and language therapy service provide an assessment, monitoring and advisory role in relation to pupils' communication development, and any specific difficulties that arise.

Physiotherapists visit school regularly to offer advice on physiotherapy programmes and to monitor the on-going appropriateness of aids used by pupils. Occupational therapy advice is also available when required. School employ a Family Support Team to offer support to parents and families

Parents as Partners

Pens Meadow School recognises that we cannot deal with our pupils needs totally, and that we need the involvement, opinion and knowledge of parents. We aim to create a partnership between parents and the school. Parents are encouraged to take an active interest in their child's education, and upon admission to school a home visit takes place during the first term. Parents are also involved in discussions about short-term targets for their child and the school holds regular parents' meetings.

Regular liaison with parents occurs through the home-school diary and is supplemented by phone calls where necessary. Additionally, parents are encouraged to visit school to discuss concerns with appropriate staff or the Headteacher, to support the work of the school generally and for workshops led by outside agencies. Families are encouraged to attend our social events

Pens Meadow has achieved Leading Parent Partnership Award.

If parents feel that their child has been discriminated against, they are encouraged to discuss their concerns with the Headteacher in the first instance. If they continue to be concerned, they are encouraged to contact the governing body of the school. If discussions with the governing body are not satisfactory, they should discuss their concerns with the Children's Services Manager at the LA.

Monitoring and Evaluation

The School Self Evaluation Form (SEF) is updated throughout the year. This informs the School Improvement Plan and this is the underpinning document driving all developments in relation to SEN and Disability at Pens Meadow School.

Pupils' learning and teachers' delivery are evaluated through:

- Lesson observations by Headteacher and Deputy Headteacher.
- Monitoring of lesson plans by Headteacher, Deputy Headteacher, and TLR's.

- Monitoring of IEP's by Headteacher and Deputy Headteacher.
- The Deputy Headteacher reports on all Curriculum developments to the Governors School Improvement Committee.
- Aspect Leaders present to the Governors on developments in their aspect areas.
- Governors carry out termly classroom visits.

Accredited courses are subject to inter-school moderation annually with external verification.

In all cases, the information gathered is acted upon where necessary, to contribute to continuous and effective school improvement, with the ultimate aim of enhancing the education of the pupils to the greatest possible level.

Supporting Pupils with Medical Conditions

Pens Meadow have school nurses on site. We also have a team of staff who are employed to support pupil health needs. All school staff are trained to undertake medical procedures. All staff have annual training in the management of asthma, epilepsy and anaphylaxis. All pupils have a health care plan. The school operates in line with the recommendations for Supporting Pupils with Medical Conditions May 2015.