



The **GALLERY TRUST**

A community of special schools

## Special Educational Needs (SEN)

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The policy is written in accordance with the SEND Code of Practice 2014.

## **SECTION 1 – INTRODUCTION**

Springfield School is a maintained county day school for children with special educational needs (SEN) who have severe, profound and complex learning difficulties. The school caters for pupils aged between 2 and 16 years of age. Springfield School is situated on 2 sites, sharing facilities with Madley Brook Primary School and Wood Green Secondary School.

The schools vision is to provide a safe, happy learning environment in which individuals achieve, flourish and develop self confidence and respect for others.

In a fully inclusive learning environment where the contributions and achievements of every individual are equally valued, Springfield 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.
  - + meets the needs of all pupils.
  - + develops skills for independence and a pathway for an active role in society
  - + reflects the cultural diversity of 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
- ensuring a constant focus on positive ‘outcomes’ for all of our pupils, both within and beyond the school

## **SECTION 2 – AIMS AND OBJECTIVES**

The aims of this policy are to ensure that Springfield School:

- enable every pupil to experience success at a level that is appropriate to each individual;
- promote confidence and a positive attitude to all aspects of school life;
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- ensure equal opportunities for all pupils with SEN to enable them to access all aspects of the school’s provision as appropriate to the individual;
- identify, assess, record, and regularly review pupils’ progress and needs;
- involve pupils in reviewing their experiences and learning;
- involve parents/carers in planning and supporting at all stages of their pupil’s development and encourage them to actively take part in their child’s learning;
- work collaboratively with parents, other professionals and support services in order to develop the pupils’ learning and progress;
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

The objectives of this policy seeks to outline the manner in which Springfield School provides for the special educational needs of pupils.

Please refer additional documents and policies for further information:-

- school prospectus for our vision, values and aims
- curriculum statement and the teaching and learning policy for details of how pupils' special education needs are addressed through delivery of the curriculum
- Planning, Assessment, Recording and Reporting Policy [PARR] to show how progress is assessed and used to inform future planning and also recorded and reported to parents/carers/guardians.

### **SECTION 3 - IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

All pupils at Springfield School have an Education, Health and Care Plan (EHCP). In most cases these documents are in place prior to a pupil receiving a place at Springfield. This means that pupils entering Springfield will always be undergoing statutory multi-professional assessment or have a EHC Plan.

EHC Plans are reviewed annually and revised as appropriate. Parents are fully involved in line with the LA guidelines and the Code of Practice. Other agencies and professionals involved with the pupil are invited to attend or contribute reports.

EHC Plan outcomes are reviewed with parents termly. Progress is reviewed annually prior to an Outcome setting meeting.

Students, where appropriate, are encouraged to take part in the annual reviews and contribute to their own outcomes as far as they are able.

Whilst our involvement in initially identifying SEN is limited, we constantly review our pupils learning and progress to ensure their needs are being met. If this was not judged to be the case the school would consult with parents to trigger a multi-disciplinary assessment to ensure the pupils was accessing appropriate provision.

Copies of our admissions and accessibility policies are available in school and on our school website.

As a school we are aware that whilst a pupil's SEN is likely to have the most significant impact on their learning, there are a range of other factors that can impact on a pupil's progress. We proactively monitor these and take necessary supportive action: These factors include:

- Physical Disability
- Attendance and Punctuality
- Health and welfare
- English as an additional language
- Being entitled to the Pupil Premium Grant
- Being a child we care for (CWCF)
- Being a child of serviceman/woman
- Medical Condition

## **SECTION 4 – ADMISSION ARRANGEMENTS**

The Local Authority controls the admissions of pupils to all special schools. Parents of prospective pupils are invited to visit the school prior to commencement. Parents are provided with a school prospectus and are encouraged to visit the school website. If appropriate, parents may be offered a 'home visit' prior to commencement. Please see Admissions Policy for further information.

## **SECTION 5 – ROLES AND RESPONSIBILITIES**

1. The Headteacher has an overall view of provision and ensures the adequacy of staff support and is the SENCO [Special Educational Needs Coordinator].
2. The Senior Leadership Team (SLT) keeps the Local Academy Board (LAB) informed of SEN issues, through the committee structure. The SLT ensures that all the procedures identified in the SEND Code of Practice 2014 are followed and maintains an overview of how the special needs of every pupil in the School are being met.
3. The SLT has responsibility for monitoring the quality of teaching and learning across the school and lead the Annual Review meetings.
4. The LAB have regard to the requirements of the SEND Code of Practice 2014 [available online]; set up appropriate funding and staff arrangements and regularly monitor the SEN provision through the committee structure.
5. The Curriculum Co-ordinator, Subject Leaders and teachers plan a broad, balanced and relevant curriculum.
6. Class teachers assess pupil needs, set individual objectives and monitor progress. They are responsible for timetabling; delivering an appropriate differentiated curriculum; leading their class Teaching Assistants (TAs) and liaising with additional professional staff and parents.
7. The TA Manager works with each class team and supports the TAs in their role.
8. Class TAs support the teachers to educate and care for the pupils.
9. Lunchtime Supervisors (LTS) and Welfare and Personal Care Assistants (WaPCA) work with class staff to support lunchtime feeding and social skills programmes.
10. Volunteers and some parents support staff and children in specific sessions.
11. The staff development coordinator arranges for relevant Health and Safety and professional development training for staff throughout the year.

## **SECTION 6 – EDUCATIONAL PROVISION FOR PUPILS WITH SEN**

All pupils at the school have SEN. The classes are broadly grouped into 5 phases: Early Years Foundation Stage [EYFS] and Key Stages 1, 2, 3 and 4. Pupils are grouped each year taking into consideration their age, abilities and individual needs [medical and behaviour] to create a class group that will work well together.

Each pupil within the school has a Statement or EHCP, this is evaluated annually and new outcomes are agreed with parents and pupils, as appropriate. Parents and all relevant professionals are invited to submit reports two weeks before and to attend the review meeting.

## **SECTION 7 – WORKING WITH PARENTS / CARERS**

It is vital that staff and parents / carers work closely together to ensure a consistent approach to meeting the child's needs. Links with parents / carers are both informal and formal:-

- Pupils have a home / school daily diary
- Parents are also welcome to arrange an appointment to meet with the class teacher.
- Parents attendance at organised social and fund-raising events
- Parents attend school activities such as assemblies, coffee mornings and performances
- Newsletters
- Termly and Annual reviews and reports.
- Annual Parent Questionnaire

## **SECTION 8 – CURRICULUM**

Arrangements for providing access for pupils with SEN to a relevant, balanced and broadly based curriculum.

- Springfield School believes that all pupils are entitled to a relevant, broad and balanced curriculum. We therefore strive to ensure that all pupils are able to access all areas of learning. As a special school we recognise that our pupils will require a curriculum that meets their needs, as such the balance of our curriculum reflects the need for increased opportunities for Communication, Language and Literacy (CLL), maths, Personal Social Health Citizenship Education (PSHCE) and Physical Education. ICT exists as a curriculum area and is also used to enhance learning in all subject areas. All areas of the National Curriculum are covered as appropriate at a differentiated level. As pupils move through the school the curriculum balance changes, leading to a Key Stage 4 curriculum with a greater emphasis in life skills.
- In the Early Years and Foundation Stage we follow the EYFS curriculum and work towards the Early Learning Goals.
- In Key Stages 1 to 3 there are discrete lessons in the core subjects. Foundation subjects are taught through a rotation of three themes per year which have specific foundation subject areas attached to them.
- At Key Stage Four the curriculum is designed to extend the use and understanding of previously learnt skills in real life situations and ensure that pupils are ready for transition to further education or work. The framework ensures that a broad balanced curriculum is covered whilst following the school emphasis on PSHCE, CLL and Maths.

## **SECTION 9 – INCLUSION**

Springfield School is an inclusive environment. Each child's needs are assessed on an individual basis and, wherever possible, the school will adapt to meet the needs of the individual. We aim to work closely with the 2 co-located mainstream schools and other mainstreams schools within the Partnership to offer pupils inclusive opportunities with mainstream peers as appropriate and in the local community.

## **SECTION 10 – LINKS WITH OTHER AGENCIES**

The School works very closely with a range of agencies and professionals to enhance the education, health and well-being of pupils and to raise awareness of SEN within the local community. There are strong links with:-

- School nurse
- Community Paediatrician
- Community Nursing Team
- Occupational Therapy Service
- Physiotherapy Service
- Speech and Language Therapy Service
- Children with Disabilities Team (Social Care)
- Special Educational Needs Support Services [SENSS]
- Education Psychologist
- Riding for the Disabled Association
- The Propellor Academy [KS 4 Work Related Learning]
- Local businesses

## **SECTION 11 – LINKS WITH OTHER SCHOOLS ESTABLISHMENTS**

Springfield School is situated on 2 sites, sharing facilities with Madley Brook Primary School and Wood Green Secondary School. This enables us to develop links and specific integration sessions as appropriate, for individuals and groups of pupils.

We have links with all of the local secondary schools and colleges of Further Education [FE] and many of their pupils complete their work experience placements with us. This is coordinated by a member of the SLT and TA Manager.

Springfield School is not designated for Post 16 provision therefore pupils will move on to Post 16 provision outside the School. A member of the SLT is responsible for coordinating this with the Key Stage 4 teachers. The School has information on local and nationwide Post 16 provision and works closely with an external independent advisor on Careers, Information and Guidance [CIAG]. The School has developed links with the local FE College and Special Schools providing Post 16, to aid transition.

We offer an Outreach service to local schools to support the development of SEN practice. We also offer an Inreach service as appropriate for some mainstream pupils to access specific sessions that cannot be offered at their mainstream school.

## **SECTION 12 – EQUAL OPPORTUNITIES**

Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality. Please see Equality and Accessibility Policy and Plan for further information.

## **SECTION 13 – COMPLAINTS**

Arrangements for considering complaints about SEN provision within the school. If there are any concerns with regards to the education we are offering or any other aspect of the school, then we encourage families to contact the class teacher in the first instance, but if this is not appropriate then the SLT class line manager is always available for arranged appointments. A copy of the Complaints Policy is available on the website.

## **SECTION 14 – COMPLIANCE**

The criteria for evaluating the success of the School's SEN Policy and measuring how well the school is meeting the identified individual needs of pupils is achieved by the monitoring and evaluation of: -

- learning and teaching and classroom practice;
- termly and Annual Review reports;
- pupil progress and data analysis;
- School Self-Evaluation;
- the School Development Plan;
- feedback from parents, staff and pupils;
- the Governors' committees.

The successful implementation of the whole of this policy can be taken into account at the time of each child's Annual Review meeting. For the policy to be successful the:

- children should be making progress and their needs are being catered for;
- parents and staff should be aware of each child's needs and how their individual objectives are being approached;
- school reports are clear and concise and show how each pupil is meeting their objectives and highlight areas of concerns;
- staff fulfil their roles and responsibilities;
- parents feel they are involved in their child's education.