

ST CLARE'S SCHOOL

SPECIAL NEEDS & DISABILITY POLICY 2017-2018



Ratified by Governors _____
Chair of Governors _____
To be reviewed June 2018



ST CLARE'S SCHOOL

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This Policy describes the provision we make at St Clare's for children who have a Special Educational Needs & Disabilities and associated needs.

All children at St Clare's are entitled to receive a broad, balanced, relevant and differentiated curriculum, including the National Curriculum. We believe that they should be able to participate in school and society without discrimination.

Our Policy aims to enable our students:-

- ❖ To work in ways that enhances their self-respect and confidence, encouraging them to take responsibility for themselves and their activities.
- ❖ To develop as fully as possible their abilities, interests and aptitudes.
- ❖ To develop appropriate skills that will permit them to contribute to society as a whole. Skills that include an ability to respond to social, political and economic change and enable them to work successfully with other people.
- ❖ To develop a level of competence in literacy and numeracy and to increase pupil self-esteem and confidence in these areas, and to gain appropriate qualifications in areas across the curriculum.
- ❖ To be equipped for their adult lives by helping them to understand their responsibilities as citizens and consumers in society.
- ❖ To develop the ability to gain personal satisfaction from the use of their leisure time.
- ❖ To realise that they can contribute in a positive way to the world outside by appreciating and showing an active concern for the environment.
- ❖ To become socially competent members of society, with rights and opinions that are well considered so that they can have a positive influence on the world in which they live.

The teacher with overall responsibility for co-ordinating and the daily management of this Policy is the Head teacher.

Background

This policy is written taking into account the statutory duty on governing bodies of all maintained schools The Children and Families Act 2014 for those students with an Education, Health and Care (EHC) plan, and the Special Educational Needs and Disability Code of Practice:0-25years (June 2014) (updated May 2015).

The Codes and Acts place a statutory duty on governing bodies of all maintained schools to publish information about, and report on, the school's policy on Special Educational Needs.

All students attending St Clare's have a Statement of Special Educational Needs, Education Health and Care (EHC) plan and as such have undergone full statutory assessment by the LA Occasionally students are placed at St Clare's School by the local authority for an assessment of their SEND, whilst an EHCP is being drafted.

SENCO

At St Clare's the Assistant Head Teacher is the designated Special Educational Needs Co-ordinator (SENCo). The SENCo is also involved in co-ordinating visits from a number of external agencies, such as Educational Psychologists, the Special Needs Teaching Service (Visual Impaired, Hearing Impaired and Learning Support).

The SENCo will support all Staff in facilitating links with outside agencies, convene Annual Reviews and be the principal school lead for the conversion of students converting to an Education Health and Care plan.

Curriculum

Every year the curriculum is audited and then constructed to provide the most relevant provision for our pupils with learning and more complex needs. It is broad based, balanced and differentiated to provide opportunities for all of our pupils to fulfil their potential.

It is the school's intention to realise both our vision and mission statements.

We aim to raise the educational achievements of all our pupils to enable them both as children and adults, to make a full and positive contribution as citizens of the world. Above all it is our intention to make learning a positive and meaningful experience for our pupils with the objective of creating a school culture that encourages everyone to become lifelong learners.

A curriculum audit is completed during the Summer Term every year. All staff are asked to reflect on the strengths of the curriculum and to identify any areas that could be improved. Within subject areas the co-ordinators determine curricular provision. Subject teachers deliver the curriculum with reference to:

- The needs of the individual student as identified in the Statement of Special Education Needs/Education Health & Care plan and MEP
- The National Curriculum
- Curriculum Rationale and Curriculum Audit
- Local and National agendas.

Pupil MEP's are set termly and discussed with pupils, parent/carers and appropriate external agencies.

All pupils are involved in their Annual Review meeting. MEP targets focus on four individual targets chosen from the key areas of Primary Area of Need, Literacy, Numeracy and Behaviours, Social Skills and Communication Skills that match an individual's needs.

Small group tutorial sessions enable the class tutor to work closely with pupils and to support them to realise their MEP targets. It also offers opportunities to develop social skills, co-operation and good interpersonal relationships.

Curriculum Delivery

We have identified the following methods of teaching to be key methods in supporting learning and enhancing outcomes:

- ** Whole group class teaching ** Small group work **
- ** Paired / Shared work ** Pupil-Staff Partnerships **
- ** Resource-led learning ** Individualised learning **
- ** Analysis of Task ** Specialist support **

As part of this philosophy of learning we recognise that pupils have preferred learning styles. Allowance for these styles make pupils more aware of and involved in learning. These situations make pupils aware of choices available and the necessity to negotiate with others

to obtain successful outcomes. This promotes the notion of taking responsibility for their decisions and also for their own learning.

Fundamental to this is the recognition of success. In order to feel valued each pupil's achievements must be acknowledged by the adults who work with them. A positive attitude of praise helps motivate and reward pupils.

As part of this philosophy we encourage pupils to work together in:

- Paired / Shared learning experiences
- Free choice groupings
- Large groups

Feedback to students about their learning gives them an understanding of what they know, understand and can do, and what the appropriate next steps are to enhance their learning further.

St Clare's School has a programme of continued professional development where opportunities are provided in the form of Staff Development Sessions (SDS) and INSET days and personal training. Professional Development needs are identified and discussed at individual staff review, development and performance management meetings, held bi-annually with the Head teacher or Assistant Heads. Staff Development Sessions are provided mainly as in-house developments with visiting speakers or Senior Management/Head teacher led sessions. SDS occurs on a Monday evenings and INSET days on five nominated days during the school year. Individual training courses for members of staff take place through the year.

Admissions

Referrals are made to St Clare's School by Derby City LA and surrounding Local Authorities for consultation.

Admissions may be made at any time during the year, but the majority take place when a child is in Year 6. St Clare's School provides education for children with learning difficulties and more complex needs and all admissions are made in accordance with the current School, LA policy and the appropriate legislation.

Places are offered subject to availability and to meeting the St Clare's admissions criteria, and only if parents feel they can support the recommendations set out in this booklet and the Home/School Agreement. Mutual co-operation and respect between parents and staff of the school is key to the success of students at St Clare's.

A copy of the school's Admissions Policy is available to parents on request.

The Referral Process

Our role as a Special School is to enable students who have identified special education needs through their Statement or EHCp to have equality of opportunity in accessing the curriculum. This we achieve by working together to meet the individual needs of students as an integral part of curriculum delivery. We believe our students should have access to the whole range of educational opportunities, including specialist resources, specialist teaching and consultations with other professionals.

We believe that our attitude as a caring, professional staff is as important as the provision available to our students. Our objectives are always to set attainable goals, through successful learning situations. This, we believe, increases motivation and heightens expectations.

As a staff we have a range of expertise and experience that permits students and staff to be successful, benefiting from a diversity of practical and theoretical ideas, enabling all at St Clare's to develop from collective professional thoughts, experience, plans and actions.

We also believe that parents and carers have the right to regular consultation and discussion, as expressed in the SEND Code of Practice. All staff are aware of and pay due regard to, the

needs of students. Our school endeavours at all times to work closely in partnership with parents and carers to create the best provision possible for their children.

In order to enable us to provide the best possible course of action for our students the school needs to establish a clear picture of each pupil as soon as possible.

Using the Statement/EHCp, information from testing, multi-professional assessment and teacher observation we establish a base line across the curriculum upon which to build.

As our entire student population have Statements of Special Educational Needs or Education Health & Care plans we seek to provide equitable distribution of all resources across the whole school.

The Induction Process

All new students are inducted to the school through a planned series of visits according to individual need.

Additionally Year 6 students are invited as a minimum to an induction morning in the Summer Term.

Parents and Carers

St Clare's School promotes a positive and active partnership with parents/carers. All parents and carers are encouraged to attend Annual and Transitional Review meetings. Class tutors and LSAs keep in close contact with parents/carers, especially where there is any cause for concern over a pupil. Parent/Carer evenings are held in the first part of the Autumn term, second part of the Spring term and second part of the Summer term. Annual Reviews of a pupil's Statement of Special Educational Need / Education Health Care Plan are held within 12 months of the previous review.

External Support Agencies

St Clare's School has close links with a wide range of support agencies. Pupils will be referred to the various services/agencies either through the Head Teacher, SENCo or Review Co-ordinator via the Annual and Transitional Review process. All the usual arrangements for services to make reports to parents are observed and close links between home, school and visiting professionals are encouraged.

Also, as a Special School, St Clare's School has strong links with Social Services, local health trusts and the Education Welfare Service.

Our Education Welfare Officer makes regular visits to the school to liaise with the Senior Leaders. Referral to the Education Welfare Service takes place through the Senior Leaders.

Complaints

Arrangements for considering complaints about the special educational provision within St Clare's School follows, Education Act 1996, and the Special Educational Needs and Disability Code of Practice:0-25years (June 2014) (updated May 2015) and the Children and Families Act 2014 for those students with an Education, Health and Care (EHC) plan.

Policy Review

This policy will be reviewed on an annual basis

Updated January 2009

To be reviewed January 2010

To be reviewed January 2011 (only dates changed)

To be reviewed January 2012 (only very slight change)

To be reviewed March 2013 (no change)

To be reviewed March 2014 (just dates changed)

To be reviewed September 2014 (only very slight change)

To be reviewed September 2015 (updated changes)

Reviewed January 2016 To be reviewed January 2017

Reviewed June 2017 to be reviewed June 2018