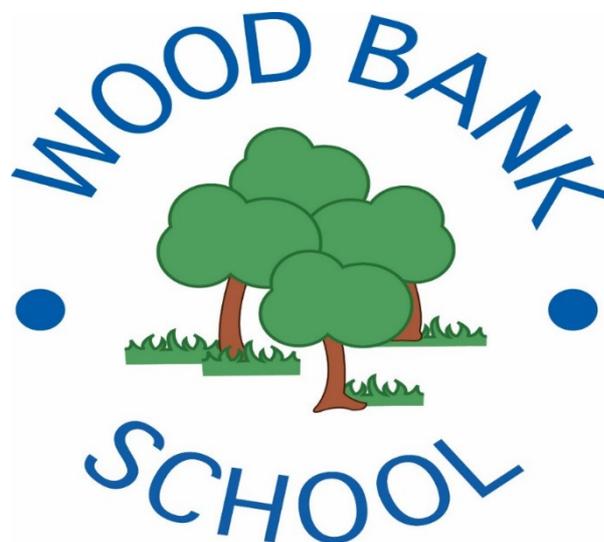


WOOD BANK SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Policy Ratification	January 2019
Review Date	January 2021
Signed (Headteacher)	
Signed (Chair of Governors)	

Equality Statement

At Wood Bank School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities. National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

Philosophy

Government legislation requires that all schools have a policy of Special Educational Needs. The purpose of this policy is to outline the aims and provision for children with Special Educational Needs at Wood Bank School.

Aims

The aims of this policy are:

- To create environments that meet the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for
- To highlight the expectations of all partners in the process
- To establish the roles and responsibilities of all staff in meeting our pupils individual needs
- To enable all pupils to have full access to our school curriculum appropriate for their needs.
- To 'promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others'. (National Curriculum 2014)
- To work in partnership with parents/carers and other professionals to recognise and develop each child's unique abilities.

Procedures/Practice

Wood Bank School is a generic Primary Special School providing for children from 3 - 11 years who have a range of Special Educational Needs and whose needs cannot be fully met in a mainstream school. There are currently over 70 pupils on roll.

ORGANISATION

The school is organised into three departments:-

- Early Years (3-5)
- Key stage 1 (5-7)
- Key Stage 2 (7 - 11)

Currently there are eight class bases which includes our two EYFS classes. Each class has a class teacher and additional teaching assistants according to need.

With school we have a number of Specialist areas including:-

- Sensory Room which incorporates aromatherapy and massage
- Soft Play Room
- Self-contained Early Years playground
- Junior playground with specialised roundabout and wheelchair swing.
- 'Hydrotherapy' style water activities are available to access at Highbury Special School

CURRICULUM

The School curriculum is designed to be sufficiently flexible to meet the individual needs of all our children.

Our curriculum is divided into 3 strands which are designed to meet the specific needs of our pupils. These are:

- The 'Roots' curriculum
- The 'Trunk' curriculum
- The 'Branching ' curriculum

Details on our curriculum are covered in the school's "Curricular Policy".

The school's coverage of the curriculum is shown on the school's annual plans on which planning is based. These encompass both the school's bespoke curricula and the new National Curriculum 2014.

MULTI-AGENCIES PROFESSIONALS

In addition the school works with the following outside agencies to ensure that a child's individual needs are addressed and incorporated in the child's curriculum:-

- Sensory Support Service (inc Hearing Impairment and Visual Impairment.)
- Disabled Children's Team
- Education Welfare Service
- Speech and Language Therapy (SALT)
- Physiotherapists
- Occupational Therapists

- Orthotist
- Chiropody
- Consultant Paediatricians
- Social Care staff
- Wheelchair Services
- Optometrist

The school also has a Nurse and Health Care Assistant who are on site to ensure that all individual health/medical needs are met.

EDUCATIONAL INCLUSION

All children who attend Wood Bank School have an Education Health and Care Plan or Statement of Special Educational Need.

From the EHC we can establish that each pupil:

- Has differing needs and starting their educational journey from different starting points
- Requires different strategies for learning
- Has different rates of learning
- Needs a range of different teaching approaches and learning experiences
- Requires appropriate curricular provision

Teachers address these needs through:

- Providing the appropriate learning environment to support learning
- Planning to develop children's understanding through the use of all available senses and experiences for example multi-sensory approaches for those pupils with more profound and complex needs
- Using strategies such as Intensive Interaction, Teacch, PECS to ensure pupils with ASD can access the curriculum
- Using a Total Communication approach so that pupils can pick up key messages from the spoken word using signalong and symbols to support this.
- Planning for pupils full participation in activities using specific targets for individual pupils in manageable steps to support progress
- Having appropriate support plans in place to support pupils in taking part in learning effectively

ASSESSMENT

The school's assessment policy explains assessment arrangements. All pupils' needs are reviewed at least annually. These meetings are attended by parents, school staff and other professionals and chaired by our Family Intervention Lead. The pupil's progress is the focus of these meetings against their targets and their EHC to maintain its relevance.

Pupil progress is also currently assessed through summative assessments using tools within B Squared; Engagement Steps, Early Steps and Progression Steps

PROGRESS & ACHIEVEMENT

Children's progress is reviewed termly through meetings with the Senior Leadership Team and parents'. Progress is recorded in Pupil Progress Portfolios and Annual Reports to Parents. Daily achievements are celebrated and are recorded in some classes on star charts which culminate in a 'Star of the Day' being nominated. Achievements are also celebrated weekly in Good Work Assembly through the presentation of certificates and recorded in the 'Good Work Book'.

WORKING WITH PARENTS/CARERS

Wood Bank School actively encourages the involvement of parents/carers in the education of their children through Annual Reviews, home/school books, coffee afternoons, Annual Reports to Parents and parent's evenings. Parents are liaised with daily through the home/school books. They are also welcomed as volunteers to work in school.

MAINSTREAM LINKS/INCLUSION

Wood Bank School has links with mainstream schools for the purpose of inclusion which includes both our children going into mainstream and pupils in mainstream settings spending sessions with us. Wood Bank also offers an Outreach service to mainstream schools, this includes-Moving and Handling risk assessments and support with individual pupils. This provides support for effective inclusion across the LEA.

ADMISSIONS

The Local Education Authority will place children in the school having consulted with the Head Teacher. This will be done to allow the Head Teacher to plan for a smooth and successful transition. The procedure for admissions is laid out in the School Admissions Policy.

TRANSITION

The Annual Review will indicate the appropriateness of transferring a child to another special or mainstream school. Children leaving the area may also be transferred to another school. Pupils transferring to Wood Bank are generally visited before they commence. We link very closely with local schools.

As pupils move classes, teachers work together to transfer information so that transition is smooth. Parents are informed and meetings are held if requested.

At aged 11, children usually transfer from Wood Bank to secondary special school provision. At this time staff at Wood Bank work closely with the receiving school to ensure a smooth transition is achieved. This is achieved through visiting the school to access their provision eg specialist bikes, sensory room, hydrotherapy pool and through specified transition days. Staff from the High school visit the pupils at Wood Bank too.

INSET/STAFF DEVELOPMENT

Staff development is highlighted through the school improvement plan and staff performance management reviews. It is funded through the allocated school budget. This is then disseminated to all staff through feedback sessions and staff evaluate these courses to capture impact. Staff development consists of external and internal training courses, observation of peers and skill sharing.

EQUAL OPPORTUNITIES

All pupils have the right to an inclusive education that offers excellence and choice. Teaching approaches and resources will enable all pupils to have equal opportunities to be included in the school regardless of their culture, gender, religion or sexuality.

CALDERDALE'S LOCAL OFFER

The purpose of the Local Offer is to enable Parents/carers to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across Education, Health and Social Care.

Responsibilities for Leading, Monitoring & Evaluating

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy
- responsibility for ensuring that the school complies with all equalities legislation
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher and Senior Leadership Team will:

- Ensure all school personnel, pupils and parents are aware of and comply with this policy
- Provide leadership and vision in respect of equality
- Provide guidance, support and training to all staff
- monitor the effectiveness of this policy
- Evaluate and review the policy annually
- Ensure records are informative and useful in enabling staff to assess, monitor, plan and deliver the curriculum;
- Ensure the range of resources is appropriate to enable the children to progress;
- Ensure staff feel confident and competent in identifying and making provision for children's needs.

Related Legislation/Documentation/Policies

This policy relates to the following:

- SEND Code of Practice 2015