

Richard Cloudesley School

SEN Policy

Approved by C&O Committee: 12/1/17

Date for review: Jan. 2020

Context

Objectives

The Governors' objectives for all the pupils at Richard Cloudesley School are within the school ethos:

'To educate and empower our young people to develop the attitudes, skills and courage to succeed'

The kinds of special educational needs and disabilities for which provision is made at the school

The school's expertise is around supporting young people with both physical disabilities and sensory communication challenges. As a result we do not have the capacity to meet the needs of young people who do not have a profound or severe learning difficulty with an additional complex needs.

Pupils at Richard Cloudesley School will have '**complex needs**'. Children and young people with complex needs include those with co-existing conditions or profound and multiple learning disabilities (PMLD). However, they also include children who have newly begun to populate our schools – among them those who have difficulties arising from premature birth, have survived infancy due to advanced medical interventions, have disabilities arising from parental substance and alcohol abuse, and/or have rare chromosomal disorders. Many may also be affected by compounding factors such as multi-sensory impairment or mental ill-health, or require invasive procedures, such as supported nutrition, assisted ventilation and rescue medication.

Pupils will have **profound or severe learning disabilities**, often with more than one disability, the most significant of which may be a profound multiple learning disability (PMLD). All people who have profound and multiple learning disabilities will have great difficulty communicating. Many pupils will have additional sensory or physical disabilities, complex health needs or mental health difficulties. The combination of these needs and/or the lack of the right support may also affect behaviour.

Specific Admissions Criteria

	ALL	SOME			
	Physical disability and / or medical condition	Hearing	Vision	Personal care	Behaviour
Most of our pupils:	<p>Severe disability. Requires access to wheelchair for movement (independent or adult supported)</p> <p>Needs special seating and/or other equipment</p> <p>Needs assistive technology and/or support for access to most of the curriculum.</p> <p>OR</p>	<p>Severe hearing loss. Needs aids (e.g. radio aids, sound field system, cochlear implant) to access curriculum</p> <p>May use signing</p>	<p>Severe impairment 6/36 - 6/120 .</p> <p>Registered sight impaired (partially sighted)</p> <p>May need short term specialist support for mobility training / independent living skills</p> <p>Significant level of specialist equipment needed</p>	<p>Needs significant support to move safely around the school and for most self-care functions</p>	<p>Frequently shows inappropriate emotional responses</p> <p>Frequently distressed by change / transition</p> <p>Frequently displays bizarre, obsessive or repetitive or impulsive behaviours</p> <p>High level of anxiety</p>
A small number will have more complex needs:	<p>Profound or progressive condition - life expectancy compromised.</p> <p>Wheelchair dependent and needs assistance for mobility Non-weight bearing - needs hoist</p> <p>Requires regular moving / handling</p> <p>Needs specialist health care and multi-agency response</p>	<p>Very limited functional hearing despite aids Signing as first language</p> <p>Those who are multi-sensory impaired</p>	<p>Profound impairment Less than 6/120 Registered Blind</p> <p>Alternative methods of text access</p> <p>Needs on-going specialist support and training for mobility and living skills</p> <p>Needs high level of specialist equipment</p>	<p>Daily living skills and functioning severely disrupted. Completely dependent on adults for all personal care</p> <p>e.g. tube feeding, catheterisation</p>	<p>Persistently shows inappropriate emotional responses</p> <p>Regularly distressed by change / transition</p> <p>Regularly behaviour is severely withdrawn. bizarre, or obsessional</p> <p>Extreme level of anxiety</p>
Our young people have specific communication needs that may include:	<ul style="list-style-type: none"> • Severe language and/or speech sound disorder with limited language • Uses mix of speech and augmented communication systems • Severe language and/or speech sound disorder with limited language • Uses mix of speech and augmented communication systems • Cannot express or understand language. • Uses alternative communication systems to make needs / choices known. 				

Facilities for pupils at the school including facilities which increase or assist access to the school by pupils who are disabled

The school is fully accessible with stairs, lifts and ramps. Specialist facilities include a hydrotherapy pool, fully equipped hygiene rooms, wheelchair accessible play equipment, fixed and mobile hoists, sensory rooms and specialist equipment e.g. standing frames, walkers and specialist bikes.

Information about the school's policies for the assessment and provision for all pupils with special educational needs and disabilities

Full details are within the:

- Annual Report
- Equalities Policy
- Staff Handbook
- Termly Headteacher's Report To Governors
- SEN Information Report
- Admissions Policy

Arrangements within school

How resources are allocated amongst pupils

Resources are allocated to pupils according to their assessed need and the needs identified on their statement or Education Health & Care Plan (EHCP). Staffing is allocated to classes/year groups flexibly with some individual pupils requiring and receiving more support than others. Pupils have individualised equipment that will enable them to access the curriculum and social environment of the school. In a small number of cases, specific pupils have additional resources (including staffing support) paid for by their Local Authority. The school ensures that these specific pupils receive the support they require.

How the needs of pupils are identified and reviewed

Refer to school Admissions Policy

- A 6wk multi disciplinary team meeting takes place 6 weeks after a pupil joins the school
- All pupils under the age of 5 will have their needs reviewed every 6 months
- All pupils' statements of special educational needs or EHCPs are reviewed at least annually
- From Year 9 onwards pupils have a transition element to their annual review
- In Year 13 students have two additional reviews to plan for their transition

Concern about a pupil's progress is identified through classroom observation, and the schools robust assessment cycle. The Senior Management Team scrutinizes the data weekly and identifies any concerns and responds to these with teaching staff and other professionals so as to rectify the concern as soon as possible. Link governors are informed and reports are shared with the full governing body. Referrals are made through the Headteacher for additional support from outside services.

Arrangements for providing access by pupils to a balanced and broadly based curriculum (including the National Curriculum)

Refer to the staff handbook and school website.

Role of the governing body

How the Governing Body evaluate the success of the education provided by the school to pupils

- Termly reports are made by the Headteacher to the full governing body
- Termly review of the School Improvement Plan (SIP) is shared with full governors
- Governors are linked to various areas of the curriculum and/or the school's activities and make regular focused visits. They record their visits and report back to full governors
- The Chair of Governors sets the agenda items for the three governor committees: *Curriculum & Outcomes; Finance, Leadership & Management, Personal Development & Welfare*
- The chair of each of these committees will link with one of the senior management team and set additional key items in collaboration with the chair, thus ensuring any significant developments are shared and discussed
- Minutes from each committee meeting are written up and available before each full governing body meeting, thus ensuring all governors are kept informed

Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils concerning the provision made at the school

Refer to Complaints Policy

Arrangements made by the Governing Body relating to in-service training for staff in relation to special educational needs

CPD is available for all staff. Staff access training through a balance between the needs of the school as expressed in the School Improvement Plan and an individual's needs as well as emerging needs related to the changing needs of the pupils. During Appraisal interviews CPD needs are discussed and incorporated into the School Improvement Plan and yearly targets. Requests are reviewed by the Headteacher. The senior management team takes responsibility for planning in-service training.

Staffing structure and external partnerships

Information about the school's staffing policies and partnership with bodies beyond the school

Staffing:

- The school's staffing structure is reviewed by the Leadership & Management Committee as required
- The school has a Senior Leadership Team comprising the Headteacher, Deputy Headteacher, two Assistant Headteachers and Business Manager
- The school employs teachers, teaching assistants, midday supervisors, Higher Level Teaching Assistants, ICT technicians, administration staff and manage an outreach team

Mainstream Links:

- The primary school is situated within the Golden Lane Campus and works closely with Prior Weston School and Children's Centre on integrated provision for its pupils where appropriate
- The secondary school is co-located with CoLAI (City of London Academy Islington) and works closely with them to provide appropriate integrated provision

Outreach Service:

- The school actively encourages the staff team to study for higher qualifications
- The school has developed an effective outreach service to respond to needs of other mainstream schools

In-reach:

- Specialist staff support pupils within the school
- Ongoing risk assessment and manual handling training
- SLTs lead eating and drinking training
- Communication and AAC training

Teachers and facilities from outside the school including the links with support services for special educational needs

- Therapists and school nursing staff provided by Whittington Health
- Peripatetic teachers for Visual Impairment and Hearing Impairment
- Sense
- CAMHS
- Educational psychology
- Clinical psychology
- Nordoff Robbins Music Therapy
- Social workers and other professionals from various boroughs

Role played by parents of pupils

The school strives to nurture relationships with parents/carers by frequent and appropriate communication. Engagement with parents/carers and involving them in the education of their child is considered as vital. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help their child at home and at school. Home and school books/diaries inform parents of pupils' daily outcomes. More detailed curriculum content is shared with parents through the pupil handbook, class twitter, school Facebook page and school website.

Parent volunteers help in the school with curriculum events and creation of communication books as well as accompanying their child on school day trips.

Links with other schools and any arrangements for managing the transition of pupils between schools or between the school and the next stage of life or education

- The school aims to visit new pupils and their families at home or at previous setting at prior to admission
- Transition to KS3 is facilitated by a focused programme involving parents and pupils
- Transition to Post 19 education is facilitated through annual meetings, transition planning meetings, involvement of Information Advice and Guidance professionals, visits to colleges, work experience etc.

Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs

- Whittington Health
- Islington Social Services as well as the social services provisions serving pupils who live in other boroughs
- Local community, health & social care professionals