

Norfolk Park School



Special Educational Needs Policy

Date ratified by Governors: **4th July 2013**

Updated: **April 2016 following legislation changes**

Review date: **July 2018**

INTRODUCTION

This policy sets out the framework for Special Educational Needs and Disabilities (SEND) provision in line with the new SEND Code of Practice, September 2014.

Children have special educational needs (SEN) if they have a learning difficulty or disability that calls for special educational provision to be made for them. Difficulties relating solely to limitations in English as an additional language are not classed as SEN.

Norfolk Park School is a community special school for children with severe and profound learning difficulties and disabilities. The school provides education for children aged 3-11 years. Many of our pupils are multiply impaired having additional needs in the areas of communication (including autism), physical disability and visual and hearing impairment. Most pupils have a statement of special educational needs or Education Health Care Plan on admission to the school or are going through the assessment process.

We aim to:

- Promote individuality and self-esteem – respecting themselves, others and the environment
- Develop pupils' spiritual, moral, social and cultural understanding
- Achieve high standards in all areas of the curriculum including ICT
- Develop communication skills
- Develop motivation and curiosity
- Enable pupils to play and work with others and to develop positive relationships
- Enable children to make choices and have autonomy
- Ensure that pupils are healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Our vision is to provide:

- A broad, balanced, relevant, challenging and creative curriculum
- An enriching programme of planned extra-curricular activities, educational visits and links with mainstream schools
- A stimulating learning environment where they are happy and secure
- A rich, varied and current range of learning resources that are age appropriate
- Excellent, innovative, flexible teaching and learning styles
- Different approaches that maximise pupils' learning
- Accurate and in depth assessment that informs teaching and ensures that individual needs are met
- An ethos of support, challenge and encouragement to progress
- Learning partnerships between school, home, other professionals and the community

LEGISLATION

All schools, including special schools, are required to formulate and publish a Special Educational Needs (SEND) Policy and Local Offer Information report.

Section 161.5 of the Education Act 1993 requires a governing body to publish and report on its policy for pupils with special educational needs, including special schools.

In drawing up the school SEN policy regard has been made to the requirements of:

- (i) The DFES Code of Practice on the Identification and Assessment of Special Educational Needs / SEND Code of Practice 2014.
- (ii) The issues set out in Schedule 2 of the Education (Special Educational Needs) (Information) Regulations 1994. These are taken from Circular 6/94 (Special Schools) p18-19 and are as follows:

Basic information about the school's educational provision

- (1) The governing body oversees the school in its aim to provide a relevant education to all pupils whatever individual needs the children present. The pupils have a wide range of special needs often requiring a multi-disciplinary approach. The governors meet regularly both formally and informally to discuss educational policy. Parents are represented on the governing body so that parental issues can be voiced and acted upon.
- (2) The school provides education for children (3-11) years with severe and profound learning difficulties. Many of the pupils are multiply impaired having additional needs in the areas of communication (including autism), physical disability and visual and hearing impairment. Funding for the school is based on planned places for pupils as determined and moderated by the LA.
- (3) The school has the following special resources:
 - Swimming pool for hydrotherapy and swimming
 - A communication rich environment
 - Multi-sensory room – bubble tube, lights etc for sensory stimulation.
 - Library
 - Art Room
 - Soft Play room – for exercise and play in a safe environment
 - Toilet and changing facilities for disabled children
 - Disabled access building
 - Multi-professional room and office for physiotherapists, occupational therapist
 - A dental room providing a base for the school dentist and dental hygienist

- Speech and Language Therapy (SALT) room
- Medical Room

In September 2014, the Local Authority published its Local Offer, outlining SEND provision within Sheffield, which can be found on their website.

Information about the schools policies for assessment and provision for all pupils with Special Educational Needs

- (4) The school's annual budget is based upon an allocation of funding for each pupil (82.5 planned places). The school employs sufficient teachers, teaching assistants and HLTAs to provide small class groups where individual teaching and support is possible. Teachers are qualified to teach pupils with special educational needs and have the skills required to work in a multi-disciplinary situation.

Identification, assessment and provision for children with additional needs is a matter for the whole school. This cycle is referred to as Assess, Plan, Do, Review in SEND Code of Practice 2014. The Governing Body, Head teacher, SENCO, teachers and all members of staff have important day to day responsibilities ensuing needs are met.

Each pupil's statement or Education Health Care Plan specifies the resources that are required to meet their special educational needs. It may identify resources that should be provided by the local health trust e.g. speech and language therapy, physiotherapy and occupational therapy. In addition, the education service may be required to provide support from e.g. an educational psychologist or teachers of pupils with hearing or visual impairment. Specialist equipment named in the statement is provided, as appropriate, by the school or the health trust.

- (5) The individual needs of pupils are identified in their statement of special educational need or Education Health Care Plan. Parents also give information during the admissions procedure and information is obtained from the pupil's previous placement. Visits are arranged to observe the pupil in his/her existing placement and to discuss the pupil's progress with the involved professionals. When pupils are first admitted, their needs are assessed by the teacher in order to plan their individual education plan (IEP).

The individual needs of pupils and the provision made are discussed with parents at two Parents' Evenings, one in the Autumn Term and one in the Summer Term. Pupil objectives are discussed and reviewed at the annual review meeting. The IEPs are based on this. Parents can request a review of their child's placement at any time during the year and their opinion is formally sought at the Annual Review Meeting. Pupil's needs are also continually reviewed by teachers as part of the teaching process in the school and their opinions are formally recorded during annual reviews through the pupil voice form and attending the meeting to share photos and work where appropriate. In addition to the teacher's report written for the Annual Review meeting, the statutory Annual Report to Parents is also provided at the end of the academic year which reports on a pupil's progress in the National Curriculum/Foundation Stage areas. Reports are also provided to other agencies on request.

- (6) The school's curriculum sets out to provide a broad and balanced range of subjects and areas of learning for all our pupils. As required by law, all pupils aged 5-11 years work within the National Curriculum. This is differentiated to ensure that all pupils can work and make progress at their own level. The school differentiates the Early Years Foundation Stage (EYFS) curriculum Development Matters across the Foundation Unit. Pupils are taught individually and in small groups across the school.
- (7) The governing body has due regard to the SEN Code of Practice (2014) when carrying out its duties to all pupils with special educational needs.

The governing body evaluates the success of the education that is provided by the school by monitoring and evaluating the school's targets for pupil achievement and the school's progress with the school development plan generally.

There are regular meetings of the full governing body at which the head teacher presents a report outlining the school's progress with the school development plan (including the school's OFSTED Action Plan) and reports back on progress.

- (8) A full document describing the official complaints procedure is available from the school office.

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

- (9) Pupils with severe or profound learning disabilities often have additional difficulties which require the intervention of other professionals other than the class teacher. The school has an important role to play in liaising with other agencies. The following support staff work in the school:

a. Education Services

All peripatetic staff works with individual pupils as well as giving advice to class teachers.

- (i) A teacher of visually impaired pupils who also teaches mobility.
- (ii) A teacher of hearing impaired pupils.
- (iii) An educational psychologist, who attends some annual reviews, advises on behaviour plans and provides the LEA with assessments for the statement process.

b. Health Services

- (i) Personal Care Support Workers are based on site. School has access to the school nursing team and liaise with Sheffield Children's Hospital, Ryegate Children's Centre and local GPs about medical appointments. The school medical officer and paediatricians regularly hold medicals and surgeries in school.

- (ii) Physiotherapists and physiotherapy assistants work within school.
- (iii) An occupational therapist works within school.
- (iv) A speech and language therapist and a speech and language therapy assistant work within school.
- (v) A dentist and dental nurse visit school weekly.
- (vi) The school liaises with community nurses, health visitors and professionals in respite provision.

c. Family & Community Services

The school liaises with social workers on the team for children with a disability and other departments. Social workers are invited to attend annual review meetings. The school is in regular contact with residential staff in respite provision and other carers based in their homes.

- (10)** The school believes that parents should be involved in their child's education and that the 'whole child' approach is particularly important when working with children with a disability. Parents are kept informed and involved through:
- a. The pupil's Education Health Care Plan or statement of special educational need and associated process, e.g., Annual Review of Statement, parent-teacher meetings in putting together IEPs
 - b. Discussion pre-admission and at the point of admission
 - c. Discussion with other professionals involved with the child
 - d. Observation of the child at his/her previous placement
 - e. Previous school/other placement reports
 - f. Home visits
 - g. Regular correspondence home
 - h. Use of Daily Home School Diaries for communication
 - i. School-associated activities, e.g., parent coffee mornings

Links with other schools are a valued aspect of our pupil's overall education. The school has undertaken several successful inclusion projects over the years. All age ranges have participated in a variety of shared learning experiences. .

- (11)** The school has links with a variety of agencies including the Clinical Commissioning Groups, PCT, family and community services, education welfare services and voluntary organisations which work on behalf of children with special educational needs. In addition to those agencies already described, the school liaises with the Ryegate Children's Centre, Sheffield Children's hospital, MENCAP and respite provision.

The support of the local community manifests itself in many ways e.g. fund-raising, supporting events in school and the welcome pupils receive when they use community facilities.