



## **St Anne's School and Sixth Form College**

### **SEN Policy**

This policy was adopted in the Autumn term 2014 and updated Autumn 2018

#### **1. INTRODUCTION**

This policy has been produced in line with legislation; under the 1993 Education Act all schools, including special schools, must have a special needs policy. This policy draws on guidance from the SEN code of Practice November 2001, the Education (Special Educational Needs) (Information) Regulations 1999 and 2001.

In this policy we aim to describe the values we hold and the way in which we aim to meet the needs of pupils in this school identified as having severe and profound multiple learning difficulties.

#### **2. SEN CO-ORDINATOR**

The school's co-ordinator is Mrs Christine Lee. However, as all teachers are working with statemented children there is a collective responsibility for all teachers to ensure any concerns are reported directly to the co-ordinator.

#### **3. ADMISSIONS**

St Anne's School is place funded to take 142 pupils between the ages of 2 – 19 years. Admissions are organised via the Local Authority and all pupils have either a statement of educational needs or are in the process of statutory assessment. However, admissions is currently above the place funded element.

The pupils attending the school have a variety of disabilities, but all of them are described as having severe or profound learning difficulties. Some have a diagnosis of autistic and some have complex medical needs. Some pupils have physical and sensory disabilities and some pupils may present with challenging behaviour.

#### **4. IDENTIFICATION ASSESSMENT AND REVIEW PROCEDURES**

On entry to the school, pupils will have a Statement of Special Educational Needs / Educational health care Plan and a formal recommendation naming St Anne's made by a multi-disciplinary team from the Local Authority. Some pupils may be undergoing statutory assessment. EHC Plans play an important part in evaluating progress and analysing the appropriateness of a pupil's placement. Through the EHC Plan process, there is always the possibility for pupils to transfer to another type of school e.g. in the case of a pupil who makes exceptional progress and appears ready to take on a more demanding level of work and a change of school environment.

## 5. STAFFING

The school has 19 teaching staff including the head teacher (16.2 FTE) and 90 members of support staff (this includes mid-day staff). The school operates a multi-disciplinary approach and has a Health Care Assistant on site and physiotherapists, speech and language therapist, and occupational therapy regularly on site. We also work closely with social workers, education welfare, educational psychologists, advisory and specialist teachers.

## 6. FUNDING

St Anne's is a maintained special school with a delegated budget. The Governors in consultation with the Head Teacher and School Business Manager formulate the school budget plan which covers all aspects of funding and resources.

To enable us to provide additional opportunities and resources for our pupils which the delegated budget would not support, we have an active Parents Group. Any additional donations are directed to the school's fund account.

## 7. AIMS AND ETHOS

Our aims and ethos underpin the work in the school and are incorporated within our school logo "We all achieve".

We value children as an individual, and as such we

- give the best education and care that can be provided
- respect each child as unique
- address each child by their name
- ensure consistency across all settings
- encourage independence
- offer time to take part
- use communication systems appropriate to each child
- have high and realistic expectations for each child
- respect each child's privacy
- involve children in conversations
- treat information with respect and confidentiality

We endeavour to provide an environment and culture where staff work co-operatively, in a professional manner, displaying positive attitudes towards other staff, pupils their families and other professionals.

We invest in our staff who we regard to be a group of highly competent staff, clear in their intentions for pupils' learning and who have skills in assessment, planning, and recording so that children are provided with a highly differentiated curriculum which meets individual needs.

## 8. SCHOOL ORGANISATION

The school has an Early years setting (EYFS), Primary Phase, Secondary Phase and Sixth Form. Children are where possible grouped according to their chronological age and where appropriate, according to their cognitive abilities.

In all Phases, teachers may teach areas according to their curricular strengths, classes may mix for some subjects and with some ability grouping.

Staff have a strong commitment to provide a differentiated curriculum which meets individual children's educational needs.

## 9. CURRICULUM

All pupils have access to a broad, balanced, differentiated and relevant curriculum which includes the EYFS profile, SCERTS approach, National Curriculum Sensory curriculum, awards and qualifications.

Learning profiles are written for each pupil for English, Maths, ICT and PSHCE. And where applicable the Residence link workers contribute to the profiles. Families are invited to play an active part in the formulation of their child's targets and their views are always listened to.

Pupils' curriculum needs are continually assessed and refer to:

- The pupil's statement of special educational needs
- The pupil's Individual Educational Plans which include academic and personal skills
- The parents' wishes for their child's education
- The pupil's views wherever possible
- Reports and advice from other disciplines e.g. Speech and language therapists, physiotherapists, educational psychologists.

## 10. CHILDREN'S PROGRESS

Pupil progress is measured on an individual basis and the school has a robust whole-school tracking system to ensure pupils make or exceed expected levels of progress. Progress is defined as 'a measure of the rate of learning; it is the measure of differences in attainment at two points in time. In their everyday teaching, staff have a commitment to collecting evidence and evaluating children's progress.

The sources of evidence will include pupils' work, photographic evidence of pupils' achievements, what children can do and say, progression against Learning Profiles, teacher's assessments, recording and reporting to parents.

Assessments are also made against the foundation stage profile and recorded in our whole school tracking system.

## 11. SCHOOL LEADERSHIP

Working in partnership with the school's Leadership Team the governors can ensure that the school operates to the highest standards.

The responsibilities of the Governors include overseeing the conduct and curriculum of the school; appointing teaching and non-teaching staff (including the Head Teacher); overseeing the schools finances; dealing with complaints in line with the Complaints Policy and overseeing improvements and repairs to the school buildings and grounds.

The Head Teacher, Assistant Head Teachers, and the School Business Manager are responsible for the day to day running of the school. The school has a Leadership Team consisting of the Head Teacher, three Assistant Head Teachers, School Business Manager, Human Resources officer and the Child Care Manager.

## 12. MONITORING AND EVALUATING

The Governing Body and staff of the school will evaluate the effectiveness of the school through a process of internal review and external assessment.

External monitoring and evaluation will be gained through:

- Ofsted Inspections
- Local Authority advisors

Internal monitoring and evaluation will be gained by:

- Reviewing individual pupil achievement and progress e.g. Learning Profile target setting and target achievement, evaluation of pupil progress in EHC Plan review
- Review of SDP targets and Self Evaluation with Leadership Team and Governing Body
- Staff support through learning walks, lesson observation and evaluation
- School performance management system
- Staff appraisals

### 13. INCLUSION

We firmly believe in providing pupils with opportunities for working alongside pupils from mainstream schools.

St Anne's has regular links with mainstream schools both at Primary and Secondary level. Our primary children have links with North Cave, Welton, North Ferriby, South Cave Penhurst, Croxby Primary Schools.

Our secondary and older students attend sessions at Hessle Federation and South Hunsley.

Our Sixth Form pupils can attend Bishop Burton College, Hessle Federation and also have opportunities for internal and external work experience placements.

St Anne's is an active participant in the South Hunsley Partnership of Schools. We take an active part in sporting and creative arts events.

### 14. STAFF PROFESSIONAL DEVELOPMENT

The school recognise the importance of developing staffs' knowledge, skills and understanding of special education and ensuring that pupils benefit from staffs' professional development.

It should be acknowledged that continuing professional development is not a replacement for staff investing their own time to investigate and reflect upon their practise to refine, alter or improve it.

The school has a designated member of staff (Kate Burgess) who carries a responsibility for staff development. The school has regular staff INSET and a formal system of staff appraisal.

### 15. FAMILIES

We have a strong commitment to parent partnership, as incorporated in the overall schools' ethos. The Governing Body place special importance on finding out what parents expect from the school and aim to be represented at all school events to maintain regular contact with them. Parents are always welcome in school. Where appropriate home visits are made. Pupils planners, newsletters, Twitter and school website are other channels of communication.

We also recognise the importance of trying to provide a support network for parents. This is achieved through the Parents Group, the Pastoral Care Officer, social gatherings, questionnaires and information evenings.

### 16. COMPLAINTS BY PARENTS

The school has an agreed complaints procedure and policy which is available on the school website at [www.stannes-eastriding.co.uk](http://www.stannes-eastriding.co.uk) or on request from the school office.

If any parent has any concerns or issues, these should in the first instance be made to the Head Teacher who will endeavour to respond within 24 hours but no later than 5 working days. If there is no resolution the school complaints procedure should be follow.

### 17. COMMUNITY LINKS

The school recognises the importance of its pupils participating in their local community. The school

has established links with several agencies and organisations e.g.,

- Individuals or organisations involved in business or commercial activities e.g.,
- Morrisons supermarket, Rock Challenge, Lifestyle
- Voluntary Groups e.g., Rotary Club, Mires Beck
- Public Service organisations e.g., local Churches
- Primary and Secondary schools as indicated in our inclusion links
- FE colleges – Bishop Burton College, Welton Waters
- Other Special schools.

## 18. TRANSITION ARRANGEMENTS

Most of our 16 year old students stay on at St Anne's School for a further three years. Pupils can stay until the end of the academic year in which they are 19 years of age.

Time is devoted to transition plans and reviews in conjunction with other agencies.

Aspects of Careers Education are embedded throughout the curriculum from year 7 onwards. Parents can discuss their child's career aspirations at any time. As part of the EHC Plan Review at year 9 and subsequently at each EHC Plan Review as part of the Transition these aspects are discussed in detail, with all possible options considered.