

# WOOLLEY WOOD SCHOOL



## SPECIAL EDUCATIONAL NEEDS POLICY

Chair of Governors: *P. L. Clw*

Headteacher: *D. Whitehead*

Date: 13 March 2019

Date for review: March 2021

To work together effectively as a team these are the values of the school:

**Accountability**

This means people are respected and everyone knows their roles

**Commitment**

In a committed team there is a clear purpose and growing confidence

**Challenge**

By challenging each other team members solve problems and avoid mediocrity

**Trust**

As a trusted team we take risks and ask for help when it is needed.

**WE BELIEVE THAT EVERY CHILD WILL SUCCEED THROUGH EXPERIENCING HIGH QUALITY THROUGH:**

- 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 (SEN) Policy.

**BASIC INFORMATION ABOUT THE SCHOOL'S SPECIAL 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 governing body meets educational objectives by joint planning with staff and support staff to construct, implement and evaluate the school development plan. 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.

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 / Education Health & Care Plan. Parents are also given 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 home / 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.

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. The school has introduced the Early Years Foundation Stage (EYFS) curriculum and pedagogy throughout the school. Pupils are taught individually and in small groups.

- (7) 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. This is done at the following times:

- Regular meetings of the full governing body at which the headteacher presents a report outlining the school's progress with the school development plan (that includes the school's OFSTED Action Plan) and reports back on progress.
- Governors on the Teaching and learning/ECM Committee monitor targets by observing lessons etc and write an evaluation that is presented to Governors at the Full Governing Body meeting.
- Informal presentations of aspects of the school's work by teachers at governors' meetings

**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 special educational needs.

Parents are kept informed and involved through:

- a. The pupil's statement of special educational need/ Education, Health & Care Plan
- 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

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.

An Annual Review Meeting is conducted in the Autumn Term for Year 5 pupils who will leave school at the end of the next academic year. Secondary provision is discussed with parents and a provisional placement decided upon. Arrangements to liaise with other professionals about the pupil's future placement are made.

- (11)** The school has links with a variety of agencies including the PCTs, family and community services, respite services, education welfare services and voluntary organisations which work on behalf of children with special educational needs.

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.