

Fox Hollies Special School



Special Educational Needs  
Policy

Adopted: 28<sup>th</sup> Sept 2016  
Review Date: October 2018

## Purpose of the Policy

The over-riding responsibility of the Governing Body is to ensure that appropriate provision is made within Fox Hollies School for pupils with special educational needs. The schools aim to be a caring community dedicated to enhancing individual development, founded on high professional standards, mutual trust and respect for the essential worth and human dignity of all its' members.'

This Special Educational Needs Policy:

- details the specific provision as a means of accountability for external authority i.e. inspection/local authority/audit commission;
- details assessment and review procedures;
- details the allocation of specific resources to identified special needs;
- details information about partnership with external bodies, including parents/carers and support services;
- uses nationally recognised criteria for assessing procedures in meeting special educational needs;
- illustrates that the term 'special' is relative to the young person and not to the institution in which he/she is educated;
- indicates the need for more flexible working to develop inclusion for the individual pupil
- indicates the most efficient and effective use of resources;
- indicates options in education to parents/carers and their young people, including inclusion programmes which promote cultural and social diversity;
- illustrates the shared partnership for meeting pupils' needs (with the local and wider community)

## Special Educational Needs In Our School

Fox Hollies School is for children with the learning, physical difficulties and other complex needs including autism. It provides continuing day education, on a term time basis.

The aims and objectives of our special needs provision are:

- To ensure that all pupils with SEN are accurately assessed and that their needs are reflected in the objectives of their EHCP.
- To create a learning environment that meets the SEN of each pupil.
- To ensure all pupils have equal access to a broad, balanced and differentiated curriculum.
- To promote education in a safe and secure environment within a happy atmosphere where children can learn effectively, improve their confidence, build up their self-esteem and develop their independence as individuals within the community.
- To enable pupils to take an increasing responsibility for their own learning.
- To make clear the expectations of all partners in the process and provision of education for special needs pupils.
- To actively seek ways of helping and involving parents and guardians in the care, development and education of their child.
- To ensure parents, carers and guardians are kept fully informed and are engaged in effective communication about their child's SEN.
- To extend and afford our services to mainstream schools, adopting the principle of inclusion as a two way process.
- To support the professional development aspirations of all staff and Governors in relation to SEN training.

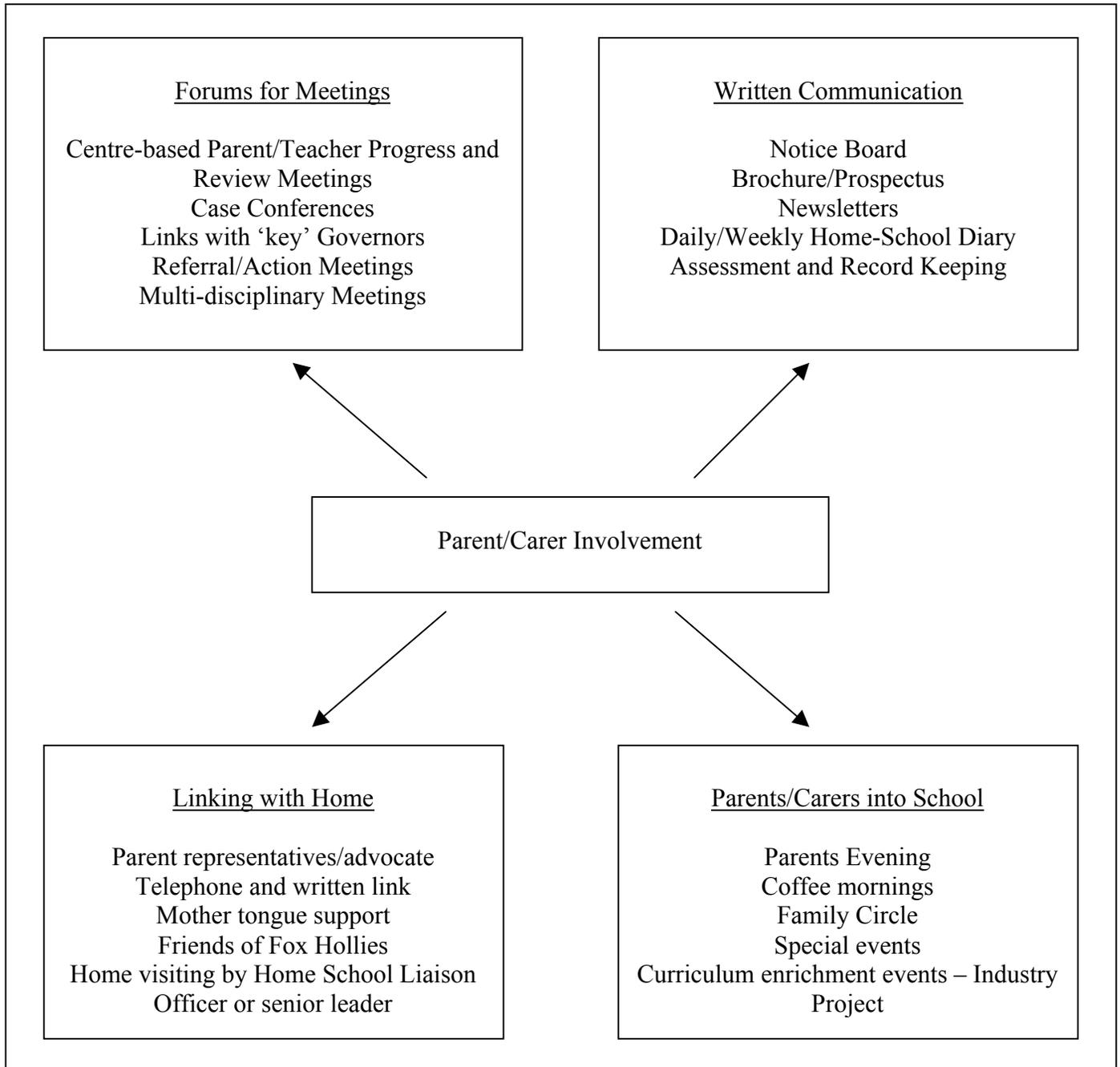
### Partnership with Parents

The school is in regular contact with parents of all pupils with SEN. Each pupil has a home school diary. One formal EHCP will usually be held. Others may be scheduled as the need arises. Parents as well as other agencies will be invited to attend. Copies of IEPs will be made available. Parents are kept fully informed throughout the school's SEN intervention and their wishes taken into account.

Clearly the support of parent's guardians and carers is essential if the provision made for their child is to be successful. Parents are encouraged to make an active contribution to their child's education. Courses, events and performances are regularly staged to facilitate parents involvement in the life of the school and to give them training and support to assist their children.

Details of the local parent partnership coordinator can be obtained from the LA. The parent partnership coordinator can provide independent support and advice.

## Parent/Carer Involvement



## Admission Guidelines

- Pupils will be subject to a review process each year.
- All applicants for places will be required to visit prior to a place being offered.
- Admissions would normally be in September, unless a vacancy occurs mid year.
- Applicants must meet all entry criteria.

## Leadership of SEN

The Senior Leadership Team (SLT) under the leadership of the Head Teacher is responsible for the day-to-day operation of the SEN provision.

The key Responsibilities as outlined in the Code of Practice are:

- Liaising with and advising colleagues.
- Managing the teams and departments.
- Coordinating the provision for pupils with SEN.
- Maintaining records on pupils with SEN.
- Communicating with parents, guardians and carers of pupils with SEN.
- Liaising with external support agencies.

The Governing Body aims to secure the appropriate provision for any identified pupil with special educational needs. The governors ensure all teachers and support staff are fully aware of their responsibilities towards pupils with SEN. They consult the LA and other schools when appropriate and report annually to parents. The Governing Body through its admissions policy ensures that pupils with SEN are not discriminated against. The Governing Body has due regard for the guidance in the related Special Educational Needs and Disability legislation and Code of Practice in its equal opportunities commitment. The Governing Body has an Accessibility Plan in place for improving access to the school and its facilities.

## Allocation of Resources and Specialist Provision

The school has a range of specialist resources and facilities designed to cater for the needs of all pupils:

- Staff training in a wide variety of subjects and special needs provision including Complex Needs (PMLD and ASD), sensory impairment and communication (Makaton and PECS).
- A Multi-Sensory Room and a therapy room.
- A variety of adapted and alternative technologies to maximise engagement of all pupils.

The Senior Leadership Teams under the leadership of the Head Teacher is responsible for the timetabling and management of resources including staffing and facilities to meet the needs of all pupils. The Head Teacher informs the Governing Body on a regular basis as to how funding has been allocated to meet pupil needs. Requests for additional resources are discussed and approved at Governing Body meetings. The effectiveness of the school resources for pupils with a range of SEN will be monitored as part of the continual process of school self-evaluation.

## Access to the curriculum

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:

- Experience, be engaged in, and/or gain skills and understanding of the purpose of learning activities,
- Experience rates of progress that brings feelings of success and achievement appropriate to their levels of attainment and understanding.

Teachers use a range of strategies to meet pupils' SEN. Lessons have clear learning objectives and outcomes; differentiated work and use formative assessment to inform the next stage of learning. IEPs contain a small number of specific targets, between three and five, designed to enable the pupil to progress.

Wherever possible pupils are not withdrawn from their class. This reflects the schools' inclusive philosophy and acknowledges that all pupils have an entitlement to share the same learning experiences as their peers. There are times however, when, to maximise learning, we ask the pupils to work in small groups or in a one to one situation outside the classroom, for example in paired reading or to support sensory and communication needs.

## Training

Our school aims to provide appropriate training for governors, teaching and non-teaching staff, so that they have the knowledge and confidence to develop their own skills in helping our pupils with a range of special needs.

Criteria for Identification of Staff Development:

- To support the development of the school
- To meet our pupils' needs
- To meet the targets of the school improvement plan.
- To inform the on-site inset programme (curriculum days)
- To identify future resources
- To support delivery of the curriculum
- Personal development and interest.

## External Support Services and Links with Other Agencies

The school utilises a range of multi professional support so that each pupil can have access to their curriculum entitlement. The school works closely with all of the LA's support agencies, when identifying, assessing and making provision for special needs pupils.

PCTs) and Health Authorities provide a range of staff who can work alongside school staff.

- Speech and Language Therapy (S.A.L.T.)  
SALT provides advice to parents/carers and staff. They also provide individual and group therapy across the curriculum.

- Visually Impaired/Hearing Impaired Service  
These services provide teaching for young people and support and advice for parents/carers and staff.
- Physiotherapist/Physiotherapist Assistants  
This facility provides assessment and treatment for pupils. It also offers advice and support for staff and parents.
- Medical Services  
The School Nurse assists with routine medical examinations. He/She will offer advice to parents/carers and staff as appropriate and meets the daily medical needs of the pupils.

### Social Services

A variety of support may be obtained from Social Services:

- Children with Disabilities Team
- Respite Facilities

Their advice and/or attendance is sought at the review/case conferences and transition plans.

### Evaluating the Success of the Policy

Provision will be monitored and evaluated through an extended review system that incorporates statutory yearly reviews and pupils files.

### Qualitative Indicators:

The following are indicators to be used to measure the success of the Special Educational Needs Policy;

- Relocation of resources in line with the pupil needs as detailed in the policy.
- EHCPs and programmes differentiated to meet needs.
- The attention paid to the process of implementing the individual education plan drawn up to the annual EHCP.
- Parents/carers as partners.
- Proportion of devolved funds spent on specialist support.
- Inclusion of specific targets towards meeting special needs more effectively in appraisal.
- Governor training.
- Profile of school in the local community.
- External inspections.

### Quantitative Indicators:

- Pupil: Teacher ratios.
- Support Workers ratios
- Inclusion expenditure

## Complaints

Any parent/carer having a complaint regarding provision should, in the first instance, contact the Head Teacher or raise the matter with the class team.

From time to time, problems may arise and parents/carers are strongly advised to contact school at their earliest opportunity so that these can be resolved speedily.