

## Special Education Needs Policy

This policy has been reviewed on April 2017 and has been impact assessed in the light of all other school policies and the Equality Act 2010.

Our SEN Policy is written in relation to the SEN Code of Practice (January 2015). All procedures and guidance within the Code of Practice are adhered to in order to ensure we meet the statutory duties for all our pupils. The overall aim of this policy is to ensure improve the outcomes for all our children within our setting. The policy details the principles behind this and the provision, roles and responsibilities in school.

### Principles

The School's Special Educational Needs Policy is based on the following principles.

- That all school policies, structures and systems relate to the Special Educational Needs of our pupils.
- That all teachers are teachers of children with Special Educational Needs and have a responsibility to meet those needs.
- That all children are entitled to access a broad and balanced curriculum including the National Curriculum.
- That all pupils will participate in all aspects of school life, enabling them to maximise their potential as learners and experience and contribute to the social and cultural activities of the school.
- That the school will involve and work collaboratively with pupils, parents, colleagues and interdisciplinary professionals

That provision for pupils should:


- Match needs
- Take account of the wishes and feelings of the pupils.
- Be in partnership with the pupil's parents/carers.

### Provision

In pursuit of these principles the school has established the following:

- The school is staffed to meet the needs of pupils with severe, profound and complex learning difficulties
- Pupils with a Statement of Special Educational Needs/Education, Health and Care Plan are resourced by the L.A. in accordance with the authority's funding formula.
- There is access to the school for people with disabilities and those pupils who use wheelchairs have access to all areas.
- Each pupil will have equality of opportunity of access to a curriculum designed to meet individual needs. Resources are allocated to ensure that maximum effort is made to ensure this access.
- All staff receive training in a wide range of strategies to enhance provision of SLD/PLMD pupils
- All teachers, through training and development of own professional learning, possess a wide range of strategies to enhance the provision of SLD/PMLD pupils
- All teachers will personalise learning for each pupil based on identified needs

Alfreton Park Community Special School is an all age special school and we are committed to providing high quality specialist education where the individual needs of our pupils are met in a small group setting with high staffing ratios.

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We provide a specialist, broad and relevant individualised curriculum, which promotes learning and independence skills. The curriculum is planned and delivered by skilled knowledgeable staff with expertise. (Please refer to the Curriculum and Teaching & Learning policies for more details)

### **We aim to:**

Provide an exciting, interesting, stimulating and individualised education in a happy and positive ethos.  
Enable all pupils to achieve their full potential through access to an appropriate curriculum, valuing and respecting cultural diversity, gender and disability.  
Provide a suitable curriculum, with breadth and balance, which will enable progression and celebration of achievements, and prepares pupils for an adult life in which they should have the greatest possible degree of autonomy.  
Provide appropriate and purposeful inclusion opportunities  
Include parents and carers in the education of their children and include therapeutic and medical care into individualised programmes where necessary  
Provide a safe, supportive positive and appropriate environment that promotes learning  
Encourage self-motivation, personal responsibility and independent learning  
Promote appropriate behaviour, encourage self-discipline and foster mutual respect  
Share our expertise within the local community

These aims guide the Governing Body, the Headteacher and staff in their policy making and decisions related to provision, planning, and resources.

### **Facilities**

The present single storey accommodation was built in 1969 and added to in 1978. It has classrooms of different sizes, a kitchen, laundry, medical room, bathroom, sensory room, ICT room and equipment, library, a gymnasium/dining hall split on 2 levels and a new hydrotherapy pool. Outside there is a hard surface play area, a grassed area and an enclosed adventurous play area for younger pupils. We have a sixth form block.

### **How the needs of pupils are identified and reviewed**

All new pupils will have a Statement of Educational Needs/ Education Health and Care [EHC] Plan prior to admission which will clearly define the pupils' educational needs.

Annual reviews of each pupil's Statement of Special Educational Needs/Education Health and Care Plan take place involving teachers, parents, other professionals and pupils where appropriate. The broad needs of pupils are identified and recorded during the annual review process and will inform the setting of targets. Parents are also welcome to discuss their child's needs with school staff at any time during the term on an informal basis. (Please refer to the assessment recording and reporting policy for further details)

Admissions are agreed by the Local Authority. The school may also agree placements from other local authorities and will maintain communication with the Derbyshire Local Authority on these placements.

### **Provision for pupils with ASD**


The school will not follow any one particular teaching approach. A knowledge and understanding of a range of approaches and current research will be used to determine the planned strategies to be employed in meeting the pupil's individual needs.

Each pupil has an ASD support plan that outlines the learning behaviour of the pupil and the agreed strategies. This is reviewed at annual review and Outcomes meeting with parents to agree consistency. Careful consideration is given to the groupings of pupils in class to support learning and interaction. Staff trained in very wide range of strategies to enable a personalised approach. Training includes: PECS, TEACCH, Intensive Interaction, sensory integration.

Ensure staff recognise and understand the specific strengths and difficulties pupils with ASD may have and support them appropriately

### **Provision for pupils with Physical Disabilities**

Tracking hoists across the school

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Community Special School

Governors minute number: \_\_\_\_\_

## Learning together for personal success

Access to portable hoists

Specialist seating

Staff who will implement advice from physiotherapists following training.

Specialist access to equipment and facilities e.g. Switches and touch screens for PC's, wheelchair tricycle

All staff trained in moving and handling on an on-going basis and appropriate interventions

Implementation of Move Programmes as appropriate

Classes supported by Head of Phase

### Provision for pupils with VI/ HI/MSI

Staff implement advice from HI/ VI teachers

Access to specialist facilities- Sensory room

### Provision for pupils with PMLD

Tracking hoists across the school

Access to portable hoists

Specialist seating

Staff who will implement advice from physiotherapists following training.

Specialist access to equipment and facilities e.g. Switches and touch screens for PC's, wheelchair Tricycle etc

Delivery through multi- sensory curriculum differentiated and assessed using Quest assessment.

Access to wide range of classroom resources

Specialist hydrotherapy pool

Specialist class provision to support specific needs

Classes supported by Head of Phase

### Provision for Pupils with AAC

The school implements specialist advice and training from Speech and Language Therapist

The school has a range of specialist communication aids to support access to the curriculum and communication

Staff in school trained in wide range of strategies and in use of low tech and high tech aids

Support staff to assist in making personalised resources

Classes supported by Head of Phase

The school promotes inclusive education within a total communication environment

### Provision for Pupils with Complex Medical Needs

For a small number of pupils, we have support staff who receive additional training as identified by health professionals

PCT nursing support on site

Services from physiotherapists and other visiting professional are all provided on site

Pupils access appropriate professionals as identified through statutory assessment or individual agencies/services

The school is committed to implementing all advice given

Whole school responsibility for monitoring the support and provision

Classes supported by Head of Phase

### Training

All staff will be required to keep abreast of developments in the area of Special Needs through online training ,reading and attendance at appropriate courses/training.

The School Improvement Plan identifies training priorities for the school.

The induction programme for new staff includes safeguarding, prevent, basic behaviour management, etc.

Examples of training:

PECS

Sensory approaches

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TEACCH	AAC
Sensory Integration	Makaton
Intensive Interaction	Moving and Handling
HI/ VI/ MSI	PROACT-SCIPr-uk®
Safe feeding	

### **Roles and Responsibilities**

Within the school all teachers are teachers of children with Special Educational Needs and have a responsibility to meet those needs. As well as planned meetings, parents can contact their teacher by phone, in person in school or through the school email address [info@alfretonpark.derbyshire.sch.uk](mailto:info@alfretonpark.derbyshire.sch.uk)  
The staff structure is available on request.

### **Accessibility**

Please refer to the school Equality Policy and Accessibility Plan (available on the school website). There is further information on our local offer page on the website which will be updated regularly. Annually accessibility will be reviewed through the School Development Plan and reported on, as appropriate, in the SEN Information Report (both on website or available on request).

### **Dealing with Complaints**

Please refer to the Complaints Procedure that is available on the school website or on request.

### **Bullying**

Please refer to the School Behaviour Support Policy and Anti-bullying policy.

### **Links**

Parents will be kept informed of any proposed interventions designed to support their child's learning, and of the progress pupils make. Parents will be encouraged to contribute through Parents' Evenings and the review process to the education of their child.

The school will work co-operatively with all agencies involved with pupils including Health and Social Services.

Teachers will ensure that other staff e.g. visiting professionals, lunchtime supervisors and supply staff receive information that is relevant to their interaction with the pupil

Alfreton Park School works with:

The LA Advisory Service including support teachers for visual, hearing, physical and multi-sensory impairment.

The Educational Psychology Service.

LD CAMHs

Personal advisors for Careers

Other special and mainstream schools/colleges.

The Health Service (both South and North Derbyshire) including: Speech Therapists, Physiotherapists, Occupational Therapist, the School Medical Officer, the School Dental Service, Orthoptist, Wheelchair Service, Consultants and Doctors, and Community Nurses.

Ssocial Services: (Amber Valley, North East Derbyshire and Derbyshire Dales)

The Educational Welfare Service

The school is part of the Federation of Derbyshire Special Schools and a member of the 4 Derbyshire Teaching School Alliance, Alfreton Nursery Teaching Schools Alliance and Matrix Teaching School Alliance. We have a strong commitment to promoting inclusive links with other schools and support SEND in out neighbouring schools.