

## **Paternoster School**

### **Special Educational Needs (SEN) Policy**

#### Basic information about the school's special education provision

The school's motto is 'Learning together'. The governing body has worked with staff to develop the aim of the school, which is 'We aim to build pupils' self-confidence and independence, giving them the skills to lead a full and active life in the community'.

The objective of this policy is to further clarify the approaches to be taken in meeting this aim.

Paternoster School is a local authority maintained day special school for pupils with special needs who have severe or profound learning difficulties (SLD or PMLD). Some pupils also have additional sensory, physical, social/linguistic impairments, including Autism or complex medical needs. A small number of pupils have moderate and additional learning difficulties (MALD).

The school caters for pupils aged between 2 and 16 years of age. Its designation is 2-19 years but it does not currently have a sixth form.

Pupils over the age of 5 have a statement of special educational need. Pupils aged 2 to 5 years have a placement for assessment and may have a wider range of needs.

The school has a number of special facilities to enable the delivery of a therapeutic curriculum alongside the appropriate statutory curriculum. These include a hydrotherapy pool with hoists, sensory rooms, specialist ICT equipment, adapted changing facilities to support personal care, minibuses with tail lifts, sensory garden and Safe Space room.

The headteacher is the SEN Co-ordinator and each teacher has responsibility for pupils in his/her class group. This includes formulating, implementing and evaluating Individual Education Plans (IEPs) to address the objectives set out in the statement of special educational needs, assessment, and individual Positive Intervention or Behaviour Plans (PIPs). The headteacher and senior management team are responsible for monitoring teaching and learning across the school.

As a special school, all governors share responsibility for Special Educational Needs.

Pupils are usually grouped by age, but other considerations, such as ability levels or behaviour are taken into account in order to create a class group that will best meet the needs of pupils.

Each pupil within the school has an Individual Education Plan (IEP) which is developed and evaluated three times a year, with new objectives agreed with parents and pupils, if appropriate. The IEP includes targets for communication (including reading and writing where appropriate), maths/problems solving, reasoning and numeracy, personal social and health education (where appropriate) and physical skills (where appropriate).

Pupils also have individual care plans, protocols and programmes related to eating/feeding, medical needs, physiotherapy and speech and language therapy, as required.

Progress and concerns regarding individual pupils may be discussed during the regular 'pupil focus' agenda item at teachers' meetings. Relevant information regarding pupils is also shared at twice-weekly staff briefings.

#### Information about the school's policies for the assessment and provision for all pupils with special educational needs

The school has regard to the Code of Practice.

Resources are allocated across the school in direct relationship to the individual needs of the pupils. The largest resource is staffing. All classes have a teacher and a senior teaching assistant, with one or more additional teaching assistants, depending on the complexity of needs of the pupils in each class. Staffing levels in classes may be altered during the school year if new pupils arrive, pupils leave or pupils' needs change.

The school buys in provision for Music Therapy from 'Music Space' for one day a week and pupils for whom this is of benefit are seen on an individual or group basis. This provision is made possible via charitable donations.

All pupils above the age of five have a statement of Special Educational Need prepared by the local authority. An Annual review of this statement is carried out for each pupil at the 'Annual Review' meeting. Further details of this are available in the school's Assessment, Recording and Reporting policy. The needs of pupils under the age of five are kept under review by the nursery class staff and advice is sought from the educational psychologist linked to the school.

All pupils have access to a broad, balanced and enriched curriculum based on the National Curriculum, the Barrs Court Curriculum and the Early Years Foundation Stage. 'Equals' schemes of work are used and further adapted Schemes of Work are prepared by the school's teachers. These schemes ensure continuity and progression through the subjects at a relevant level and are adapted to ensure every pupil can access learning in a way that meets his or her individual needs. The schemes of work are taught using specialist methodologies and within the context of a Total Communication approach. Most subjects are taught in a cross curricular thematic manner.

At Key Stage 4 individual pupils' personalised programmes are created from the Foundation Learning framework. Units are accredited through OCR Life and Living skills and Entry Level English, Maths and ICT where appropriate.

Pupils with Profound and Multiple Learning Difficulties (PMLD) or Autism Spectrum Condition have individual provision and timetables in line with the school's teaching and learning policy statements for AS and PMLD pupils.

A positive approach is maintained at all times to the management of pupils' behaviour so that they can achieve maximum access to the curriculum. Pupils with challenging behaviour have a Positive Intervention Plan, drawn up in agreement with parents (see the school's Behaviour Policy).

We promote equal opportunities for all pupils irrespective of their ability, race or gender.

A detailed annual report is provided for parents at the end of the academic year. An 'I Can' record of achievements and observation records during the Early Years Foundation Stage provides a photographic and/or examples of work as a record of progress – this is shared with parents/carers at the annual review.

The governing body has access to a range of information through which it can monitor the success of the education provided at the school (including pupil progress data, analysis of pupils' questionnaires and analysis of parents' questionnaires). Summary performance information is prepared annually and pupils' progress is compared with that of similar pupils nationally through 'CASPA' (Comparison and Analysis of Special Pupil Attainment). This provides a robust system of benchmarking against attainment of similar pupils nationally). Targets for individual pupils in all subjects are drawn up annually by the senior management team using predictions from CASPA data. Progress towards these targets is carefully monitored by the senior management team and subject co-ordinators and appropriate actions identified where progress is identified as weaker. The governing body, through its curriculum committee also receives regular reports from the headteacher and senior management team and subject co-ordinator on the provision within school and summary progress information at the end of the academic year. The governing body also receives a summary report on staff appraisal.

Pupils' progress is recorded through use of B-Squared's 'Connecting Steps', an electronic record keeping system which breaks down the small steps of the Early Years Foundation Stage and national curriculum and pre-national curriculum 'P' levels. This enables the measurement of progress within levels. Routes to Learning has also been introduced for pupils with profound and multiple learning difficulties (PMLD).

Parents are asked to comment on various aspects of the school's provision through the annual parents' questionnaire, which informs the school development planning process and through other surveys from time to time as appropriate. Any complaints by parents must be addressed in the first instance to the headteacher (see Complaints Policy).

Pupils who are able to, complete an annual pupil questionnaire which also informs the school development planning process.

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

The governing body is committed to providing in-service training for all staff employed at the school. The purpose of the training is to improve the skills and expertise available to meet the needs of the pupils for whom the school makes provision. Further information is available in the school's Appraisal/Performance Management and staff development policies.

The school has specific expertise in the education of pupils with learning difficulties. It continues to develop this by working closely with colleagues in other similar schools within Gloucestershire through GASSH (Gloucestershire Association of Special School Headteachers), the SLD schools' heads' group, deputies' group, the Challenge and Support group (including early years and KS4 groups), subject specific working groups, the governors;' collaborative partnership with the other SLD schools; as a member of a cross border group with three local special schools in other authorities and through SWALSS (South and West Association of Leaders in Special Schools).

Where pupils have sensory impairments school staff are supported by advisory teachers with specific qualifications in visual, auditory or multi-sensory impairment as appropriate. The linked educational psychologist works with the school particularly in relation to the statutory assessment process or where additional advice outside of the school's own resources is required. Priorities for the allocation of educational psychologist's time are planned by the headteacher and educational psychologist.

The school is committed to working in close partnership with the parents of its pupils as it is vital that staff and parents work closely together to ensure a consistent approach to meeting the child's needs.

There are formal links with parents and carers through the annual review, reports and parents' evening.

There are informal links with parents through the home-school diaries, class newsletters, termly whole-school newsletters, telephone calls and informal meetings, parents' attendance at social and friends'; events and school or class coffee mornings or parents' assemblies

This partnership is also described in the Home/school agreement.

The governing body includes up to four parent representatives.

The school employs its own Parent Support Worker (PSW) for four days a week. She is available to parents with any queries or difficulties and may refer or signpost pupils or parents on to other agencies who may be able to support them. She organises regular coffee mornings for parents – some as 'drop ins' at dropping off time in the morning and some more formal meetings with outside speakers. She also organises training and workshops for parents.

An extensive network of links with other schools supports the provision made at Paternoster. There are planned opportunities for pupils in all age groups to attend sessions in local mainstream schools if this is appropriate to their needs. The majority of these links take place with primary and secondary schools within the Cirencester clusters but links are also arranged on an individual basis with other schools as appropriate. There are links with local mainstream schools for particular projects such as dance or drama or art. There are also sporting links through the schools' involvement with the School Games Organiser and special schools' sports events such as swimming gala and athletics. If pupils are thought likely to be successful in a mainstream school on a permanent basis then an individual transition programme is planned for them.

The school council takes part in conferences with pupils from special and mainstream schools.

For Key Stage 4 pupils, close links are maintained with the providers of post 16 education - this includes visits and link programmes. The Youth Support service is closely involved with students in this age-group and provides input into the curriculum and on-going advice and support to students and their families.

Transition Pathway Plans are created, reviewed and amended during Years 9 -11. In Year 11 a representative from adult social services is invited to support transition to adult services. As students move on from school every effort is made to prepare them through a series of visits and the provision of information to the receiving placement.

The school provides an outreach service to support pupils with SEN in mainstream schools and Early Years settings across the county, through the local authority's 'Traded Services'. Linked to this, mainstream pupils with special educational needs may attend Paternoster school part-time for particular lessons, supported by their mainstream school teaching assistant, in order to support their development in a particular curriculum area.

Pupils and students from local secondary schools and colleges are accepted for work experience and placements at the school.

Health authority colleagues working within the school are an essential part of the provision made by the school. The roles of the school nurse, physiotherapist, speech and language therapist and occupational therapist are vital to the effective delivery of a relevant curriculum for pupils. A range of other professionals support the work of the school and the provision for the pupils. These include the Children and Young People's Service (incorporating CAMHS - Child and Adolescent Mental Health Service), Youth Support, specialist epilepsy, respiratory and endocrine nurses, consultant paediatricians, school dentist and wheelchair service. The designated social worker for pupils with special needs in our area is part of the local Targeted Support team, based in Cirencester. The team also includes Educational Psychologists and Lead Professionals linked to social care who may lead on CAFs (Common Assessment Framework) for some pupils.

We also work closely with staff from respite provision used by our pupils and welcome them into school to share practice.

Links with voluntary bodies or other services include:

Riding for the Disabled Association – Talland, Cerney Wick and Coates riding stables

Music Space (provide Music Therapy)

GL1 leisure centre

Cirencester Leisure centre

Local businesses

Brewery Arts

Zurich

Cirencester volunteer bureau

Rotary

Round Table

Cirencester Opportunity Group

Noah's Ark Children's Venture (Macaroni Wood)

PGL

Scrubditch Care Farm

This policy links to the following school policies:

- Safeguarding
- Assessment, Recording and Reporting
- Teaching and Learning
- Behaviour
- Physical Intervention
- Performance Management/Appraisal
- Staff development
- Induction
- Equalities
- Governor Induction
- Complaints

Revised October 2013