



APPLEBEE WOOD COMMUNITY SPECIALIST SCHOOL

RESPECT | BELONGING | TRUST | RESILIENCE | ASPIRATION

SEN POLICY

Philosophy and purpose

This policy is purely an outline of an approach to special educational needs. For a more detailed insight into the work we do in meeting the very individual needs of children at Applebee Wood School please visit our website at applebeewood.co.uk There you will find a wealth of information about our school that couldn't possibly be encapsulated within this policy.

Provision

Applebee Wood School is a Local Authority Maintained Day School for pupils with generic learning difficulties (LD) aged 4-16. In addition to their learning difficulty, some of our pupils also have medical needs which are managed by the education staff with support from outside agencies.

Mission Statement

Applebee Wood Specialist School is at the heart of the local community. We are passionate about promoting inclusion with specialist knowledge and expertise.

Facilities

The school is situated in Lostock Hall and caters for pupils with Education Health and Care Plans from the wider community. Arrangements for the transport of pupils to and from school are made by the local authority special education transport department at County Hall Preston. The school buildings comprise of a single story main school building.

The main school has:

- 16 class bases
- Science Lab
- Visiting Therapist Room
- Library
- Sensory Light and sound
- Sensory Movement room
- Intervention room
- Multi-purpose school hall
- Some fully adapted toilet areas providing hoisting equipment for the safe moving and handling of pupils.
- Early Years playground
- Main playground
- Sensory garden
- Cycle track
- Outdoor gym
- Horticulture area
- Meeting Place

Some toilet areas are fully adapted for wheelchair users.

Three school minibuses, one with lifts and provision for wheelchairs, are available for transporting pupils on educational visits. We also have X2 9-seater cars.

Admission

Applications for admission to the school are made via the Area Assessment Support Officer, following the assessment procedures and consultation processes which result in the issuing of an EHCP. Planning meetings are held to consider the applications and priority is given to children within the school's area. Full details can be found on our school website.

Local Offer

Visit [**applebeewood.co.uk**](http://applebeewood.co.uk) to view our local offer.

The main resource of the school is the staff and this is set at a high level to ensure full access to educational provision and care of the highest standard. Each class has a teacher and Level 3 teaching assistant with at mixed level of teaching assistants with clearly defined roles and responsibilities dependent upon the need in the class. This team plans and works together to meet the individual learning, care and behavioral needs of all the pupils in the class.

High staff commitment to the school's philosophy and values are prioritised staffing appointments are made with this in mind.

The school is well resourced and we always identify new and innovative ways in which we can adapt our curriculum and resources to ensure all of our pupils can fully access their curriculum.

The school is also a registered charity and is very well supported by families, friends and local community who generously give their time and energy to ensure Applebee Woods pupils have access to wonderful resources to aid learning and enhance life experiences.

Professional Development-see policy

Professional development opportunities are available for all staff relating to their specific subject areas or other identified areas of personal and professional development. All staff have access to specific training in relation to communication aids, first aid training attention autism and intensive interaction. Some of the staff have completed a course of instruction on the safe driving of the minibus and safe moving and handling pupils. All of the staff are trained in the use of Team Teach as a means managing pupils' behavior in a safe and appropriate manner. Many TAs have undertaken training to manage medical and care needs of some of our pupils. Staff are encouraged to gain additional qualifications wherever possible. At all times there is an extensive staff development program in place.

Support staff

The school seeks to ensure appropriate involvement from colleagues in relation to the provision on each pupil's statement. This support is delivered both within and outside of the class base.

All pastoral management, care plans, speech & language therapy programmes etc... are fully incorporated into a pupils daily routine.

The following professionals support the school:

- Health care assistant
- Clinical Psychologists
- Sensory processing therapist
- Social Workers
- Advisory teacher of the hearing-impaired
- Advisory teacher of the visually impaired
- Special educational needs and disability officers
- General and specialist advisers
- Physiotherapist
- Occupational therapist
- Health Visitors
- Part Time Speech & language therapists
- Transition Support Worker
- Family worker

The school has established good links with other schools, mainstream and special and local industries, businesses and organisations.

Parental involvement

We pride ourselves on fostering good relationships with our parents and families and have been awarded a LPPA (Learning Parent Partnership Award) for our work in this area.

We encourage parental involvement in all aspects of their child's learning and maintain links with parents through phone calls, home/school diary, home visits and the class blogs.

A detailed Annual Review is prepared each year and parents are invited into school to discuss their child's progress. Termly targets identified via the child's Individual Education Plan are shared with parents.

Parents Evening provide further opportunities to meet with parents. Open Afternoons give parents the opportunity to come into class and participate alongside their child in their learning.

Parents have access to Evidence for Learning; an online platform celebrating children's achievements and progress. Performances, special assemblies and awards celebrations are well attended by parents. We have a Family Support Worker in post to provide additional support to parents and children and strengthen early intervention and safeguarding.

Identification of pupil needs

Pupils are assessed upon entry to the school using a range of assessment tools (see assessment, policy). The baseline assessment takes an average of 6 weeks to complete and the overall assessment will inform the type of curriculum and the provision that an individual pupil will need. Evidence for learning is used to monitor pupil progress towards IEPs and outcomes of the EHCP. Pupil progress and provision is reviewed termly and any changes required are made. Strengths and needs are reviewed annually as part of the annual review of the EHCP and recommendations are made to the local authority if there is a change in need and/or provision.

Curriculum Policy Statement.

Visit applebeewoodschool.co.uk and click on key Information to see our Curriculum.

Applebee Wood Community Specialist School aims to provide an interesting, motivating and engaging curriculum that meets the very individual needs of all of our pupils and

- promotes the spiritual, moral, cultural, mental, and physical development of pupils at school and of society.
- prepares pupils for the opportunities, responsibilities and experiences of adult life.
- Personalised timetables to meet very individual needs.

Within our lower school department we plan a curriculum based around termly themes. However, this is only the tip of our true, wider curriculum and a great emphasis is placed upon incorporating the following areas into the daily curriculum:-

- Communication
- Self help skills
- Independence skills
- Life skills
- Work experience, industrial and college links
- Swimming

- Rebound flexibounce therapy
- Postural management
- Inclusion
- Sensory dance
- Sensory integration
- Care plans
- Intensive interaction
- Swing Therapy
- Input and advice from the Physiotherapist, Occupational Therapist, Speech and Language Therapist where appropriate
- Sensory circuits
- Attention Autism

DELIVERY OF THE CURRICULUM INCLUDE:

Please see curriculum intent, implementation and impact documents on the school website.

CLASSES - presently SIXTEEN organised, as far as possible, into EYs class reception); Key Stage 1; Key Stage 2 (4 classes); Key Stage 3 and Key Stage 4.

WHOLE CLASS – Pupils are taught alongside their peers as a whole class. The class teacher ensures differentiation meets the needs of all pupils.

GROUPS - based on developmental level or need in other areas. Those pupils who benefit from a multi-sensory curriculum and provision will be educated together to focus on their communication and physical development needs.

SMALL GROUPS - one or two pupils, with similar specific needs who will benefit from a more intense staffing ratio. This will include pupils who need physical management in order to access a particular activity and pupils whose attention span may be very short or who have not, as yet, developed skills of continuing an activity without prompts from adults.

INDIVIDUAL - 1:1 (and sometimes 2:1) attention from staff in order for very specific programmes to be implemented.

- Personalised timetables

Educational activities will be provided at home or hospital for those children who are too poorly to attend school. These activities will be delivered by education staff, carers and family members.

The curriculum will also be delivered through out-of-school experiences and activities, shared learning opportunities with mainstream peers within the mainstream school or at an alternative provision and work experience placements and vocational courses at Colleges of Further Education, where appropriate.

Appropriate careers education and advice will be included in the curriculum from Key Stage 3 to year 11 pupils.

Appropriate sex and relationship education is included in consultation with parents, the Governing Body and Community Health personnel.

Religious Education is included for all pupils unless parents indicate otherwise. The RE programs of study will follow the LEA advice but is modified accordingly to be appropriate to the conceptual levels of pupils.

The planning of lessons and assessment and recording of progress differs according to the method of delivery for the subject or area.

Extra-curricular activities.

Residential - school holidays

Learning for leisure- outward bound courses, bowling, restaurants. Educational

outings - theatre, museums, SPACE, local interest locations. Community links- other

schools, local colleges

Aesthetic and creative experiences within school- performers, shows, workshops bought in by school.

Lunchtime Clubs Holiday

Club.

Monitoring and evaluation

The leadership team and the governing body have a shared understanding of and vision for the achievement of children at Applebee Wood School. They have systems in place to ensure that standards of achievement are as high as possible. They have an accurate understanding of standards and achievement and how progress can be promoted through school improvement priorities.

Governors are informed and knowledgeable about developments in curriculum planning and school policy. As the needs of the 21st century SEN child changes leaders will regularly review the curriculum before it continues to meet the needs of all our pupils. We will always strive to find new and creative ways to provide new and innovative ways of teaching which allows us all to experience more, remember more and do more.

**Revised
To be reviewed**

**January 2024
January 2025**