



## **SPECIAL EDUCATIONAL NEEDS POLICY**

All references to statements removed from policy other than \*

### **SEND Code of Practice**

This policy was co-produced with families, children and young people and is compliant with the SEND Code of Practice meets the requirements for SEND in line with the SEND Code of Practice 2014.

### **Philosophy and purpose**

Red Marsh School's mission statement is to provide fantastic teaching and learning in an environment where learners are cared for, valued and respected.

These are the values that underpin everything we do at our very special school:

**Learn** - being active learners

**Care** - caring and valuing everyone

**Challenge** - doing our very best

**Share** - sharing equally and openly

The schools mission statement and values are embedded throughout this policy.

### **The aims of the policy**

The policy aims to fulfil the school's mission statement, purposes and values as outlined *above and on our website*:

In particular the policy aims to ensure that the provision we provide:-

- Ensures fantastic teaching and learning
- Ensures all learners are challenged and enabled to do their very best
- Maximises the progress of all our learners
- Is accessible for all and meets the individual SEN of all our learners
- Is regularly monitor and reviewed to ensure we are providing the best and most appropriate provision to meet the needs of all our learners.

### **Admission to the school.**

As a Local Authority maintained Special School, we are governed by the admission arrangements laid down by Lancashire County Council. All learners seeking admission to school will have or will be undergoing an assessment for an Education Health and Care Plan (EHCP). On receipt of a request by a parent or carer to the area office, Tel: 01524 581138, for a possible place at school the following procedures will apply:-

- A visit to the school by the potential learner and her/his parents or carers, this visit can, if a referral is made, be supported by a member of the Special Educational Needs and Disability Information Advice and

Support Service. More information can be found on the SEND local offer website.

- Discussion at the area panel meeting, held termly by the Local Authority SEND team, at this meeting a review of the documentation relating to the learner is discussed.
- If parents/carers, professionals, the local education authority and school agree that a place is appropriate and the EHCP is in place then an admission date will be agreed.

### **Identification, assessment, monitoring and review procedures.**

All learners at Red Marsh School have an EHCP. EHCPs are formally reviewed each year in line with the guidelines of the current Code of Practice. The EHCP can be reviewed more frequently at the request of anyone working with the learner. In line with current legislations, for learners aged 2 – 5 the EHCP is reviewed every 6 months.

The EHCP and, subsequently, the Annual Review is used to inform the Pupil's Personalised Learning Intention Target (PLITs), which are drawn up for every learner in school. The PLITs are monitored and reviewed five times a year. Interim reviews can be held according to need.

### **Context**

Red Marsh School is situated in Lancashire near to the town centre of Thornton. The larger centre of Fleetwood is nearby as is the Wyre estuary and surrounding country side. *Red Marsh School* offers places for learners aged 2 – 19. Learners have a wide range of needs including a small number of learners with Moderate Learning difficulties (MLD), learners with Severe Learning Difficulties (SLD), learners with Autism (ASD) and learners with Profound and Multiple Learning Difficulties (PMLD). Throughout the school some learners have additional needs arising from sensory impairments and physical disabilities.

### **Facilities**

School is a fully accessible purpose-built, recently modernised single storey building with a calm and friendly atmosphere.

The school building comprises of:

- Well-resourced classrooms including a nursery and two Sixth Form bases
- Access to age appropriate play and or leisure areas
- Access to a food technology room
- A large hydrotherapy pool for swimming lessons and water therapy sessions
- A sensory room
- A wide range of inclusive technology
- Fully accessible toilets and changing facilities
- Two mini buses, with lift and provision for wheelchairs, are available to facilitate learning in the community

- A kitchen that prepares healthy lunches, all lunches can be adapted to meet dietary and or feeding requirements
- A gastrostomy food preparation area
- An exercise track and orienteering track
- Horticultural area, with polytunnel, where learners are encouraged to grow their own food
- Therapy and health care bases
- An immersive learning zone
- A developing forest school.

For learners who live in Lancashire and attend their nearest special school the LEA provide accessible transport with an escort for the transport to and from school. Specialist transport is available if a need is identified as part of a risk assessment agreed by the LEA.

### **Allocation of resources.**

Resources within school are allocated according to the principle of equality of opportunity taking into account the individual needs of each child as identified in their EHCP, banding documentation and the schools provision mapping.

Where a learners' EHCP indicates the need for additional resources to those specialist resources we provide for all our learners or where need is identified following a formal assessment and review, resources will be allocated as soon as possible.

### **Access to the curriculum**

To ensure equal opportunities and maximise the progress of all our learners the school has a curriculum that develops pupils PLITs whilst ensuring an entitlement to a broad, balanced and stimulating curriculum matched to the age of the learner.

Our curriculum ensures:

1. The needs of an individual, as outlined in their EHCP are met. The personalised curriculum is broken down into PLITs identified in the annual review and set five times a year. The personalised curriculum is designed to address the holistic needs of the individual learner. As part of this curriculum a wide range of interventions are available which are matched to individual need.
2. All learners have a broad balanced, stimulating and an aged appropriate curriculum and includes the EYFS Framework in the Early Years, National Curriculum in Key Stages 1 - 4 and an accredited curriculum in Key Stage 5 which focuses upon preparation for life beyond school. Personal and Social development is seen as a core subject area across all departments.

The curriculum is resourced and funded through budget allocation given to class teachers and subject leaders. Priorities for funding are identified in the Schools Development Plan and the School Improvement Plan.

See school curriculum and organisational policy for further detail

### **Staffing**

A dedicated, experienced staff team work hard to ensure the curriculum is accessible and all individual SEND needs of learners are met. Staff are the school's main and most essential resource. The staff learner ratio is set at a high level to ensure full access to educational provision and care for all our learners. Each department or class has a teacher and at least three teaching assistants. Where need is identified, following a formal assessment and review, enhanced staffing levels can be allocated.

A review of staffing and class groupings takes place each summer term or as necessary this considers:-

- The effectiveness of the current class organisation and its impact on pupil progress
- The implications of the leavers and the new intake of learners.
- The available resources.
- Broad banding of age groups

### **Specialist Multi agency support**

Red Marsh School is served by professionals from a wide range of services. These include a full-time health care team, on site, who play a vital role in the health and welfare of learners. An Educational Psychologist, a Clinical Psychologist the specialist services of Physiotherapists, Occupational Therapists and Speech and Language therapists. Social services including the Transition Team also play a key role within the school. In addition Advisory Teachers of the Hearing Impaired and Visually Impaired support learners with identified need. The school also works with a specialist music and sensory teacher. All visiting professionals are part of our multi-disciplinary team, working together to improve the learning opportunities of all our learners

### **Community Links**

All learners benefit from planned inclusion links with mainstream schools, local colleges businesses and visiting members of the community.

### **Integration of learners within the school.**

All classes from EYFS to KS 4 are broadly grouped according to age. In the senior department and the Sixth Form department setting may occur if deemed appropriate. Broad setting occurs in Sixth Form to ensure challenge for the wider ability range that forms this cohort of learners.

### **Arrangements for SEND in-service training.**

All our staff have SEND in-service training, this begins with a rigorous induction programme supported by experienced mentors. The Deputy-head teacher produces plans and co-ordinates appropriate in-service training for all staff on the basis of the requirements of the School Improvement Plan and the individual needs of staff and learners.

### **Partnership with parents/carers \***

The school values the strong relationship built between parents/carers and school staff; believing that the sharing of information between home and school is essential in ensuring all our learners are challenged to meet their true potential in all aspects of learning. School has many opportunities for parent/carer links including:

- Annual Review or EHC Plan meetings
- Meet and Greet the teacher evening
- Parent/carer evening
- End of Year Reports
- Interim meetings
- Parent Teacher and Friends Association (PTFA)
- Parent / carer workshops
- Coffee and Chat afternoons with other parents our therapy team and our home school link worker
- Home School diary
- A regular programme of events for parents/carers to attend for example Sports day, Christmas productions etc.

In addition parent/carers are encouraged to ring or visit school if they require support, have any concerns or wish for further information regarding their child. To ensure optimum engagement with parent/carers the school is audited through the Leading Parent Partnership Award (LPPA) and has successfully been accredited with LPPA status. If a parent/carers requires support accessing information or attending school steps will be taken where practical to provide support

\*2020-21 many of the above are being held virtually. Unfortunately opportunities such as PTFA events have not been able to take place this year due to our Covid risk assessment.

### **Complaints about SEND provision at Red Marsh.**

Your child's named teacher will be happy to help you with any worries, concerns or complaints you may have. Please feel free to contact the Headteacher or Governors should you feel that this is necessary. A copy of the Complaints Procedure is available from the school office and the schools website.

### **Day to day operation of S.E.N.D policy**

The responsibility for the day to day operation of the policy lies with the Headteacher and through her with the staff of the school.

### **Evaluation of this policy.**

This policy is evaluated annually as part of the school's review procedures.

Reviewed: Spring 2021, 2022

To be reviewed: Spring 2023