

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **INTRODUCTION**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

#### Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2014, p5)*

This policy complies with Section 69(2) of Children and Families Act 2014 and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

St. Nicholas School is an all age (5 – 19) community day special school designated to meet the needs of children and young people (5 – 19) who have profound, severe or complex learning difficulties. The school also makes provision for primary aged pupils who have a combination of autistic spectrum disorders and severe cognitive impairment.

The school manages the Mary Sheridan Assessment and Observation Unit for Pre-School children with Special Educational Needs based in the Children’s Day Centre at the Kent and Canterbury Hospital.

The provision for students aged 16-19 is within the school’s own building on the campus of Canterbury College.

Since 2010 the school has admitted a larger Y7 cohort and had a ‘satellite class’ in a secondary school. The pupils are admitted to St. Nicholas School and the school in consultation with parents and carers agree if the satellite class is the most appropriate learning environment for the pupil. Satellite class pupils are part of St. Nicholas School and access the specialist resources and facilities of the school as well as using the class base and inclusion opportunities presented by being co-located on a secondary school site. This programme extended into Key Stage Two in September 2015 when a partnership with Chartham Primary School was established with the support of Kent County Council.

### **ADMISSIONS PROCEDURE**

All of the pupils at St. Nicholas School have been referred to us by the LEA and have an Education, Health and Care Plan (EHC) or a statement of special educational needs (SSEN) which names the school

as the most appropriate placement. The present roll is 227 with the LEA providing further funding for outreach and in-reach support to enable pupils with EHC/SSEN with learning difficulties in mainstream schools to benefit from the expertise of the school. Traditionally the school has served the Canterbury City and surrounding areas. These arrangements cannot be changed without the agreement of the governing body and the LEA. Prospective parents are always invited to visit and discuss the needs of their child and once it is clear that a place has been offered more formal meetings are arranged. For pupils at St. Nicholas School their main presenting special educational need will be profound, severe or complex learning difficulties but they may well have additional needs. St. Nicholas will conform with the admission procedures and agreed outcomes of the Special Schools Admissions Policy agreed by Kent County Council.

As part of the Government's reforms around special educational needs (SEN) and disability, local authorities are required to publish a local offer showing the support available to disabled children and young people and those with SEN and their families/carers. The link to this information is on the school's website.

## **POLICY IN PRACTICE**

### **ASSESSMENT AND REVIEW OF PUPILS**

#### **ANNUAL REVIEWS**

All of the pupils at St. Nicholas School have an EHC or a statement of Special Educational Needs drawn up by the Education Authority which summarises the multi-professional assessments of the pupil's educational needs and details the types of provision that ought to be in place to address these needs. The statement is reviewed yearly and looks at:

- The special educational provision made for the child or young person to ensure it is being effective in ensuring access to teaching and learning and good progress
- The health and social care provision being made for the child or young person, and its effectiveness in ensuring good progress towards outcomes
- The continuing appropriateness of the EHC plan in the light of the child's or young person's progress during the previous year or changed circumstances, and whether changes are required including any changes to outcomes, enhanced provision, change of educational establishment, or whether the EHC plan should be discontinued
- Setting new interim targets for the coming year and, where appropriate, agreeing new outcomes

Each pupil has a provision plan which details the how the educational programme will be delivered at St. Nicholas School which clearly shows the targets and review procedures. Teachers, other professionals, parents and carers and the pupil as far as is possible are all involved in the process of deciding the targets. The same pro-forma is used for all pupils and it is discussed and agreed at the Annual Review meeting.

Pupils operating with the most complex needs will have their assessments and targets set within the 'Shared Goals' programme. This is a multi-disciplinary team that meets with parents and carers three times during the year to agree the learning priorities for the pupil and set specific targets to achieve them.

The annual review meeting will on the anniversary of the EHC Plan. The parents and carers will be invited to the meeting and where it is appropriate the pupil also will be at the meeting. They will have

completed their 'dreams and wishes' ready for the meeting when the pupil's progress against the outcomes and targets set the year before will be discussed with the class teacher and reviewed and new targets set. The meeting will be chaired by a member of the school's senior leadership team. The previous year's targets will have been reviewed at the end of terms 2, 4 and 6.

## **ANNUAL REPORTS**

The Annual Reports for all of the pupils at St. Nicholas are produced in term 6. It uses the format of the St. Nicholas version on Reportbox. All reports are seen by the appropriate Key Stage Manager and the Headteacher reads and signs them all. They are distributed prior to the parents' consultation evening in July each year. The reports detail the pupils' achievements over the academic year and provide data on their progress. This complements the presentation afternoon for KS4 and KS5 when all of the accredited course work is reported and celebrated and the final assembly of the year when each pupil's efforts are recognised.

## **ASSESSMENTS**

The school has an Assessment, Recording and Reporting policy. This details the purposes of assessment, the uses to which it is put and the ways in which the pupils may be involved in the process.

The school assesses all pupils at the end of each key stage and reports to parents on their child's progress. At Key Stage 4 and Key Stage 5 there is a range of entry level accredited courses that the pupils are entered for at the level appropriate to their attainment.

## **P LEVELS AND TARGET SETTING**

The school uses the QCA P levels to benchmark and then set targets for the yearly performance attainments for all of the pupils in the school. This process feeds into the school development plan as it highlights curriculum areas for review and development. Pre-school, Reception and Year 1 follow the Early Years Foundation Stage curriculum and assessment framework.

## **THE CURRICULUM**

For all of the pupils in the school the subjects of the National Curriculum, together with Religious Education, form the basis for the whole curriculum. This also must include other priorities including additional activities, a range of therapies provided by and in consultation with professionals with expertise in the areas of Speech and Language Therapy, Physiotherapy, Music Therapy and Occupational Therapy, cross-curricular elements and extra-curricular activities. For those pupils who are in the reception class there is the Foundation Curriculum and for those in the 16-19 FE unit there is a full three year programme. Multi-cultural aspects of the curriculum will be addressed.

We seek to address the individual learning needs of all the pupils and provide a broad and balanced curriculum as an entitlement for everyone in the school. Flexibility in terms of balance within the curriculum is also important if we are to ensure relevance for individual pupils at different stages of their school careers. Therefore in our practice it will be the case that not all the school's pupils will necessarily experience all aspects of the curriculum all of the time. Balance in the whole curriculum should reflect the needs of the pupils at various age-related stages of their school careers. The school takes notice of the QCA 'General Guidelines for the planning teaching and assessment of the curriculum for pupils with learning difficulties'. The school has curriculum frameworks and guidelines for each of the Key Stages and has a policy for Teaching and Learning.

Pupils in the early years benefit from periods of exploratory and guided play, in the primary department these skills are built upon and literacy, numeracy and personal and social education develop while

students in the secondary department will require more emphasis on practical, community based life skills activities including sex education and careers guidance. The differing needs of the individual pupils will also determine the balance of the whole curriculum for them. Pupils with profound and multiple learning difficulties will benefit from a range of sensory activities and also from extended periods devoted to various forms of therapy. Pupils who display challenging behaviours may need individual sessions of intensive interaction before they can participate safely and positively in group sessions. The school uses the MOVE programme for pupils with mobility difficulties. The school has developed a policy (appended) for meeting the needs of pupils with ASD which incorporates elements of the TEACCH programme as well as other approaches. We are introducing the PECS programme for a number of pupils with ASD (and other pupils for whom it is appropriate) with the support of the Speech and Language Therapist. Underpinning all of the teaching within St. Nicholas School is the Sensory Curriculum (revised in September 2016 as the SHINE curriculum) which addresses the specific needs of the pupils who attend here and is supported by guidelines and a specialist teacher.

The schemes of work used will mainly be derived from Programmes of Study for Key Stage 1 (expected outcomes for years 1 and 2) of the National Curriculum. These activities will have been carefully developed in depth to provide continuity, progression and age-appropriate learning contexts for pupils seeking achievement at the earliest levels across the age range. Activities will be taken from the Programmes of Study for Key stages 2, 3, and 4 of the National Curriculum and offers pupils access to relevant, age appropriate material, both at earlier levels and beyond. Many pupils will need to revisit fresh interpretations of Key Stage 1 material throughout their school careers. The key to success in curriculum tasks for our pupils is the way that the task has been differentiated to meet the needs of the individual. It can be by:

- Content
- Interest
- Level
- Access
- Structure
- Sequence
- Pace
- Response
- Staff time
- Teaching style
- Learning style
- Grouping

The balance between all these different aspects of the curriculum for an individual pupil will be determined at the Annual Review in full consultation with the parents of the pupil.

## **SUPPORT FOR EMOTIONAL AND SOCIAL DEVELOPMENT**

The school has a PSHE Policy that addresses the following key areas:-

### **MULTI-DISCIPLINARY WORK**

The school is fully committed to working in partnership with other professionals. There is a dedicated therapist's room with telephone, computer and Internet access. There is a small treatment room available for the therapists to work individually with pupils in. The input of the therapists to the individual educational programmes of the pupil is highly valued as is their skills in assessing and evaluating pupil learning and teaching sessions. Provision is made for the therapists to work in a variety of modes, directly with the pupils or groups of pupils, alongside the teacher and/or other members of

staff, or advising on teaching programmes. As many of our pupils have complex medical needs close liaison with the school nurses and the doctors and consultants working with the pupils is essential. The school doctor holds clinics each month at the school. Trans-disciplinary work for the Mary Sheridan Centre is carried out on a regular basis as all therapies and multi-disciplinary teams are based within the Children's Assessment Centre

A number of our pupils also have specific dietary needs and we work closely with the school cook and her kitchen staff to ensure that both these requirements are met and that also mealtimes are successful and enjoyable educational experiences for all our pupils.

It is necessary also to maintain close links with the Social Services Department and to work closely with social workers in relation to a number of our pupils.

### **PROVISION MAPPING**

The school delivers a core curriculum and then any additional services, programmes and resources allocated to meet the specific needs of the individual pupil are detailed in their provision map.

### **PARENTS AS PARTNERS**

The school is fully committed to working in partnership with the parents and carers of all the children and young people who attend. The school has a Partnership with Parents Policy.

### **COMPLAINTS FROM PARENTS OF PUPILS CONCERNING THE PROVISION MADE AT THE SCHOOL**

The normal arrangements for the treatment of complaints at St. Nicholas are used for any complaints about provision. We encourage parents to discuss their concerns with the class teacher, the Key Stage Manager or the Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

See St Nicholas School Complaints Policy.

### **STAFF DEVELOPMENT**

St. Nicholas School is fully committed to the development of the teaching and non-teaching staff so that the specialist skills and knowledge necessary for the delivery of high quality education for our pupils are continually being updated and reviewed.

Through the School development and Improvement plan a Training Plan is set up with agreed targets. In addition the school operates an induction programme for new members of staff. The school has a Staff Development Policy. The school has the Investor in People mark and has yearly reviews of the standards.

All staff is trained in safeguarding, Makaton awareness, early communication, moving and handling, positive behaviour management, autism awareness and sensory approaches to learning. There is a programme of curriculum support training in addition. The school's development plan will highlight training areas that will be the focus of the five Inset days each academic year. Senior managers in the school have additional training expertise and deliver in the PECS, autism, Proact Scip, Intensive Interaction, Makaton and MOVE programmes to the staff.

All teachers undertake additional training in SEN when they start at St. Nicholas and a number have gone on to Masters level qualifications.

## **INCLUSION**

The school is committed to inclusive education and this is demonstrated in its internal organisation and by its relationships with mainstream schools. All of the classes in the primary phase at St. Nicholas are mixed-ability. In the secondary phase there is needs-led grouping. There are also a number of pupils who have links with mainstream schools where they spend a part of the week at St. Nicholas School and part at the mainstream school with support provided by the Teaching Assistants. The success of these programmes requires close working between the pupil, the schools and the family of the pupil. These programmes are reviewed annually.

The school also operates an 'outreach' programme, which can support pupils with profound, severe and complex learning difficulties who have mainstream school placements. There is also an 'in-reach' programme which enables pupils in mainstream schools to access particular teaching sessions or programmes delivered at St. Nicholas School. Children at the pre-school in the Mary Sheridan Unit have shared placements with mainstream nurseries or playgroups.

The school's 16-19 FE Unit is located on the campus of Canterbury College in purpose built premises. This enables the group to follow a much more inclusive programme and access a wider range of college facilities and areas.

The school has partnerships with The Canterbury Academy, The Spires Academy, The Community College Whitstable, Herne Bay High School and Chartham Primary School for satellite class provision. The school has a partnership with The North School to access accredited courses in land-based studies.

## **GUIDELINES FOR THE EDUCATION OF SICK CHILDREN**

These guidelines describe how St. Nicholas School will meet the needs of pupils who are absent from school because of their medical needs.

This policy applies to all pupils whose absence is greater than 15 days or who have on-going conditions supported by specialist medical opinion which necessitate long periods at home.

The school monitors attendance and families will be contacted if there is not a message sent into school giving a reason for the pupil's absence.

When a pupil is away for an extended period of time, then the Headteacher or a teacher delegated with the responsibility by the Headteacher will make contact and arrange a meeting to discuss the pupil's education. The meeting will be multi-agency to ensure that the family have all the support required.

The discussion will cover:

- The nature of the medical needs of the child
- The likelihood of their return to school
- The possibility of phased or part-time education to facilitate their return to school

- Any adaptations to the school or its procedures to facilitate return
- The St. Nicholas Outreach Programme providing resources and activities for the family to use at home
- Outreach team members working in the home with the pupil
- The views of the pupil
- Other agencies support to the family

There should then be a plan to ensure that the pupil's educational needs are addressed, their return to school facilitated and a review date set so that the plan can be monitored.

### **MONITORING AND REVIEW**

This policy will be monitored on a yearly basis by the Head Teacher to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

### **EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES**

St Nicholas School, in all policies and procedures will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

### **LINKS TO OTHER POLICIES**

<p>Safeguarding          Health and Safety          All curriculum subjects/ Single Equality Scheme          Teaching and Learning/ Monitoring and Evaluation          Complaints Policy</p>
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<p>DANIEL LEWIS reviewed term 3 2018</p>
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