



Policy Name: SEN

Date of Policy: 01/11/2004  
Reviewed Date: 22/06/2016  
Review Period: 2  
Responsible Person: Sarah Edwards  
Governor Approval:

6/24/2016

x 

Chair Of Governors

Signed by: [abradley@springwater.n-yorks.sch.uk](mailto:abradley@springwater.n-yorks.sch.uk)

## **SPECIAL EDUCATIONAL NEEDS FOR WHICH PROVISION IS MADE**

Springwater School provides for pupils from the age of 2 years to 19 years who have a wide range of severe learning difficulties. Pupils may experience additional needs associated with medical conditions, sensory impairments, physical and neurological impairments and autistic spectrum disorders. Almost all pupils have an Education Health and Care Plan. Rarely pupils are placed on an assessment basis, and as a consequence without an Education Health and Care Plan (EHCP). This can occur because they have recently arrived in the country, or because their EHCP is not yet finalised. The assessment period will allow for completion of the process.

## **OBJECTIVES**

1. To ensure that all learners individual and special needs are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.
2. To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress from their starting point.
3. To recognise and record students' strengths and successes to encourage a positive self-image.
4. To ensure that staff with leadership and management responsibilities, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.



Policy Name: SEN

## **STRATEGIES**

- Regular monitoring, evaluation and review carried out by the leadership team will ensure that our aims for learners' individual and special needs are met to the highest standard.
- All teachers at Springwater School are teachers of pupils with special educational needs and have appropriate skills, training and expertise to meet a wide variety of Special Educational Needs. They follow appropriate practices and procedures linked to the SEN Code of Practice.
- The governing body ensure that parents are appropriately involved in procedures and practices related to SEN and that the provision identified through the Education Health and Care Plan is secured.
- Training opportunities will be provided for staff, to raise awareness of and provide practical examples of suitable curricular materials.
- A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short term individual withdrawal, monitoring and production of appropriate teaching and specific advice to teaching and support staff.
- The positive achievements of learners will be recognised and celebrated, in line with the school's policy on assessment reporting and recording.
- Learners will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

## **FACILITIES**

The school was built in the 1960's and has since been extended and improved. The single storey accommodation on a level site is fully accessible to wheelchair users and those with restricted mobility. There is one classroom space located on a first floor. This is accessed by a platform lift.

Specialist facilities include: an interaction zone; sensory woodland walk; enclosed play areas with safety surfaces; use of a minibus with seat belts and tail-lift access.

The school is well resourced, offering good ICT facilities including interactive whiteboards, a range of communication aids, access and control switches and computer access to appropriate software.

The school has a pool / training pool with a Jacuzzi, swim jet and hoist access.



Policy Name: SEN

## **ADMISSION ARRANGEMENTS**

All pupils admitted to Springwater have an Education and Health Plan. Through LA procedures school has been identified as the appropriate placement. Some pupils are taken on an assessment placement. Parents are involved in this process and are kept informed at all stages. Families who are considering Springwater as a placement for their child are welcome to visit.

Pupils start school at various times according to their needs. Some begin at a pre-school age, others join part way through the year, are older or join the Post Sixteen provision from other special educational settings. Many pupils join school from mainstream settings. An Assessment and Reviewing Officer, the school staff or SENDIASS can support and advise at this time of transition.

## **IDENTIFYING AND REVIEWING NEEDS OF PUPILS**

Pupils will have had a full multi-disciplinary assessment in order to draw up their Education Health and Care Plan. The Plan will be reviewed at least annually and recommendations for any changes or amendments will be forwarded to the LA. The review meeting is held in school and is chaired by a senior member of staff and attended by parents, class teacher and other professionals involved with the child. The school report and any other updates provided by professionals involved with the pupil are sent to the Local Authority after the meeting takes place. As part of the process the school review the Assessment of Need document (Cando) and the Complex Needs Matrix which identifies the amount of time, resource and training each area of need requires. This type of document is only used with the most complex of pupils. Parent's views are considered and recorded and where possible parents are encouraged to make a written contribution before the meeting. The meeting will consider: 'What's going well?', 'What's not going well?' the support required for the pupil, pupil views and parents' views. The meeting is pupil centred. The previous outcomes held in the Plan are reviewed and those involved contribute their views on whether these have been achieved. New outcomes are suggested if this is appropriate.

The majority of pupils remain at school until they are 19 and arrangements for their transition from school are reviewed and revised during the final few years of schooling. If it is evident that different provision would better meet their needs, then planning meetings would be held with the parents and an appropriate transition plan arranged.

Pupil progress is under continuous assessment through analysis of P scale data; CASPA data, teachers' records and through the review of the Education Health and Care Plan.



Policy Name: SEN

Annual school reports are prepared at the end of the school year and teachers review the EHCP ahead of each review meeting. The local authority format for recording an annual review of the EHCP is consistently used. Reports summarise pupil progress through the year and annual assessments using P Scales (8 levels of performance up to National Curriculum Year 1 attainment targets) are reported in the EHCP meeting and through the end of year report.

## **ACCESS TO THE CURRICULUM**

The School makes provision for pupils to access their entitlement to a balanced and broad curriculum. The curriculum has been developed so that it matches the aims for each identified group of learners, addresses individual needs and fulfils statutory requirements.

The curriculum at Springwater School is derived from the following: -

- Foundation Stage Curriculum
- QCA guidance documents
- The subjects and general requirements of the National Curriculum (currently under review at school)
- Primary Strategy
- 14 – 19 Curriculum
- 'Moving On' and other accredited courses
- A developmental and sensory curriculum which includes EQUALS Schemes of Work
- Therapeutic Services and other professional input to meet personal priority needs (for example MOVE)

Primary pupils have access to the Foundation Stage Curriculum and work is differentiated to ensure differentiated coverage of Key Stages 1 and 2 of the National Curriculum through the school's schemes of work. This term (Summer 2016) staff have been trialling a more integrated approach to learning providing a broad theme/topic in which pupils access learning opportunities according to their differing starting points and interests. The intention is to roll out this approach from Autumn 2016 across Key Stage 1, 2,3 and 4 using newly publish Equals Schemes of work which identify core areas of learning for learners with severe learning difficulties and profound and learning difficulties.

Pupils with autistic spectrum disorder follow a curriculum designed to support their specific educational requirements within their own setting or within other classes in school. Specific approaches to support individual learning styles are used and these



Policy Name: SEN

include TEACCH, Picture Exchange Communication System, MAKATON signs and symbols. Where possible an inclusive approach is adopted and those pupils who predominantly require separate daily support for needs on the autistic spectrum are offered appropriate and supported inclusion opportunities within other parts of school. This might include a shared break time on the playground, joining a key stage assembly, using the bistro alongside other pupils or enjoying music therapy alongside a peer.

Secondary pupils follow a differentiated Key Stage 3 and 4 National Curriculum. In the Summer 2016 term, the Head of Key Stage has trialled a more integrated approach to learning following broad themes and providing learning experiences which arise from the starting point of the pupil or their interests. It is intended that this approach will be adopted throughout Key Stage Three and Four from Autumn 2016 incorporating curriculum themes from the new published Equals Schemes of Work.

Post-16 pupils are taught within Springforest 6<sup>th</sup> Form following a themed curriculum with the emphasis on preparation for the future. Teachers provide a rich curriculum and much of the education occurs off site.

### **EVALUATION PROCEDURES**

Governors hold the head teacher to account and the minutes of Full Governing Body meetings demonstrate the evaluation provided through the school context document.

Parents' contributions to Annual Reviews of Education Health and Care Plans and surveys of parental views, provide valuable information on the quality of education.

The school received an outstanding Ofsted judgement in July 2015 and was reaccredited for National Autistic Society Status in 2016.

Pupil progress is carefully monitored by Heads of Department, the Deputy Head and the Head Teacher. The school uses a range of assessment procedures including PIVATS and CASPA which track small steps of progress for each pupil. These target setting devices allow the school to set challenging targets for all pupils regardless of starting point.

### **COMPLAINTS PROCEDURES**

A copy of the North Yorkshire complaints procedure is available on request from the school.



Policy Name: SEN

## **OTHER RESOURCES AND SUPPORT SERVICES**

The Local Authority Inclusion Service provide additional skilled and experienced professionals to work with schools and families. We are able to request the services of educational psychologists, advisers/advisory teachers specialising in specific subject areas and advisory teachers for hearing and visually impaired pupils. This is done through the Single Point of Access which sign posts schools to the right kind of service for the pupil's identified needs.

The school is an assessment and referral base for the North Yorkshire Communication Aids Project supporting pupils from schools in the Harrogate Area.

The school also provides outreach services for North Yorkshire County Council, for pupils in mainstream setting who have severe or complex learning difficulties and disabilities, through an experienced teacher who provides this service for three days a week.

The School works closely with a multi-disciplinary team of physiotherapists, speech and language therapists, nursing staff and a paediatrician who holds clinics on site.

Orthotic clinics are also held monthly. The orthoptist and school dentist make screening checks annually.

Many of our pupils and their families have a designated social worker who will be invited to attend Annual Reviews. Social workers often visit the child in class to enable them to get to know them more fully. Sometimes the school and social workers will need to work particularly closely to support a family through a difficult period or to foster an initiative.

## **PASTORAL CARE AND PARENTAL INVOLVEMENT**

The involvement of parents and carers is a vital element of any child's education. Class teachers and tutors will make every effort to ensure that parents are kept fully informed about progress and achievement at school. This will be done through school reports, parents' evenings, coffee mornings, informal newsletters and home-school diaries.

The success of the School is dependent upon the continuing goodwill and co-operation between parents, governors and staff. Parents are welcome to visit the school and class teachers are always willing to meet parents or talk to them on the telephone.



Policy Name: SEN

Parent Governors make an invaluable contribution to the life of the school and their opinions on proposed developments and current issues are a crucial part of the decision making process.

## **INCLUSION**

Springwater School has developed good-working relationships with a range of primary, secondary and special schools within the authority. These links provide opportunities for pupils and staff to benefit from sharing facilities, resources, training and expertise.

Some pupils are able to attend regular sessions at receiving schools supported by staff from Springwater. Groups of pupils have also had opportunities to complete curriculum modules or to take part in specific projects. Access to specialist facilities and resources by pupils and children not educated at Springwater is frequent and can be negotiated through Outreach services, NYCAP or therapists.

We have continued to welcome pupils from local secondary schools and colleges on work experience placements.

Pupils from other schools may request a placement at Springwater for Work Experience. We accept a small number each year, who often go on to seek vocational qualifications in the area of Special Needs.

## **ACCESSIBILITY**

The recent addition of a covered entrance, school office, waiting area and a visitors' toilet with facilities for disabled users have substantially improved the approach and access to the main school building.

The school has an accessibility plan which identifies steps to be taken to improve access to the building. Recent work has included: building a visitors' toilet with facilities for the disabled; additional ramps to external doors and Woodland Walk; hoists in classrooms and changing areas and refurbishment of personal care areas. There have been adaptations to the entrances to the library and interaction zone allowing greater access and visibility. Where possible a Paxton key fob system is used on doors in order to ensure smooth but secure access around the school building.



Policy Name: SEN

## **EQUAL OPPORTUNITIES**

Springwater School is strongly committed to meeting the diverse needs of pupils from 2 – 19 years of age, with due regard to their ethnic origin, religion, gender, disability and social background. Within the school community we recognise the importance of combating racism and promoting cultural diversity and equality of opportunity for pupils, families and staff.

In Springwater School all learners have special educational needs. They will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEN are included, treated as others, and given appropriate access to the curriculum, teaching and learning experiences.