



Special Educational Needs Policy

Policy Author: Head Teacher

Policy Adopted by the Governing Body

31/03/2022

S Morris

Shelagh Morris

Vice-Chair of Governors



Springwater School is a space of sanctuary, which recognises and values the diversity of our school community as a rich source which supports the learning of all. We are an inclusive setting and promote tolerance, understanding and equality for all regardless of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage, civil partnership and pregnancy or maternity.

What is included in this policy

Introduction: Purpose and aims

Policy detail

Additional information to support the policy

Policy definitions

Policy Reviewer

Policy review schedule



Introduction: Purpose and aims

AIMS:

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 the curriculum for learners with individual and special needs is central to teachers' planning. Teaching and learning will be differentiated appropriately so that learners are supported to make good progress from their starting point.
3. To recognise and record students' strengths and successes to encourage a positive view of themselves and their abilities.
4. To ensure that staff with leadership, teaching and learning responsibilities, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriately adapted educational materials and resources for pupils with individual and special needs.
5. To ensure that all staff take responsibility for the provision of a total communication environment and put into practice relevant training in order to provide the very best adapted and accessible educational experiences for all pupils at Springwater School.



Policy detail

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. 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. **LEGISLATION AND GUIDANCE** This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation: [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities [The Special Educational Needs and Disability Regulations 2014](#), sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

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 and specialist approaches.
- A flexible and adaptive 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.
- 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 1950'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 a further teaching space over the road from the main site, known as 109 The High Street. This is accessed by crossing the road at a pelican crossing and a main front door way. The ground floor is level and accessible and is made up of two classrooms and two toilets which are also accessible to an independent/semi-independent wheelchair user. There is a first floor in this building which is accessed by a stair.
- Specialist facilities include: an interaction zone and sensory room and use of a minibus with seat belts and tail-lift access. The school is well resourced with adapted changing spaces and most rooms are equipped with hoist facilities according to the needs of the pupils.
- 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.
- The school has an adapted playground with facilities for swinging, scooting, play and an adapted accessible wheelchair swing.
- There is outdoor provision with adapted equipment for Primary classes outside the Primary classrooms.

ADMISSION ARRANGEMENTS

- All pupils admitted to Springwater have an Education Health and Care Plan. Through Local Authority procedures school has been identified as the appropriate placement or a parent has expressed a preference. In rare instances some pupils are taken on an assessment placement where they arrive from outside of the country and do not have an Education Health and Care Plan. Parents are involved in the placement process and are kept informed at all stages. Families who are considering Springwater as a placement for their child are welcome to visit. (Please see Admissions Policy for more detail).

There are occasionally exceptions to the above (see Admissions Policy). Pupils may begin at Springwater School:

- As an emergency or provisional placement where, for example, a child arrives unexpectedly in North Yorkshire and exhibits significant learning difficulties of the kind which would normally warrant an EHCP.
- On a temporary basis when a child does not have an EHCP and is not the subject of assessment but, for example, has received serious injuries from which the child is likely to make a full recovery in the long term. A review of such an arrangement will be made within one school term.

- 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. A case manager provided by the Local Authority, the school staff or SEND information, advice and support service (SENDIASS) can support and advise at this time of transition.
- School employs an Assessment and Review Officer who will support parents and carers as they consider whether the school can meet their child's needs. Visits to school are encouraged at this time. The Assessment and Review Officer is Sally Huby and she can be contacted by email: shuby@springwater.n-yorks.sch.uk

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 case manager, appointed by the local authority. Where possible pupils are also encouraged to attend review meetings. 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 may review the funding allocation identified by the Local Authority and will consider the time, resource and training each area of need requires. 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. There is a multi-agency approach and all those involved with the pupil are consistently invited to attend and contribute.
- The majority of pupils remain at school until they are nineteen 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 a pupils' needs, then planning meetings would be held with the parents and an appropriate transition plan arranged.
- Pupil progress is under continuous assessment through the use of Tapestry to record pupil assessments and through the review of the Education Health and Care Plan. 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 SEND assessment statements (6 stages before the Early Learning Goal, pre-key stage indicators and age related expectations for year One and Two) 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 is structure to work towards the early years goals and up to the level of age related expectations (in a mainstream school) for Year one and Year two.

SPRINGWATER CURRICULUM OVERVIEW

- At Springwater School, we recognise that our pupils have very specific, diverse and individual educational needs and our curriculum aims to meet these in a carefully considered, creative way. Our aim is that our pupils leave Springwater post-19, as independent and autonomous as possible with the skills to make their own choices in life, whether this is at home, in activities, for courses of further study, or employment. We want to enable our pupils to become active learners who can effectively communicate their needs and wants.

Specific Curriculum Pathways

- The pre-formal curriculum is designed to meet the needs of pupils through a very personalised learning approach focusing on early communication, cognition, physical, personal, social and emotional skills which are the foundations of learning. It is based on an early year's approach to teaching and learning, recognising the importance of play and the need for multi-sensory resources enabling pupils to explore and make sense of the world around them. There is a significant focus on specialist provision such as hydrotherapy, rebound therapy, physiotherapy, massage stories, intensive interaction, movement programmes.
- The semi-formal curriculum recognises those pupils that have a range of complex learning difficulties and disabilities; it is the combination of two or more of these difficulties that the curriculum is designed to meet through a personalised learning approach. The semi-formal curriculum pathway is for learners who are beginning to make progress and who require subject specific learning in some areas. It is an approach based on the pupil becoming a literate communicator, a mathematical thinker as well as acquiring early learning skills and is designed to be developmentally appropriate. It is a curriculum for pupils who learn best when learning is related to their own interests and experiences. Some pupils may learn through structured play whilst others will learn more effectively through functional activities or topic-based approaches. Most learners in this pathway will continue to require concrete resources and support for their learning through scaffolded and adult directed support.



- The formal curriculum is delivered through individual taught subjects such as English, mathematics and science in primary and secondary. It is taught through ASDAN Personal and Social Development (PSD) modules and Functional Skills Qualifications in sixth form. The formal curriculum recognises that many of the pupils have a range of needs and may still require access to specialist provision and approaches.
- Our population consists of pupils with a wide range of learning needs from those with profound and multiple learning difficulties, to those with more moderate learning difficulties (particularly present within our sixth form provision). Furthermore, many of our pupils have additional and life-long, multi layered challenges including autism, challenging behaviour, communication difficulties, multi-sensory impairments, complex medical needs and physical disabilities. Having such complex needs can sometimes make it difficult for our pupils to be in a 'ready state' for learning, therefore meeting pupil's individual sensory needs is an integral part of our curriculum, too.
- We firmly believe that each pupil is entitled to a personalised and appropriate curriculum for them and to achieve this, we group them into curriculum pathways, as described above. These are not necessarily static for the pupil's school career, i.e. a pupil may move from one pathway into another should their progress deem this appropriate. In addition, pupils may straddle two pathways for some or all of their school career, particularly if their academic profile is uneven. However, on arrival at Springwater an appropriate curriculum pathway(s) is identified for each pupil, allowing them access to the most suitable curriculum offer.
- Our four curriculum pathways are; EYFS (for learners aged 2-5), pre-formal (for learners broadly working at the earliest levels of engagement), semi-formal (for learners who are beginning to move into some subject specific learning) and formal (for learners broadly working within subject specific learning). We have curriculum pathway handbooks (and an EYFS policy) as well as a generic sixth form curriculum handbook, containing more detailed information on each.
- The content of our curriculum is largely developed from the Cornerstones Curriculum. This is "a nursery and primary curriculum tool". The leadership team work alongside curriculum coordinators and department heads to agree a breadth of coverage and the sequence of the curriculum. Primary and secondary have a three year rolling programme based on a variety of topics which change termly. Sixth form run a life skills-based curriculum with many opportunities to work within and around the local community. Their curriculum is underpinned by ASDAN modules and Functional Skills qualifications (for formal learners).



- Our full curriculum policy and curriculum pathway handbooks provide detailed information about our practices and procedures surrounding curriculum implementation.
- Pupils with autistic spectrum disorder follow a curriculum designed to support their specific educational requirements within all classes in school. Specific approaches to support individual learning styles are used and these include Picture Exchange Communication System and 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 all 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.

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.
- Parent's 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. In November 2018 they received School of Sanctuary Status. They also have achieved Gold status in the Schools' Games Mark. In Dec 2019 the school was reinspected and was judged to remain outstanding but was due to be reinspected to check this judgement at the point the pandemic hit.
- From January 2019 the school use of outcomes set during the annual review process to determine the achievements of pupils. This is measured through the SEND assessment statements on Tapestry.

EXPERTISE AND TRAINING OF STAFF

- The Head Teacher has seven years of experience in this role and has specialised in Special Education for the whole of her career. She has a B.Ed in Severe Learning difficulties and a M. Ed in Challenging Behaviour.
- The teaching team hold a number of specialist qualifications including two at Masters Level (ASC and Education Leadership and Management). There are three members of staff who are Team Teach Trainers. There are three Rebound Therapy Trainers. There are two senior staff who have achieved NPQSL (National Professional Qualification for Senior Leaders) and seven are National Professional Qualification for Middle Leaders Qualified. Two staff are currently undertaking



NPQs in Behavior and Culture. One is enrolled on the NPQH and a further senior leader is undertaking the NPQ in Teacher Development.

- One HLTA is a qualified Moving and Handling Trainer.
- The school regularly train staff in specialist techniques and interventions.
- In the last academic year, staff have been trained in Makaton, Attention Autism and PECs
- Additionally there has been a focus on mental health training in the last year - all staff are level 1 trained, five staff level 2/3 trained, two Senior Leaders are level 4 trained. We have appointed and trained a Senior Mental Health lead. Two staff are accredited THRIVE practitioners.
- One teacher has been accredited as a CEOP Ambassador.
- We use specialist staff for Music Therapy.

COMPLAINTS PROCEDURES

- A copy of the North Yorkshire complaints procedure is available on request from the school. The school complaints procedure is available on the website, and by request from the school office.
- The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
 - Exclusions
 - Provision of education and associated services
 - Making reasonable adjustments, including the provision of auxiliary aids and services

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 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 but are not held on site.
- Many of our pupils and their families have a designated social worker who will be invited to attend Annual Reviews. Social workers, or family support 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.

- **5.18 The local authority local offer**
- Our local authority's local offer is published here: <https://www.northyorks.gov.uk/young-peoples-local-offer>
- <https://www.northyorks.gov.uk/about-local-offer-north-yorkshire>

- **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.
- 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 decision making processes.

INCLUSION

- Springwater School has 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.
- 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.
- We offer links through the Red Kite Teaching School Alliance whereby their trainee teachers can come and gain experience in a Specialist School.
- We provide in-reach opportunities where relevant to the needs of pupils in other settings. This might relate the use of specialist facilities or access to relevant curricular opportunities.

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. As has the generous



development by The Variety Club, of a purpose built playground and rebound therapy room.

- 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; hoists in classrooms and changing areas and refurbishment of personal care areas. There has provision of an additional building known as 109 The High Street which has allowed an increase in pupil numbers, in order to meet the need for increased pupil places in the locality. Where possible a Paxton key fob system is used on doors in order to ensure smooth but secure access around the school building.

- **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.

- **ENABLING PUPILS WITH SEN TO ENGAGE IN ACTIVITIES**

- All of our extra-curricular activities and school visits are available to all our pupils, including residentials and lunchtime clubs.
- All pupils are encouraged to go on our residential trip(s) and these take place in Key Stage Four and Sixth Form.
- All pupils are encouraged to take part in sporting activities and the school is part of the Special School Inclusive Sports Partnership. Educational Visits, Work Experience and School Productions are accessible by all.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- The School Accessibility Policy is available on the website

SUPPORT FOR EMOTIONAL AND SOCIAL DEVELOPMENT

- We provide support for pupils to improve their emotional and social development in the following ways:
 - School council membership is from across the school population
 - Pupils with SEN are also encouraged to be part of the lunchtime well-being club to promote building friendships and exploring feelings
 - We have a zero tolerance approach to bullying.
 - We offer intervention for well-being and mental health needs.



- **MONITORING ARRANGEMENTS**

- This policy and information report will be reviewed by the Full Governing Body **every year**. It will also be updated if any changes to the information are made during the year.
- It will be approved by the governing board.

- **LINKS WITH OTHER POLICIES AND GUIDANCE**

- This policy links to our policies on:
 - Accessibility plan
 - Behaviour
 - Equality information and objectives
 - Supporting pupils with medical conditions
 - Assessment
 - Curriculum



Additional information to support the policy

LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report



Policy definitions

Springwater, We, Us - Refers to Springwater School staff; the policy author

Colleague(s) - Refers to colleagues directly in the employ of Springwater School

Policy reviewer - The Head Teacher then reviewed by the Governing Body of Springwater School

Policy review schedule

Review Schedule (years)	1
Next Review Date	31/03/2023

Curriculum Category

Category A

Annual Review Schedule