

# **Paternoster School Special Educational Needs (SEN) Policy**

## **Rationale**

The school's motto is 'Learning together'. The governing body has worked with staff to develop the aim of the school, which is 'We aim to build pupils' self-confidence and independence, giving them the skills to lead a full and active life in the community'.

*This policy is written in accordance with the Code of Practice (2014) and the aim of this policy is to further clarify the approaches to be taken in meeting this aim.*

## **Basic information about the school's special education provision**

Paternoster School is a local authority maintained day special school for pupils with special needs who have severe or profound learning difficulties (SLD or PMLD). Some pupils also have additional sensory, physical, social/linguistic impairments, including Autism or complex medical needs. A small number of pupils have moderate and additional learning difficulties (MALD).

The school caters for pupils aged between 2 and 16 years of age. Its designation is 2-19 years; however some pupils where appropriate may stay for a further transition year before moving onto an appropriate post 16 placement. Pupils over the age of 5 have either a statement of special educational needs or an Educational Health and Care Plan (EHC plan). Pupils aged 2 -5 years have a placement for assessment and may have a wider range of needs.

Admission to Paternoster Special School is the responsibility of Gloucestershire County Council. Admission is based on the needs of the individual child and may take place at any point in the year, depending on whether a school placement is available. We currently have 52 school places. Pre-school places to support the assessment process of a child aged 2-5 are discussed and decided by the Early Years Exceptional Needs Planning group which meets fortnightly.

## **Educational Provision for all Pupils**

The school has a number of special facilities to enable the delivery of a therapeutic curriculum alongside the appropriate statutory curriculum. These include a hydrotherapy pool with hoists, sensory rooms, specialist ICT equipment, adapted changing facilities to support personal care, minibuses with tail lifts, sensory garden and Safe Space room.

We have a range of extra-curricular activities which include, RDA, swimming, outside sport coaches, and links with other schools as appropriate to pupil's individual needs. We have two minibuses which are wheelchair accessible.

Resources are allocated across the school in direct relationship to the individual needs of the pupils. The largest resource is staffing. All classes have a teacher and a senior teaching assistant, with two or more additional teaching assistants, depending on the complexity of

needs of the pupils in each class. Staffing levels in classes may be altered during the school year if new pupils arrive, pupils leave or pupils' needs change.

The school buys in provision for Music Therapy from 'Music Space' for one day a week and pupils for whom this is of benefit are seen on an individual or group basis. This provision is made possible via charitable donations.

The school is divided into three departments; Early years, primary phase and secondary phase. All classes in school have a highly skilled team led by a teacher and supported by at least 3 qualified teaching assistants. Class sizes are kept small and range from 7 to 10 pupils. They are grouped according to age but other considerations, such as ability levels or behaviour are taken into account in order to create a class group that will best meet the needs of the pupils.

The class teacher plans for the pupils in their class and is responsible for the overall assessment of their progress. Children are taught as a whole class, in small groups, pairs or 1:1 by either the class teacher or the TA according to the content of the lesson and the individual needs of the pupils. Where appropriate pupils have an amended timetable suited to their needs including proactive plans to support skills development and differentiated work in lessons with staff who promote a love of learning and increasing independence. This will include therapies and sensory programmes.

Each pupil within school has an Individual Education Plan (IEP) which is developed and evaluated three times a year with new objectives agreed with parents and pupils if appropriate. EHC outcomes are included into IEP's. Pupils also have individual care plans, protocols and programmes related to eating/feeding, medical needs, physiotherapy and speech and language therapy as required.

Progress and concerns regarding individual pupils may be discussed during the regular 'pupil focus' agenda items at teachers' meetings. Relevant information regarding pupils is also shared at twice weekly staff briefings.

All pupils have access to a broad, balanced and enriched curriculum that is designed to provide a range of activities and experiences based on the core and foundation subjects of the National Curriculum, but that are relevant to the pupils needs. Barrs Court and Routes for Learning are also used to enrich the curriculum for PMLD pupils. . The curriculum is adapted to ensure every pupil can access learning in a way that meets his or her individual needs. Most subjects are taught in cross curricular thematic way and the Early Years have access to the Early Years Profile.

In addition there will be therapeutic offers in physiotherapy, speech therapy, and increased time spent on personal social & moral education and communication. Further information is available in our Curriculum policy.

At Key Stage 4 individual pupils' personalised programmes are created from the Foundation Learning framework. Units are accredited through OCR Life and Living skills and Entry Level English, Maths and PE where appropriate. Students in Post 16 are offered an age

appropriate and relevant curriculum focused on preparation for adult life and that includes work related learning the development of skills in Mathematics and English. In addition, both in Key stage 4 and post 16 emphases is placed on the skills of communication, numeracy, problem solving, I.C.T., perceptual skills and physical skills.

Pupils with Profound and Multiple Learning Difficulties (PMLD) or Autism Spectrum Condition have individual provision and timetables in line with the school's teaching and learning policy statements for AS and PMLD pupils.

A positive approach is maintained at all times to the management of pupils' behaviour so that they can achieve maximum access to the curriculum. Pupils with challenging behaviour have a Positive Intervention Plan, drawn up in agreement with parents (see the school's Behaviour Policy).

We promote equal opportunities for all pupils irrespective of their ability, race or gender.

A detailed annual report is provided for parents at the end of the academic year. An 'I Can' record of achievements and observation records during the Early Years Foundation Stage provides a photographic and/or examples of work as a record of progress – this is shared with parents/carers at the annual review.

### **Pupils with Medical Needs**

The Children and Families Act 2014 places a duty of care on the governing body to make arrangements for supporting pupils with medical conditions. Pupils at Paternoster with medical condition are fully supported so they have full access to the curriculum, trips and physical education. The senior management team and teaching staff consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported (see Medicines policy and Medical Conditions policy).

### **Procedures for Assessment**

All pupils above the age of five have a statement of Special Educational Need or an EHC Plan prepared by the local authority. An Annual review of this statement or EHCP is carried out for each pupil at the 'Annual Review' meeting. Further details of this are available in the school's Assessment, Recording and Reporting policy. The needs of pupils under the age of five are kept under review by the nursery class staff and advice is sought from the educational psychologist linked to the school.

At our school, assessment and record keeping are valued and given high priority. All pupils have a Pupil Progress File which will contain examples of current work across the curriculum, special achievements and certificates and photographic evidence as appropriate. Pupils' progress is recorded through use of B-Squared's 'Connecting Steps', an electronic record keeping system which breaks down the small steps of the Early Years

Foundation Stage. National curriculum and pre-national curriculum and 'P' levels. This enables the measurement of progress within levels.

The governing body has access to a range of information through which it can monitor the success of the education provided at the school (including pupil progress data, analysis of pupils' questionnaires and analysis of parents' questionnaires). Summary performance information is prepared annually and pupils' progress is compared with that of similar pupils nationally through 'CASPA' (Comparison and Analysis of Special Pupil Attainment). This provides a robust system of benchmarking against attainment of similar pupils nationally). Targets for individual pupils are drawn up annually by the senior management team using predictions from CASPA data. Progress towards these targets is carefully monitored by the senior management team and subject co-ordinators and appropriate actions identified where progress is identified as weaker. The governing body, through its curriculum committee also receives regular reports from the senior management team and subject co-ordinators on the provision within school and summary progress information at the end of the academic year. The governing body also receives a summary report on staff appraisal.

Parents are asked to comment on various aspects of the school's provision through the annual parents' questionnaire, which informs the school development planning process and through other surveys from time to time as appropriate. Any complaints by parents must follow complaint procedures in the first instance (see Complaints Procedures policy).

Pupils who are able to, complete an annual pupil questionnaire which also informs the school development planning process.

### **Information about the school's staffing policies and partnership with bodies beyond the school**

The governing body is committed to providing in-service training for all staff employed at the school. The purpose of the training is to improve the skills and expertise available to meet the needs of the pupils for whom the school makes provision. Further information is available in the school's Appraisal/Performance Management and staff development policies.

The school has specific expertise in the education of pupils with learning difficulties. It continues to develop this by working closely with colleagues in other similar schools within Gloucestershire through GASSH (Gloucestershire Association of Special School Headteachers), the SLD schools' heads' group, deputies' group, the Challenge and Support group (including early years and KS4 groups), subject specific working groups, the governors;' collaborative partnership with the other SLD schools and through SWALSS (South and West Association of Leaders in Special Schools).

Where pupils have sensory impairments school staff are supported by advisory teachers with specific qualifications in visual, auditory or multi-sensory impairment as appropriate. The linked educational psychologist works with the school particularly in relation to the statutory assessment process or where additional advice outside of the school's own resources is required.

The school is committed to working in close partnership with the parents of its pupils as it is vital that staff and parents work closely together to ensure a consistent approach to meeting the child's needs. There are formal links with parents and carers through the annual review and annual report.

There are informal links with parents through the home-school diaries, termly whole-school newsletters, telephone calls and informal meetings, parents' attendance at social and friends' events and school or class coffee mornings or parents' assemblies.

This partnership is also described in the Home/school agreement.

The governing body includes up to two parent representatives.

The school employs its own Parent Support Worker (PSW) for two days a week. She is available to parents with any queries or difficulties and may refer or signpost pupils or parents on to other agencies who may be able to support them. She organises regular coffee mornings for parents – some as 'drop ins' at dropping off time in the morning and some more formal meetings with outside speakers. She also organises training and workshops for parents.

An extensive network of links with other schools supports the provision made at Paternoster. There are links with local mainstream schools for particular projects such as dance, drama and art. There are also sporting links through the schools' involvement with the School Games Organiser and special schools' sports events such as swimming gala and athletics. If pupils are thought likely to be successful in a mainstream school on a permanent basis then an individual transition programme is planned for them.

The school council takes part in conferences with pupils from special and mainstream schools.

KS4 Post 16 pupils have individual transition programmes to their future placements either at Swindon or Stroud College or the Post 16 units at either The Shrubberies School or Bettridge School

Transition Plans are created, reviewed and amended during Years 9 -11. At the Transition Review current and future outcomes relating to post 16 are discussed with parents, pupil's other professionals and the class teacher. As students move on from school every effort is made to prepare them through a series of visits and the provision of information to the receiving placement.

Pupils and students from local secondary schools and colleges are accepted for work experience and placements at the school.

Health Service colleagues working within the school are an essential part of the provision made by the school. The roles of the school nurse, physiotherapist, speech and language

therapist and occupational therapist are vital to the effective delivery of a relevant curriculum for pupils. A range of other professionals support the work of the school and the provision for the pupils. These include the Children and Young People's Service (incorporating CAMHS - Child and Adolescent Mental Health Service), Educational Psychologist, specialist epilepsy, respiratory and endocrine nurses, consultant paediatricians, school dentist and wheelchair service.

We also work closely with staff from respite provision used by our pupils and welcome them into school to share practice.

Links with voluntary bodies or other services include:

Riding for the Disabled Association – Talland,

Music Space (provide Music Therapy)

GL1 leisure centre

Cirencester Leisure centre

Local businesses

Brewery Arts

Zurich

Rotary

Round Table

Cirencester Opportunity Group

Scrubditch Care Farm

Forest School (Ernest Cook Trust)

This policy links to the following school policies:

- Safeguarding
- Curriculum
- Assessment, Recording and Reporting
- Teaching and Learning
- Behaviour
- Physical Intervention
- Performance Management/Appraisal
- Staff development
- Induction
- Equalities
- Governor Induction
- Complaints

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