



White Ash School

SEN Policy

Philosophy and purpose

This policy reflects the school values and philosophy in relation to Special Educational Needs. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on practice within school.

White Ash School is a County Maintained Primary Special School for pupils with Generic Learning Difficulties who have an Education, Health and Care Plan (EHCP).

Provision

The school provides, wholly, for pupils, between the ages of 5 and 11 years, who have a range of learning difficulties including autistic spectrum disorder. Some pupils have more complex learning needs and/or sensory disabilities. Many pupils have additional medical needs, which have direct implications on their ability to access the curriculum and the learning opportunities, which are provided, within the school.

It is the policy of this school to fulfil all that is required under the statutory instrument: **The Education (Special Educational Needs) (Information) Regulation 1999** and to be guided by the advice and guidelines published by the Lancashire Education Authority and any subsequent changes to the statute or advice.

School Aims

Together, anything is possible...

In order to achieve this our school aims to:-

Work Hard

We have high expectations and challenge each pupil to work hard and fulfil their full and unique potential.

Help each other

We aim to provide pupils with a supportive, nurturing, safe, secure and stimulating environment in which their social, emotional, intellectual and health needs are met.

Inspire

We will guide and inspire our pupils to achieve all they can ensuring that they are best prepared for life beyond our school doors.

Try our best

We value each individual pupil and actively promote their efforts to achieve their next steps.

Everyone included

We aim to strengthen the spiritual, moral and cultural development of our pupils and encourage them to be positive members of the school and wider community. We will ensure that all pupils, staff, parents/ carers, governors and all that are involved with the school feel valued and that we remain an 'amazing and fantastic place to come to'.

Achieve

We celebrate every achievement, big or small, enabling all our pupils to shine and succeed.

Facilities

The school is situated in Oswaldtwistle and caters for pupils with an Education, Health and Care Plan. Arrangements for the transport of pupils to and from school are made by the local authority special education transport department at County Hall Preston.

White Ash is a single-story building in three parts, with the main school comprising of an upper and lower building linked by a covered walkway. The lower part of the school comprises four classrooms, a school hall, 2 quiet rooms, offices, medical room, Interactive sensory room, main kitchen and a small kitchen.

The upper part of the school comprises four classrooms, library area, a sensory processing room, family liaison room, staffroom, nurture nest, and a gymnasium with specialist adapted separate showers and changing facilities.

There are 2 Annexes, each with 2 classrooms. One is for pupils within EYFS and includes specialist changing facilities, kitchen area and large outdoor area which is securely fenced.

The second Annex is primarily KS2 pupils with a bathroom attached to each classroom, a small kitchen, a quiet room attached to each classroom and access to outdoor space (field) with access to the larger KS2 playground. Specialist disabled toilet and changing facilities are located throughout the school.

Two minibuses with a lift and provision for wheelchairs and a smaller adapted vehicle which are available for transporting pupils on educational visits.

The school has 3 outdoor play areas, woodlands and tyre park, all fenced for safety.

Admission

Following assessment procedures which result in the issuing of an Education, Health and Care Plan applications for admission to the school are made via the Area Education Office. An 'Admissions Panel' considers the applications and priority is given to children within the school's area.

Resources

The main resource of the school is the staff and this is set at a high level to ensure full access to educational provision and care of the highest order. Each class has a teacher and approximately 4 Teaching Assistants with clearly defined roles and responsibilities. This team plans and works together to meet the individual learning, care and behavioural needs of all the pupils in the class.

High staff commitment to the school's philosophy and ethos is expected and staffing appointments are made with this as an essential criterion.

The school is well resourced and future planning will always consider the very special needs of pupils, seeking to provide unique opportunities for pupils to benefit from appropriate equipment and facilities, which will allow access to activities and further enhance their opportunities for development.

All pupils have access to all areas and all facilities outlined above.

The curriculum is resourced and funded through budget allocations given to subject area leaders and priorities for funding are identified in the school's improvement plan.

Recommendations for all specialised seating, equipment and mobility/ communication aids are made by therapists and requests for these resources are passed to the Area Special Educational Needs Officer for central funding from the Exceptional Needs Budget via the annual review.

The school is fortunate in receiving contributions from the local community, and fund raising activities also enhance the range of resources available.

Professional Development

Professional development opportunities are available for all staff relating to their specific subject areas or other identified areas of personal and professional development. All staff have access to specific training in relation to safe moving and handling of pupils. Some of the staff have completed a course of instruction on the safe driving of the minibus, First Aid (Paediatric) training and the majority of the staff are trained in the use of Positive Behaviour Training (Level 2) as a means for supporting

pupils' behaviour in a safe and appropriate manner. We have five Intermediate Tutors who are trained by Team Teach to support and deliver Positive Behaviour Training and support in school.

Staff are encouraged to gain additional qualifications wherever possible.

Support staff

The school seeks to ensure appropriate involvement from colleagues in relation to the provision on each pupil's plan. This support is delivered both within and outside of the class base. The following professionals support the school:

- Multi-Sensory Impairment teacher
- HLTA Intervention
- School nursing team
- Educational psychologist
- Social workers
- Family liaison officer
- Community senior family support worker
- Advisory teacher of the deaf
- Advisory teacher of the visually impaired
- School attendance officer
- Area special educational needs officer
- Specialist advisory teachers
- Part-time physiotherapists
- Part-time occupational therapists
- Part-time speech and language therapists

The school has established good links with other schools, mainstream and special and is constantly looking for opportunities to engage with the local community.

Parental involvement

Parents are encouraged to be closely involved with all aspects of the education of their child.

Parents are welcome to visit the school although telephoning beforehand to make an appointment is very helpful and much appreciated.

A detailed Annual Review is prepared each year, and parents are invited into school to discuss their child's progress. Termly targets identified via the child's Individual Education Plan (ILP) are shared with parents. Parent's Evenings are held twice a year.

Regular opportunities to meet, both formally and informally meetings are available, through a range of workshops including Sensory Processing, Behaviour, Sleep/Dietary issues to name a few. Also, a regular helping hands group.

Identification of pupil needs and organisation of access to the curriculum

Pupils are assessed upon entry to the school using a range of appropriate assessment tools including the EYFS baseline in Reception, the White Ash school Progression document and the White Ash Sensory Curriculum.

Monitoring of individual progress is key and the deputy headteacher meets with class teachers twice a year, after assessment points, to discuss individual pupil's progress. This is to ensure that they are following the correct curriculum and early identification of any interventions needed. Pupils are set long term and short-term individual targets following each Annual Review of their EHCP and these are monitored termly/annually.

Evidence for Learning is an essential pupil progress tracking tool within White Ash. Evidence is captured using this multimedia App and relevant key learning achievements are shared with pupils, parents and families. It enables us to record individual pupil progress and create a personalised holistic learning journey. Evidence for Learning captures progress linked to Personal Learning Objectives and Education Health Care Plans. Evidence is shared with pupils, parents and families through review meetings and parents' meetings.

We have built up an evidence base of data using assessment and we use the data to identify school improvement targets and pupil achievement targets from our analysis of the data.

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Pupils in Reception follow the EYFS curriculum.

Pupils from Year 1 follow one of four curriculum pathways at White Ash School, enhanced by a range of activities and experiences described below, in order to provide breadth and balance.

Formal Pathway (Pupils working towards or at National Curriculum Expectations)

English, Mathematics and Science - core subjects continuing throughout all the key stages

history, geography, design technology, PSHE, computing, art, music, physical education- foundation subjects offered in a variety of contexts throughout the school.

Religious education- offered to all pupils throughout school.

Semi-Formal Pathway (Pupils with complex/severe learning difficulties working significantly below National Curriculum Expectations)

Communication and Interaction, Social Understanding and Relationships, Emotional Understanding and Self-Awareness, Learning and Engagement, Interest, Routines and Processing, Healthy Living, Independence and Community Participation, Functional English and Functional Maths

Pre-semi Pathway (Pupils with complexed Autism, sensory processing difficulties and challenging behaviours).

Communication and Interaction, Social Understanding and Relationships, Emotional Understanding and Self-Awareness, Early English and Maths, Physical skills, both gross and fine motor to enable pupils to become as independent as possible in daily activities. Promoting self-regulation and emotional awareness

Informal Pathway (Pupils with profound and multiple learning difficulties working at a sensory level)

Communication, Cognition, Physical Development, Independence and Self-Help, Personal and Social.

Additional priorities.

Experiences designed to promote early skills and provide sensory stimulation via all channels:

- Play
- Swimming
- Hydrotherapy (where appropriate).
- Sensory Processing
- Rebound Therapy
- MOVE
- Drama
- Singing
- Lego Therapy
- Sensory Circuits
- Intensive Interaction
- Attention Autism
- Outdoor Learning Activities
- Communication and Interaction Programmes
- Speech and Language Therapy Programmes
- Social Skills Groups

- Emotional Literacy and Wellbeing Activities
- Life Skills and Independence Training
- Fine and Gross Motor Skills Development
- Sensory Storytelling
- Creative Arts and Crafts
- Educational Visits and Community Access
- AAC (Augmentative and Alternative Communication) Support
- Early Communication Development
- Functional Communication and Choice-Making Opportunities
- Structured Physical Activity and Inclusive Sports
- Transition and Preparation for Adulthood Activities (where appropriate)

Input and advice from the Physiotherapist, Occupational Therapist, Speech and Language Therapist, Specialist Teachers for the Deaf and Visually Impaired and Sensory Integration expert where appropriate.

Personal, Social and Health Education, is considered to be a Cross-Curricular area, however all pupils have significant needs in this area and thus, require special emphasis to be placed on the development of skills. It will appear, therefore, as a discrete subject for specifically designated areas such as dressing skills, feeding skills, personal hygiene care and skill development etc.

It is the policy of the school to present equal opportunities of access to all pupils in all areas of both the National Curriculum and the developmental curriculum. To select, according to pupil need, the most appropriate material and methods which will facilitate the acquisition of those skills necessary for an independent and full a life as possible.

DELIVERY OF THE CURRICULUM WILL INCLUDE:

CLASSES - Currently 12 organised, as far as possible, into EYFS/Reception Class; Key Stages 1 and 2.

SMALL GROUPS - one or two-pupils, with similar specific needs who will benefit from a more intense staffing ratio. This will include pupils who need physical management in order to access a particular activity and pupils whose attention span may be very short or who have not, as yet, developed skills of continuing an activity without prompts from adults.

INDIVIDUAL - 1:1 Intervention work (and sometimes small groups) attention from staff in order for very specific programmes to be implemented for children who are making less than expected progress or who are achieving at a higher level than their peers.

The curriculum will also be delivered through out-of-school activities and shared learning opportunities with mainstream peers within the local community.

Religious Education will be included for all pupils, unless parents indicate otherwise. The RE programmes of study will follow the LEA advice but will be modified accordingly to be appropriate to the conceptual levels of pupils.

The planning of lessons and assessment and recording of progress will differ according to the method of delivery for the subject or area.

Extra-curricular activities.

Residential visits and day visits to experience outdoor adventurous activities

Learning for life and leisure - bowling, cafes, shops.

Educational outings- sensory rooms, enclosed park areas, sensory gym, adventure city.

Community links- other schools, shops, cafes.

After School Club

Holiday Clubs

Aesthetic and creative experiences within school- performers, shows, workshops bought in by school.

Pupils with Severe and Profound Learning Disabilities require a curriculum which is designed to fit their very special and individual needs. The school is bound by the legislation of the National Curriculum in all aspects but, additionally, our pupils require a more refined and appropriate developmental curriculum which, when identified and structured, will take account of the objectives specified in their Education Health Care Plan

The planning will, therefore, address:

OBJECTIVES from Education Health Care Plan

TARGETS - broad targets set at Annual Review leading to small-step targets identified on the Individual Learning Plan and assessed every half-term.

Medical needs must also be taken into consideration for some pupils.

Care plans/Behaviour Support Plans, Sensory Processing Profiles, Moving and Handling Plans and Risk Assessments are in place for those pupils requiring them

SCHEMES OF WORK in all subject areas of the National Curriculum will be planned and must take into consideration the diverse developmental levels of pupils.

Some areas of the National Curriculum will be addressed through planned topics and themes and may appear on the Schemes of Work, and subsequently, the timetables, as occurring only once or twice during the cycle of the rolling programme.

Monitoring and evaluation of the educational provision by the Governing Body

Governors regularly visit school to review the School Improvement Plan/observe practice.

Governors are informed of developments in curriculum planning and school policies are discussed and agreed by Governors as they are reviewed and revised.