



SPECIAL EDUCATIONAL NEEDS POLICY

Equal opportunities lie at the heart of all that we do at Silverwood School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy is designed to meet the needs of all pupils, working through pre-formal, semi-formal and formal curricula. It is inclusive of students who function at early/preverbal levels of language and communication, through to those who express themselves verbally and in writing. The policy is designed to be child-centred and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them

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| Approved by: | Standards Committee | Date: 18/01/2023 |
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| Last reviewed on: | January 2023 (Full Governing Body ratified February 2023) |
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| Next review by: | January 2024 |
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This Policy draws on legislation from the Children and Families Act 2014, the Equalities Act 2010 and the Special Educational Needs and Disability Regulations for 2014. It is written with guidance from the SEN Code of Practice from January 2015.

Silverwood School is committed to meeting the special educational needs of pupils and ensuring that they progress. Our learners are at the centre of everything we do and we advocate personalised methodologies through our highly differentiated curriculum and approaches.

We provide a secure, enjoyable and stimulating place to learn where learners have opportunities to take risks with their learning and develop skills, knowledge and understanding for life in the community.

We work in partnership with our parents and carers to consolidate and contextualise learning, supporting our learners to feel proud of their achievements and successes.

Aims of the SEND policy

- To practice what is reflected in our school vision and values.
- To ensure that learners have access to high quality provision as laid out in their Education, Health and Care Plans (EHCP) and Statements of Educational Need.
- To uphold the SEN Code of Practice 2015.
- That all practitioners have an opportunity to actively identify and respond to the ever-changing needs of our learners.
- To ensure that all systems and practices support our aims and philosophies.
- To ensure that learners needs are met through high quality teaching and personalised provision.

Objectives

These aims will be achieved by:

- Our knowledge and understanding of the aspirations and potential of all our learners in order to support their holistic development, through offering high quality provision.
- Ensuring that our parents and carers are actively involved in working together to maximise the achievement of outcomes.
- Working collaboratively with the multi professional network and team around the child/pupil to regularly review interventions, strategies and to support progress.
- Regular curriculum review and consultation to ensure our curriculum meets the needs of all our learners.
- Providing staff with regular professional development opportunities to develop their SEND Pedagogy and skills to meet the needs of the learners.
- Providing a structure within which information on learners can be collected and processed systematically through a detailed analysis of achievement and child/pupil progress.

Provision

Our policy describes bespoke personalised curriculum pathways tailored to meet individual needs and changing circumstance. Our provision is defined by the Special Educational Needs of our learners.

Our learning community includes learners with Profound and Multiple Learning Difficulties, Severe Learning Difficulties, Moderate Learning Difficulties, Autistic Spectrum Disorders, Communication Disorders, Sensory Needs, Physical Needs.

All our learners have an EHCP that names Silverwood School.

Personalised Provision through Curriculum Pathways

The curriculum at Silverwood School is designed to provide access and opportunity for all pupils and young people who attend the school.

In order to provide pupils across Silverwood school with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure, which encompasses three broad levels: 'pre-formal', 'semi-formal' and 'formal'. The levels are not defined by age, but by need and achievement; pupils are therefore able to move flexibly between levels at any point during their school career. Each level covers skills, knowledge and understanding across a range of areas of learning, and they are blended together, so as to facilitate a 'learning flow' between the three levels.

Silverwood School is committed to personalised provision, starting with high quality class provision tailored to each needs and abilities.

We plan opportunities for more bespoke intervention programmes and cross-class learning, to bring enhanced provision. We support a range of therapy programmes where this is indicated on the EHCP.

Teaching teams and therapy services liaise regularly to review and evaluate the effectiveness of the therapy programmes to ensure that all of our learners work towards achieving their outcomes.

All provision is captured and shared with parents/carers, professionals and learners and it informs meaningful target setting and reviewing process.

Teaching teams collaborate with families, therapists and other professionals in setting up, monitoring and reviewing 3 times a year, learning intentions that reflect the four areas of need in the EHCP and curriculum pathways.

Admissions

All pupils admitted to Silverwood School have an EHCP. Pupils will be admitted in line with the school's admissions' policy. The school is aware of the statutory requirements of the Special Educational Needs and Disability Act and will meet the Act's requirements.

The school will use their transition meetings to work closely with parents to ascertain the level of support their child will require on entry and ensure that a plan of support is in place when they enter school.

Silverwood School will offer provision at the most appropriate campus to meet pupil need. Where provision is not offered at the closest campus to where the pupil lives, this will be shared with the LA. Where a preference for a campus is named this will be taken into consideration but Silverwood cannot guarantee to accommodate this preference. Campus designation will be reviewed annually.

Access

To ensure access for pupils or parents the school has an Equality Policy (See Equality Policy)

The Annual EHCP Review procedure

The School is responsible for the organisation of the Annual Review of the EHCP. The meetings are led by the class teacher and chaired by a Senior Leader.

The decision to amend an Education, Health and Care plan, or funding allocation is made by the Local Authority although the school will make recommendations based on evidence gathering in school.

When changes are made, the Local Authority informs parents initially and then the school in writing and the amended Education, Health and Care Plan follows.

Transition into the school

Silverwood School recognises the importance of a successful transition into the school. Every learner will have a personal plan that is drawn up with a range of different internal and external professionals in consultation with families. We do not believe there is a fixed model however all new learners can expect at least what is set out below:

- Prior to admission, all learners are assigned a lead professional who will oversee the entire transition process.
- The lead professional will consult with all relevant external agencies to ensure our school-based staff have all relevant documentation prior to an initial meeting.
- A series of transition visits are planned which are informed by both the family and the learners current setting.
- An initial Team Around the Child (TAC) meeting will take place where the professionals currently working with the learner, the family and key Silverwood School staff will plan the transition including equipment needs and a handover of therapy plans.

Learners entering the Early Years and Foundation Stage (EYFS) will have a phased entry to the school which is arranged in consultation with the family and the child's/pupil's individual needs. A phased entry can be arranged for older learners if believed to be appropriate by all agencies and the family.

Transition from Post 16

For our young people in Post 16, we offer a curriculum that focuses on becoming independent, accessing the local community and gaining vocational skills to support their transition into adulthood.

The aspirations identified in their Education, Health and Care Plans will be key factors in developing their learning programme.

As a pathway to their next placement, learners participate in meaningful work experience both in school and in the community.

Transition is discussed with parents, carers and young people to plan the most appropriate next steps and carried out in line with 'Wiltshire's Multi Agency Preparation for Adulthood and Transition policy and procedure'

Our priority is to ensure that all our learners can communicate effectively, feel confident in their new environment and are prepared for the challenges of adult life.

Inclusion Pathways

Co-operation – Respect – Perseverance – Independence – Diversity – Enjoyment

All pupils are encouraged to integrate with their peers wherever possible. Our curriculum is designed to allow flow between classes/campuses to provide pupils with wider opportunities for learning and socialising with a range of their peers.

Where appropriate pupils may experience alternative provisions such as mainstream schools, training hubs and other colleges.

Working with Parents and Carers

Silverwood School is committed to working in partnership with our families to help learners achieve their aspirational outcomes, develop their independence, celebrate their individuality and prepare for next steps. We welcome families at the beginning of their child's journey and aim to develop and sustain relationships throughout their child's time in the school. We offer families a range of groups, targeted intervention and training to enable them to have a better make good progress in their learning and development.

Parents are encouraged to come into school regularly for:-

- Structured conversations / Parent meetings
- Coffee mornings
- Assemblies and other curriculum events
- Annual review meetings
- Social events
- Medical and/or therapy reviews

The school has regular contact with parents through:-

- Home / school diaries / virtual learning platforms
- Termly newsletters
- Social media
- Person centred reviews
- Regular structured conversations/ parent meetings
- EHCP reviews

Parent Support Advisors are in regular contact with parents and are there to support the whole family.

Parents are fully involved through the Annual EHCP Review process in which Annual learning goals are developed and monitored by the school, parents and pupils throughout the year.

Teachers endeavour to involve pupils with their annual goals and targets. Targets are visually presented to pupils and they are encouraged to talk about how they are performing wherever possible. This encourages pupils to have the skills and confidence to take a meaningful part in the learning process.

Partnership with outside agencies

We are committed to working in partnership with other agencies to support the needs of our learners. We work in collaboration with:

- An Educational Psychologist who is attached to the school

- Access to the school nurse who is attached to community paediatric team
- A Speech and Language therapist is attached to each campus and sets and monitors programmes for our teaching teams to follow
- A Physiotherapist team
- Occupational therapists
- Learning Disability nurse team
- Regular contact with social workers
- Hearing Impairment and Visual Impairment Services, and follow strategies and support programmes as recommended.
- Wiltshire SEND service
- Multi Agency Safeguarding Hub (MASH),
- Early Years team,
- School Effectiveness Team
- The Child and Adolescent Mental Health Service (CAMHS)
- EMAS (Ethnic Minority Achievement Service)
- Support and guidance from a designated Education Welfare Officer
- Parent / Carers regularly have meetings in school and the school is also involved with Wiltshire Parent and Carer Council

Supporting Pupils with Medical Conditions

Silverwood School has a number of pupils with complex medical conditions. As a school we recognise that these pupils should be properly supported so that they have full access to education. Staff working with pupils with medical needs have the appropriate training to manage their needs. When pupils are away from school because of their medical condition we endeavour to keep in touch with them and their families and support their education outside of the school setting. (See Supporting Pupils with Medical Needs Policy)

Training

As a School we are committed to continuous professional development for all our staff to ensure that they have the skills, knowledge and understanding to support all our learners. Training needs will be determined by role and Performance Management, and in response to learner need and expertise.

Oversight

SEND provision at Silverwood School, is led and overseen by the Special Educational Needs Coordinator (Senco) Nicky Caslin, and a team of three Assistant Sencos based on each campus. The SEND Governor is Jan Winfield.

Every learners' provision is monitored through a three times a year review of their individual targets and through their Annual Review of Education and Health Care Plan.

Complaints

Should a parent or a carer have a concern about the special provision made for their child, they should in the first instance discuss this with the class teacher. If the concern continues then the schools Complaints Policy should be followed.

Parents can also contact the Special Educational Needs and Disability Advice and Support Service (SENDIASS) email: wiltshiresendiass@kids.org.uk for support in this process

This policy is reviewed annually .