



CHURCHILL
SCHOOL

Special Educational Needs Policy

A. Basic Information

Samuel Ward Academy Trust, which includes Churchill Special School, strives to ensure that all students leave their settings as confident, resilient individuals, positive about their future and equipped to deal with challenges – having a learning difficulty or disability is not seen as a barrier to making progress. There is a belief that all students can achieve. We encourage students to constantly strive to gain independent learning skills and have the courage to take risks and develop personal responsibility in order to make a successful transition to adulthood.

Samuel Ward Trust schools use their best endeavours to ensure teachers in the school are able to identify and provide for those pupils/students who have SEN.

All schools within the Samuel Ward Academy Trust adhere to the SEND Code of Practice 2014 0-25 years.

1. Objectives of the provision

- 1.1 This document provides a framework for the identification of and provision for children with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every student is valued and respected. At Churchill School we welcome pupils with special educational needs as part of the Samuel Ward Trust community and we will ensure that all pupils have an equal opportunity to engage in the curriculum.
- 1.2 We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.
- 1.3 We recognise that we will need to consider the individual needs of pupils when planning our curriculum. We follow the SEND Code of Practice 2014: 0-25 years graduated approach with regard to the identification and review of pupils with special educational needs:

The Four Key Actions are:
 - i. Assess
 - ii. Plan
 - iii. Do
 - iv. Review
- 1.4 The majority of pupils attending Churchill School will have statements of special educational need or an Education and Health Care Plan. In addition to difficulties with language, communication and interaction, including autistic spectrum disorders (ASD), pupils may have other needs such as physical, sensory, behavioural and /or medical needs. Therefore, every aspect of our provision is designed to meet the Special Educational Needs of our pupils. Our aims and purposes summarise the principles underpinning everything that we do.
- 1.5 We work in partnership with parents/careers who play a fundamental role in enabling children/young people with SEN to achieve their potential. All schools in the trust recognise and value the unique knowledge and experience that parents have which can contribute to a shared understanding of how to meet children and young people's needs.

1.6 We include the view of children and young people about what sort of help they would like to make the most of their education. Participation of children and young people will be expected in all decision making processes, reflecting their learning needs.

1.7 Our overall aim is to be an outstanding school for pupils aged 8-18 years. The majority of our pupils will have an Education and Health Care Plan or statement of special educational needs specifying that he/she has difficulties with language, interaction and communication, such as Autism or Asperger's Syndrome. Some pupils may have specific learning difficulties, such as Dyslexia.

1.8 Our objectives are :

- To provide a relevant, broad and balanced education for every individual child;
- To identify at the earliest opportunity any children or young people who are not making expected progress. Class teachers are responsible and accountable for the progress and development of the pupils in their class even where pupils access support from teaching assistants and specialist staff. Where a pupil is not making adequate progress, teachers and SENCOs and parents should collaborate on problem-solving, planning support and teaching strategies for individual pupils.
- To create a culture of achievement, by stimulating a desire to learn, raising aspirations, opening up a wide range of opportunities and working towards external accreditation for all our pupils;
- To promote health, well-being, happiness, enjoyment, and independence in a stimulating yet safe, secure and caring environment;
- To demonstrate that meeting the needs of students' learning and/or behaviour is integral to all aspects of the school curriculum;
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels;
- To give every student the entitlement to a sense of achievement;
- To value and respect individuals, recognising their strengths, encouraging them to develop their interests and abilities, and helping them show positive attitudes towards others;
- To be proactive in developing, using and promoting consistent, specific approaches, with a focus on social interaction and communication, language and literacy and the reduction of anxiety and unnecessary stress;
- To invest in the long term quality of life of our pupils, by preparing them for an independent and purposeful role in society as adults, through explicit teaching of language, literacy and life skills and socially acceptable behaviour and also by fostering confidence, self-esteem and for many, a realistic understanding of themselves as people affected by autism.

- To prepare our pupils for the challenges and opportunities of a complex and technologically advanced society through creative, innovative and motivating approaches to teaching and learning.
- 1.9 We will achieve these aims by maximising the benefits of co-location with the Samuel Ward Academy, which is an inclusive, accessible, friendly, and approachable organisation where teamwork flourishes. Working closely with the Academy adds to our capacity to achieve our aims.
- 1.10 We are committed to self-evaluation and professional growth and we are amenable to changing how we do things where feedback or evaluation indicates that this will lead to improvement. We believe in cooperation and partnership with families, as well as with others in the local community and further afield, who share our commitment to improving the lives of anyone affected by language, communication and interaction difficulties.

2. The special educational needs for which provision is made

- 2.1 Churchill School specialises in the education of children and young people with language, communication and interaction difficulties, including autistic spectrum disorders (ASD). Although the Samuel Ward Trust is committed to promoting inclusion in mainstream as a preferred option, there is a core group of pupils for whom mainstream placements are not suitable and whose needs are best met by spending all or most of the school day in a language and autism specific environment.
- 2.2 The majority of pupils will have a statement of special needs for language, communication and interaction difficulties or Education and Health Care Plan .Pupils will have a specific language difficulty relating to receptive language or expressive communication **or** a formal diagnosis of Autistic Spectrum Disorder (Autism, Asperger’s Syndrome, Social Communication Disorder or Semantic Pragmatic Language Disorder.)
- 2.3 No more than 15 places will be provided for pupils who do not have Statements or Education and Health Care Plans. These places are for pupils who are undergoing assessment as part of the statementing process or whose circumstances have changed and need a short term placement to make up ground.

3. Roles and responsibilities

- 3.1 The Governing Body has a statutory duty to ensure that the necessary provision is made for pupils with SEN and to ensure that teachers in the School are aware of the importance of identifying and providing for those pupils. The Governors oversee the School’s provision and report annually on SEN policy and practice.
- 3.2 The Governing Body establishes the appropriate staffing and funding for special needs. There will be a designated SEN Governor.

The role of the Head of School

- 3.3 The Head of School has responsibility for the day to day management of all aspects of the school’s work including provision for children with SEN. She/he shares responsibility with the

governing body for developing and implementing the policy for SEN. She/he works closely with the SENCO and the class teachers and keeps the governing body informed of this area of the school's development, through the termly report to Governors.

The role of the SENCO

The SENCO for Churchill Special School is Mrs Kirsty Richards

- 3.4 The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. The SENCO is the principal agency through whom the Governors discharge their duties. The SENCO oversees the implementation and day to day operation of the School's SEN Policy having responsibility for monitoring the progress of all pupils with learning difficulties and emotional/behavioural needs.
- 3.5 In particular the SENCO's responsibilities include:
- Co-ordinating the provision of pupils with SEN including those with Statements or EHC plans, assisting with the identification and assessment of pupils with additional SEN;
 - To liaise with other schools and next providers and other professionals and agencies;
 - Advising, providing guidance and supporting class teachers;
 - To be aware of the provision available in the local offer;
 - To work with other professionals to provide a supporting role of the family to ensure they receive appropriate support and high quality teaching;
 - Working collaboratively with Parents;
 - Ensuring that suitable resources are provided;
 - Ensuring that IEP's are drawn up;
 - Assisting with the implementation of the IEP's and their reviews;
 - Ensuring that the records of SEN pupils are updated and reviewed.
 - Contributing to in-service training.

4. Facilities available

- 4.1 Pupils at Churchill Special School, will be offered a range of specialist facilities including:
- small classes with a high adult/pupil ratio;
 - teachers with specialist additional qualifications;
 - a team of skilled and committed support staff, who have undertaken specialist training;
 - school organisation and approaches to teaching and learning designed to take account of the particular characteristics of pupils with language, communication and interaction difficulties, reflecting a range of approaches including Sulp¹, TEACCH², PECS, sensory integration, intensive interaction and Social Stories;
 - access to a curriculum appropriate to their ages, needs and abilities, including for some pupils a modified National Curriculum and a particular emphasis on social interaction and communication skills;

- a physically safe environment with good curriculum related facilities and other specialist facilities including sensory and softplay environments;
 - appropriate inclusion opportunities with partner schools, Samuel Ward Academy and a local primary school;
 - extended education opportunities that are specifically designed for pupils with language, communication and interaction difficulties;
 - excellent multi-agency links and close partnership working with an autism support service;
- 4.2 All our basic teaching, social and administration areas are situated at ground floor level and are accessible to those with mobility difficulties, including wheelchair users. The specialist facilities in Samuel Ward Academy also have access for disabled users.
- 4.3 We aim to create a calm, low stimulus, structured environment, especially for those with ASD, and will meet the needs of those with additional sensory disabilities and medical needs. We will make every effort to meet the medical needs of pupils, for example through implementing a clear and practical policy on the Administration of Medicines.
1. Footnote: **SULP**_ The Social Use of Language Programme aims to enhance personal, emotional and social development from a communication and thinking skills perspective. Skills are developed through the use of stories, modelling and practice and games.
 2. **TEACCH**: Treatment and Education of Autistic and Related Communication-Handicapped Children. A highly structured programme designed to facilitate independence and social interaction for students with AS

B. INFORMATION ON ASSESSMENT AND PROVISION

5. Allocation of Resources

- 5.1 The provision for pupils with SEN with statements or Education and Health Care Plans is resourced, through £10,000 per place from the Education Funding Agency with top up funding agreed with local authorities commissioning individual placements.
- 5.2 Our major budget commitment is to the recruitment and professional development of staff in appropriate numbers to meet the needs of all pupils in the light of our stated objectives. We also aim to provide proper levels of materials and equipment to support effective teaching and learning, and to develop the school's premises and facilities to provide a high quality language and autism-specific environment. Decisions about the allocation of resources to pupils will be guided by the provision specified for individual need in their statements of SEN.
- 5.3 Action to meet pupils' SEN aims to promote independent learning and falls within 4 broad strands:
- Assessment, planning and review;
 - Grouping for teaching purposes;
 - Additional human resources;
 - Curriculum and teaching methods.

- 5.4 The school allocates appropriate resources to all classes and departments annually based on urgency of need, school development plan priorities, and availability of funds.
- 5.5 Each year our School Development Plan will focus on agreed improvements in a range of areas. Within each area a number of targets will be addressed and funding from available sources will be allocated for these developments.
- 5.6 Annual review of the deployment of staff and the use of the building is essential in order to ensure that we utilise resources effectively to meet pupil needs. We are keen to secure best value for all expenditure and we carefully monitor and evaluate the impact of all our work.

6. Identification and review of pupil needs

- 6.1 The individual special educational needs of pupils are outlined in their statements or Education and Healthcare Plans and these include clear educational objectives. The school considers these objectives in order to plan appropriate educational provision for each pupil.
- 6.2 Where pupils do not have a statement of educational needs or Education and Healthcare Plans a contract will be agreed with the commissioning organisation to determine provision.
- 6.3 All statements of special educational need and Education and Healthcare Plans are reviewed annually at the Annual Review Meeting and we are committed to provide sufficient time for each meeting so that parents, staff and others involved in the pupil's education and care can discuss progress and plan carefully for the future. The Head of School, SENCO and/or the class teacher, is present at each review meeting. We also encourage the involvement of pupils in their own review procedures.
- 6.4 The calendar for the annual review of pupils' statements is drawn up at the start of each academic year by the leadership team. The calendar is circulated to all of the relevant agencies so that they can make plans for their involvement wherever appropriate.
- 6.5 As part of the review process the educational objectives listed on the Statement or Education and Healthcare Plan are considered and it may be recommended that they are amended, removed or added to. Key short to medium term targets relating to these longer term objectives form the basis of an Individual Education Plan for each pupil. Progress towards targets is reviewed regularly and they are amended as appropriate through the school year.
- 6.6 It is important to remember that the IEP represents only a part of the planning undertaken for each pupil, and that there is careful consideration of individual needs and more detailed definition of intended learning outcomes in all areas of the curriculum.
- 6.7 The development of assessment procedures is ongoing and under regular review so that we can adapt our curriculum and use our resources efficiently to take account of group and individual needs. As part of this process we use a range of assessment strategies including teacher assessment, National Curriculum SATs, external examinations and accreditation. These assessments are used alongside other relevant information in the planning of the curriculum and in setting whole-school and cohort targets.

7 Access to the curriculum

- 7.1 Pupils receive a broad and balanced curriculum which is relevant to their individual needs. For some pupils it will be necessary for them to follow an adapted form of the National Curriculum. Wherever it is appropriate for the individual concerned, pupils are supported to integrate into mainstream lessons. Further information is available in individual policy documents for all subjects, setting out subject-specific aims, expectations and teaching and learning considerations.
- 7.2 The curriculum is planned and differentiated to meet the range of individual needs of all pupils. The curriculum is further modified on a short term planning basis to meet specific individual's SEN.
- 7.3 Extra support is available from support staff and through careful choice of resources to facilitate access.

8. Evaluation of provision

- 8.1 Our approach to evaluation is to ensure that policy and practice are part of our on-going self-review process, so as to provide evidence to judge the success of identification and assessment; our provision for pupils and its effectiveness.
- 8.2 We are committed to effective school self-evaluation as a basis for raising standards. Our provision is evaluated in several ways:
 - i. External evaluation e.g. by OFSTED
 - ii. Monitoring of achievements in the National Curriculum and other subjects
 - iii. External accreditation results
 - iv. Attendance and exclusions
 - v. Progress in terms of IEP targets
 - vi. Progress against success criteria, with a particular role for the Governing Body
 - vii. Regular review and evaluation of the whole school using scrutiny of work and monitoring of planning and visits by designated Governors
 - viii. Review of the work of individual staff members through PM and Professional Review (this includes regular lesson observations)
 - ix. Evaluation of other coordinated approaches to school self-evaluation, for example surveys of parents, listening carefully to pupils, which together with the information detailed above, will contribute to the production of a well-founded evaluation of our strengths and areas for improvement.

9. Complaints procedures

- 9.1 We listen carefully to the views of our pupils, and we welcome parents' comments about the school. We invite parents to contact the Head of School or the staff in their child's class if they want any information or if they have any concerns. By paying attention to constructive criticism (and to any compliments we may receive) we hope that we can discover more ways to make Churchill into a happier and more effective school.
- 9.2 Churchill has a complaints procedure. (See Annex1) Concerns and complaints about SEN provision should be addressed to the SEN Governor or Head of School, who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the

situation then the complaint should pass to the first level of the general complaints procedure.

C. STAFFING POLICIES AND PARTNERSHIP BEYOND SCHOOL

10. In-service training on SEN

- 10.1 We are committed to supporting the continued professional development of all staff through appropriate in-service training in order to support quality teaching and learning for all children and young people.
- 10.2 Training is provided for individual members of staff to enable them to fulfil their role. This includes specialist training related to language, communication and interaction difficulties and autism (for example the Sulp and TEACCH approaches) as well as a wide range of communication (e.g. PECS), curriculum, health and safety and leadership issues. Training is provided for needs identified through monitoring of teaching and through Performance Management. The Trust is supportive of all staff who want to advance their general educational qualifications, for example by working towards HLTA, Advanced Skills Teacher Status, degrees or postgraduate awards.
- 10.3 New members of staff or those changing their role will be supported by an established induction programme.
- 10.4 Whole school training will be provided to increase the knowledge and understanding of staff and to develop effective practice across the school, aligned to our school priorities. Training will be provided for mainstream staff, to support the inclusion of Churchill pupils.

11. The use of external support services and agencies

- 11.1 Samuel Ward Academy liaises with outside support services whenever their expertise helps to meet the needs of pupils more effectively and Churchill will do the same. As time passes the school will build up a list of contacts and facilities, which can be called upon for advice and support.
- 11.2 Churchill School will share the provision of the school nurse, who is a regular visitor to the Academy. We will receive advice and support on a range of other issues. This will be arranged through a key contact point for Suffolk LA Support Service for special educational needs, the Educational Psychology Service and any specific services for pupils with statements. Occupational Therapy will be arranged as required. Support for communication development is enhanced by the appointment of a Speech and Language Therapist on our permanent staff.
- 11.3 We will cooperate closely with Social Care colleagues who support families, arrange respite care and also help in the transition from school. We will also work with Health Trusts and other community agencies who offer support and expertise to enrich our provision for pupils. High quality family support and training will be available.

12. The role of parents

- 12.1 We work in partnership with parents and carers who play a fundamental role in enabling young people with SEN to achieve their potential. We recognise and value the unique knowledge parents have that can contribute to a shared understanding of how to meet a pupil's needs. We enjoy and encourage the presence of parents in the Trust's schools and appreciate their help and support. We follow an 'open door' policy which means that parents can approach the school whenever they have a concern and time will be made for them.
- 12.2 We believe in consulting and cooperating with parents in order to help all pupils to make optimum progress in all areas of their development.
- 12.3 We value highly the contribution made by those governors who are parents, and we are grateful for the time and commitment that they give to the School.
- a. Opportunities will be provided for parents/carers to come and work with or observe their child in the school and a parents/carers' room or space will be provided, together with social opportunities such as coffee mornings and special support groups
 - b. Parents/carers' views and contributions are valued and they are listened to and we recognise that parents/carers know their children best and have a great deal to contribute. If parents have difficulties in attending School meetings about their children we will make every effort to make arrangements to overcome these problems and we are very happy to offer facilities for parent groups to meet regularly in the school.
 - c. There are formal opportunities for parents to meet with staff through the annual review processes and through termly progress review meetings. We will also operate home-school diaries or telephone contact systems wherever parents find this helpful, and we are happy to use ICT to keep in touch, for example sharing resources, pictures and information, through maintaining an up to date website, and distributing our newsletters electronically.
 - d. We will ensure that parents are aware of the parent partnership service provided by the local authority, so that they know where they can obtain the information and advice they need. (2.16 SEN Code of Practice), also as a service to prevent any difficulties from developing into disagreements. (2:22 SEN Code of Practice)

13. Links with other schools, and arrangements for managing the transition of pupils between schools or between the school and the next stage of life or education.

- 13.1 We involve parents, pupils and others in developing a partnership of support, enabling them to have full confidence in the strategy as adopted by the school. We benefit from partnership links with other schools and institutions in our neighbouring area and in our family of schools.

- 13.2 We particularly endeavour to facilitate a smooth transition for any pupil with SEN joining or leaving the school. For non statemented pupils a transition process will be drawn up and put into action when the placement starts. preparing the child or young person to move back into mainstream school, or to be admitted with a statement to a full time place at the school. For pupils in the Special school, a transition plan will be drawn up in a review meeting at least 6 months prior to the child/young person moving on to the next stage or into mainstream provision.
- 13.3 In Year 9 during the meeting for statemented pupils a Transition Plan will be drawn up to prepare for their move to adult life.
- 13.4 During the time the pupils are with us, we look for relevant opportunities to provide experiences in the mainstream school and, where appropriate a college environment, through a range of inclusion arrangements. These links not only strengthen our capacity to deliver a personalised curriculum, they will also lead to some pupils transferring full-time into mainstream provision.
- 13.5 We will offer work experience placements to students from secondary schools and from colleges. We see this as an important link which provides valuable experience for both the students and for our pupils.

14 Links with child health services, social services and educational welfare services and any voluntary organisations

- 14.1 We aim to develop the school as a base for interaction between agencies concerned with language and communication, and to build a centre of excellence. In order to coordinate provision for a child with SEN, the school has links with a variety of outside agencies, such as: speech and language services, Education Welfare Office, occupational therapy, social services, educational psychologist and the behaviour support team.
- 14.2 The school will have regular access to external support services for their pupils including Occupational Therapists, and Educational Psychologists, which will supplement the contribution of our Speech and Language Therapist. There is to be regular liaison and exchange of information between the teachers and these services, particularly at School Based Review. The school will also provide support to local schools who have children with language, communication and interaction difficulties.
- 14.3 Any assessment or teaching help from an LA support service will take place on the school site where possible and be carefully planned as part of the IEP.
- 14.4 We will involve specialist multidisciplinary services for initial assessment planning and ongoing support, especially through transitions. We will work with the Primary Care Trust to facilitate joined up provision for the pupil and his/her family.
- 14.5 We have contact with a number of charitable organizations, for example, ICAN, and the National Autistic Society.

15 The Voice of the Student

15.1 In Churchill School we will encourage pupils to participate in their learning by:

- Involvement in target setting and identifying teaching and learning strategies that work for them.
- Taking account of their views in every aspect of their education.
- Encouraging self-advocacy and independence.
- Participation in School Council activity.

Review

This policy will be reviewed in line with the school policy review schedule

Author	Date	Frequency of Review
Kirsty Richards	Autumn Term 2017	Three Yearly
Adopted by the Governing Body	Reviewed	Reviewed
Date: Signed	Date: Signed	Date: Signed