

# SEN Policy

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SLATED ROW SCHOOL

Headteacher: Mr J Budd

SLATED ROW SCHOOL | Old Wolverton Road, Wolverton, Milton Keynes MK12 5NJ





<b>Written</b>	Jonathan Budd & Zoë Baines	October 2016
<b>Adopted</b>	Full Governors	November 2016
<b>Amended</b>		
<b>Amendments agreed</b>		
<b>Reviewed</b>	Annual	July 2017

**Introduction**



Slated Row School is a designated special school for pupils with mild to complex learning difficulties aged between four and nineteen years. The school aims to provide an education for each pupil, enabling them to maximise their potential within a safeguarded environment, which will protect them from risk.

All children admitted to the school are the subject of an Education, Health and Care Plan. Children can be admitted to Slated Row School at any stage of their school career. Pupils are only recommended for special schooling after a formal assessment of their educational needs has been made by members of the educational, psychological and medical services, in close co-operation with parents.

This will be achieved by offering a curriculum designed to provide a broad range of activities and experiences based on the National Curriculum which are balanced and relevant to the pupil's needs. In addition there is speech therapy from our onsite speech and language team, liaison with physiotherapists, and well being support from our Well Being team. Robust Child protection procedures including Prevent, FGM, CSE, Safe Recruitment practices and an appropriate focus on Health and Safety, relating to all aspects of the child's needs, will help to ensure their safety.

### **Specialist Provision**

We aim to offer our pupils the best possible experiences and a high quality of education. Our provision is seen in three areas:

- Universal - The Curriculum
- Targeted - School interventions & programmes
- Specialist - Specialist professional interventions & programmes

Our universal provision is what all pupils will access. Targeted and specialist provision will be identified through pupil's Education, Health and Care plans (EHCs) or through our monitoring of pupil progress.

The school provides a rich range of specialist equipment, rooms, adaptations, strategies and staff to ensure that pupils ability to learn is maximised. This will include communication aids, adapted curriculum material, ICT access equipment, mobility aids, sensory, Forest schools, a soft play area and extended school clubs. SaLT uses a range of approaches and techniques including PECs, Colourful Semantics, AAC devices, signalong and BSL. The SaLT Team offer training and support for parents and other professionals, as well as the rest of the school staff.

The teaching staff use a range of strategies and approaches such as Intensive Interaction, PECS, Signalong, music, drama and aspects of TEEACH to meet the needs of the pupils. All staff undergo training in the aspects of professional development they need to work within the school, and to meet this need, the school has developed a number of trainers who can provide Signalong signing, Moving and Handling, Team Teach, First Aid and ICT to support the workforce in meeting pupil needs.

Advisory teachers for the visually and hearing impaired provide support to individual pupils and class teams to ensure that teaching is best adapted to enable learning. Advice/recommendations referrals are made to specialist professionals.



The school is committed to providing inclusion for pupils within the school and the local community. At our school, assessment and record keeping are valued and given high priority. All pupils have a Pupil Progress File which will contain special achievements and certificates.

### **Parents & Carers**

The school is committed to working with parents in partnership and will facilitate parents support groups as required. Parents with concerns are able to contact teachers through telephone calls before and after the school day and via the home/school contact book, thus having the opportunity to air any problems quickly and informally. Parents are also kept informed of school activities through regular newsletters, and the website. More serious issues are directed to the Senior Team who endeavour to investigate the problem that same day. Staff are requested to keep the Head Teacher informed of any possible problems in writing. School policy is to keep parents informed of any actions being undertaken at all stages in dealing with a complaint, with regard to education provision.

The role of parents in securing quality education for their child is a vital one because it is recognised that the information provided by parents about their children is invaluable in setting educational targets. The school expects that parents will contribute to the life of the school by supporting parent's evenings and functions, by maintaining dialogue through home/school contact books, by contributing their views for annual reviews or in response to questionnaires and by carrying out agreed programmes with regard to behaviour management and any jointly planned action or approaches. The school will keep parents informed of all aspects of their child's school life, sharing individual plans, achievement evidence and planned curriculum coverage.

### **Staffing and Multi-Professional Partnership**

The staff are supported by a multi-professional team which can include school nurse, consultant paediatrician, physiotherapists and educational psychologists. Other support is provided by social workers and referrals to other professionals.

These professionals and complimentary therapists, if appropriate, are invited to contribute to annual reviews and work in co-operation with teachers and parents in securing the best possible education and services for the pupils.

As pupils reach seventeen or eighteen, more detailed transition plans are made to introduce the young person into their future placement or employment i.e. college, day resource centre or aspects of their individualised package. Slated Row staff liaises with the receiving establishments and set up a programme to ease the transition for the young person and for his or her family.

Slated Row School is committed to providing quality education for all of its pupils and values the contribution of all parents, agencies, support services and professionals concerned in achieving this aim.



### **Education, Health & Care Plans**

Pupils who already have an EHC Plan will require a person centred Annual Review of the EHC plan. The process is:

- 6 weeks before the views of parents/carers and young person will be recorded and relevant professionals will be invited.
- 2 weeks before, information will be circulated: updated Section B, Review of outcomes, Professionals' reports and Parents and child/young person views

At the Annual Review:

- A discuss of Section B and outcomes are reviewed
- New outcomes are agreed
- Specific provision details are recorded

### **Role If The Local Authority**

Within 4 weeks of the Annual Review meeting the Local Authority will advise that it proposes to keep the plan, cease to maintain the plan or amend it. If the Local Authority proposes to amend the plan it must issue the amended plan within 8 weeks of the original amendment notice.

### **Transitions**

To ensure a smooth and effective transition, students at Slated Row are prepared for the new academic year early. Student's transition to their new class for the last three weeks of the summer term this ensures that levels of anxiety are reduced and the new term in September is smooth, with students and staff already forming strong working relationships.

The transition programme consists of:

- Welcome events for each Key Stage.
- A meeting with parents/carers for all new pupils (existing parent may request a meeting). At these meetings pupil's needs will be discussed and a transition plan will be set.
- Information and Family packs will be given to all new and existing parents, providing all school information.
- Student's packs given to all students with visuals of the students new class team.