

# SCHOOL POLICY

Policy number/version	1
Date Version Issued	11/09/2018
Originator	Governors
Distribution	No Restriction
Date Reviewed	11/09/2018
Approved by	Full Governing Board (FGB)
Frequency of Review	Annually
Next Review Date	11/09/2019
Signature	Maggie Carter - Chair of Governors



*Maggie Carter*

## SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

The school's Special Educational Needs Policy aims to be a working document that ensures the special needs of pupils in the school are met.

The Governing Body of the school is committed to providing quality provision for all of its pupils. This quality provision includes having:

1. qualified teaching, care staff and support staff,
2. a variety of resources to meet the needs of individual children.

Governors review regularly its S.E.N. policy and procedures to ensure that they continue to be appropriate for the range of special needs within the school population.

### Areas of Special Educational Needs

The school provides for pupils with communication, interaction needs, Autistic spectrum conditions and associated learning difficulties and may also include:

- attachment difficulties
- needs associated with past traumatic events
- social emotional and mental health needs
- inability to relate and/or co-operate with peers effectively
- complex communication and interaction needs
- mild, moderate, severe or profound learning difficulties
- High anxiety
- Demand Avoidance

Additionally, some pupils will have medical conditions which will require attention. These may include; Enuresis, Encopresis, Tourette's Syndrome, Prada Willi Syndrome, Attention Deficit

Hyperactivity Disorder, Diabetes, Epilepsy, Asthma, Cerebral Palsy, Downs Syndrome, Sleep Difficulties, hearing impairments and speech difficulties.....

## Facilities for Pupils

The school will provide a variety of inside and outside learning environments. These include specialist teaching and therapy rooms including, science, art, technology, music and physical education, ICT, a library, interactive multi-sensory rooms, a swimming pool, SALT and counselling rooms.

To provide for pupils' residential needs, the school has 4 houses. These houses provide a home from home alongside opportunities to develop life and living skills to develop independence. Residential pupils are encouraged and supported to increase social interaction with their peers and staff from across all the houses. Opportunity to experience and enjoy a wide range of activities on and off-site are provided. These include opportunities to cook and shop for themselves. Pupils progress in life and social skills is monitored and assessed through the LASSI. We provide support for and promote positive mental health across all areas of the residential and educational setting.

A system to request additional support is in place. This additional targeted support focuses on early intervention to prevent escalation and to support pupils to re-engage in their learning.

## Allocation of Resources

The school's budget is considered by Governors who make specific allocations for resources. This is done considering maintenance of standards and further school development in line with the school development plan. Staff have responsibility for specific budgets and resources are purchased to differentiate and enable all pupils to have access to a full and enriched Curriculum enabling and supporting them to reach their full potential. The spending and impact of all Pupil Premium funding is monitored to ensure that it is effective. Children in care and adopted children have their pupil premium allocated individually through the PEP system that supports their individual needs.

Pupils identified as needing additional support may be supported through intervention sessions, where they work in small groups or with individual support. Specific resources may be used within these sessions. Where appropriate pupils have access to assistive technology to improve access to the curriculum.

## Identification of Pupils' Needs

Pupils, when they arrive at school all have an Education, Health, Care Plan. This document, together with any other information provided is used to identify the needs of pupils. In addition, the following are undertaken.

1. Placement Plan with all professional and parents that work with the young person are able to share information with the school and key staff prior to starting.
2. Baseline assessments.
3. Liaison with other agencies, for example, Social Services, EP's, Paediatricians.

Before the pupil enters school, staff consider information available and write a placement/education plan/care plan.

## Review of Pupils' Needs

At the end of their first term in school, pupils' progress is discussed by staff. There is a Review of Placement meeting and pupil, parents, staff and other appropriate representative and professionals will attend. To review successes, SMART targets, needs (Educational, Social, Emotional) and address any issues.

All pupils have an Annual Review. The pupil, parents, staff and other appropriate representatives and professionals will attend these reviews, where teaching arrangements and targets set are considered and overall aims for the next year are agreed.

Specific targets for subject areas and Life and Social Skills are set termly (in October, February and May). Progress towards these are regularly monitored and provision reviewed as required to ensure that all pupils make progress / develop.

Regular reviews of pupils' progress are also undertaken by Linkworkers and class tutors. Linkworkers meet pupils weekly and discuss behaviour, progress and any matters brought forward by the pupil. Class Tutors provide class and individual tutorials.

## Arrangements for a Balanced and Broad waking curriculum

All pupils have access to a full, balanced, and broad curriculum. Pupils in key Stage 1 and 2 are taught mainly in static class groups by their class teacher; a small amount of specialist teacher is also used. This varies from each academic year, but, often includes the opportunity for pupils to have specialist PE and Forest school sessions. Pupils have daily sessions to support their emotional wellbeing and development including Early Help for Mental Health and Thrive sessions.

Matched to attainment and developmental levels pupils in Key Stage 3 and 4 may access subject specialist teaching. In Years 9, 10 and 11 they have opportunities to choose Foundation subjects for their options. Additionally, pupils in Year 10 and above have the opportunity to undertake periods of work experience / work related learning and undertake Link Courses at the local Further Education College.

A wide range of opportunities for pupils to engage in learning outside of the classroom is also facilitated.

## Arrangements to manage Pupils' Behaviour

The school uses systems to record and promote positive behaviour. This helps pupils to reflect on their behaviour. Observations of pupils' behaviour are recorded and pupils may receive rewards and sanctions based on these.

Any behavioural incident and positive behaviours are logged on 'Behaviour Watch'. These logs are sent home to parents/carers. The data is used to help monitor behaviour and target support for pupils it is also used to reward positive behaviour

Some of our students have individual rewards systems that are tailored to their needs and development targets.

## **How the Governing Body Evaluates the Success of the Education which is provided at the School for its Pupils**

The school Governors evaluates the work undertaken in each class / subject area and considers the progress made by pupils. In addition the Governors receive regular reports on pupils' attainment. Governors are provided with details of pupil attainment including exam successes and standardised attainment tests (SATs). Additionally, the Executive Principal ensures that in the report to Governors, for their full termly meetings, he provides details of the progress of pupils in a range of areas.

Governors evaluate the quality of education through a number of ways, these include:

- Spending time with pupils in the schools and residential units and making themselves available to meet parents at the School's Open Evening.
- Focused Governor Days - The Head of School organises a day with a clear focus and agenda. To showcase evidence from across the schools, opportunity to talk to students and staff and to celebrate the successes of the pupils, staff and school.

The results of these evaluations are considered by Governors in setting the School Development Plan.

## **Arrangements Made by the Governing Body relating to the Treatment of Complaints from Parents of Pupils concerning the Provision made at the School.**

Staff are in regular contact with parents and invite parents to contact them should they have any concerns or complaints about matters relating to school or their child's attendance at the school. These matters are dealt with immediately but should it be necessary a meeting is convened and Governors will investigate any concern or complaint.

## **Arrangements made by the Governing Body Relating to In-Service Training for Staff**

Orchard Manor holds an Investors in People Award. The school has an active Staff Development Committee which gives all staff the opportunity to attend appropriate in-service training. The training needs of staff are considered under three headings:-

- a) Training appropriate for their job description.
- b) Training that assists staff to meet the aims of the school.
- c) The professional development of individual staff.

The Staff Development Committee has been designated the task of agreeing on priorities that match those within the school's Development Plan and allocating monies as appropriate from the school's Staff Training allocation.

## **Use made of teachers and facilities from outside of the school including links with Support Services**

The school makes use of the local Further Education College to enable pupils to undertake link courses. Additionally, the school has good support links with the following:-

**SENTIENT Trust** – The school is an active member, attending meetings and liaising with other schools in the trust

**Dawlish Learning Partnership** - Continued partnership between all local schools.

**Educational Psychologist** - The Psychologist will visit the school at least once a term and spend a full day in school, plus attend annual reviews if felt necessary. The Senior Staff liaises with the psychologist to decide which pupils need assessment. The psychologist offers advice and help to teachers where necessary.

**THRIVE Practitioners** – offer intervention session, assessments, support, advice and training to all staff.

**The School Nurse** - visits the school regularly and attends meetings with parents and other agencies as appropriate.

**Occupational Therapists** – Attend the school to oversee programmes to support pupils with identified specific need.

**Multisensory impairment nurse** - – Attend the school to oversee programmes and additional support provided for pupils with identified specific need.

**School Counsellors** - Work in school with individual pupils.

**SALT** - offer intervention session, assessments, support, advice and training to all staff. Referrals to Virgin Care when needed. Orchard Manor employs a fulltime SALT and has the support of a SALT from Virgin Care.

**Local Police Officer** – Building relationships with pupils and able to run workshops and discussions on current issues within the school community.

**College Representative** – To support with college applications, tours of the college and attending leavers' reviews when appropriate.

**CSW** – We have a lead specialist that works with the whole school community and parents to support with post 16 and post 19 choices and moving into adulthood. CSW will attend meetings for the Key Stage 4 pupils, meet them in small groups and individually and continue to support or assign a key person once they leave Orchard Manor.

Pupils' individual Social Workers are encouraged to liaise closely with the school. This is usually undertaken with the school Designated Teacher for Looked After Children and the Family Support Worker, but when appropriate, direct contact with link workers is encouraged.

The Executive Principal, Head of School, Head of Care, SLT, Pupil and Family Support Officers will liaise with the Education Welfare Officer with regard to home or attendance difficulties.

Additional help is

### **The role played by parents of pupils**

The school places great importance in having a positive link with all parents. Parents are actively involved right from the initial stages of the referral to the schools. Contact is encouraged regularly. For some pupils this takes the form of regular weekly telephone calls between home and staff, whilst staff also make use of home/school link books, email and other computer based platforms.

Parents will also visit the school and meet with staff during parent open evenings, special events or when the need arises. The school encourages parents to apply to be parent governors when vacancies arise. There is also a parent, staff and friends association (PSFA) which have regular meetings and support the school through its major fund raising events. The PSFA raise funds for equipment and activities for the pupils.

The school will always welcome ideas and suggestions from parents for improving how it supports and develops pupil progress and wellbeing and regularly asks parents to complete questionnaires and is grateful for, and will use, all feedback.

This Policy has been amended and approved by the Governing Body