

## **Special Educational Needs Policy**

This policy reflects the school values and philosophy in relation to Special Educational Needs.

### **Policy Connections**

This policy should be read in conjunction with the Teaching and Learning, Curriculum Organisation, Planning, Assessment, Reporting and Recording and the Supplementary Guidance for Policies.

### **Provision**

The Loyne Specialist School is a County Maintained Day School for pupils with Severe or Profound and Multiple Learning Difficulties. The school provides, wholly for pupils, between the ages of 2 and 19 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 Special Educational Needs Code of Practice 2014 which relates to The Education Act 1996 Special Educational Needs and Disability Act 2001** and to be guided by the advice and guidelines published by the Lancashire Education Authority and any subsequent changes to the statute or advice. The named governor with responsibility for SEN provision is Ann-Marie Houghton.

### **Aims of the School**

**The Loyne Specialist School is about ‘Working together.....Valuing achievement’ and more specifically:**

#### **We Aim:**

- To develop the full potential of each pupil and celebrate their achievements academically, physically, socially, spiritually and emotionally
- To deliver a stimulating and specialised curriculum that allows each pupil to develop confidence, independence and self-esteem
- To create a safe, happy and positive learning environment fostering mutual respect and consideration for others
- To work in partnership with pupils, parents, teachers, carers and other professionals, valuing the contribution that each makes to learning
- To promote and extend inclusive learning opportunities within the local and wider community
- To encourage the professional development of all staff to meet the varied and changing needs of all our pupils
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#### **Facilities**

The school is situated in Lancaster and caters for statemented pupils mainly from the Lancaster and Morecambe areas. The local authority special education transport department at County Hall Preston makes arrangements for the transport of pupils to and from school. The school buildings comprise of 10 class bases in the main school 3 of which are used for further education.

The school building is attractive and well maintained and has been further improved by recent building projects. It has large classrooms; several of these having their own art/craft and well-equipped kitchen areas. There is a multi-purpose hall and Multi Use Games Arena suitable for physical education, drama and music sessions, a multi-sensory room, a separate library area, a meeting room, a medical room and a Therapists’ office. Toilet and changing areas are designed to accommodate the safe

moving and handling of pupils. There is a large comfortable staff room comprising a work area equipped with computer/scanner facilities, a relaxation area and a well appointed kitchen area. School has well maintained and attractive grounds, discrete and safe playing areas for different age phases, a playing field, three mini buses and an eight seater vehicle used for community visits, garaged on site. The school has safe access via a path to Ryelands Primary School with whom we have extensive inclusive links, which facilitates inclusive learning opportunities for both schools.

### **Admission**

Applications for admission to the school are made via the Area Team Leader for SEN at the Area Education Office, Quarry Road, Lancaster, following the assessment procedures and consultation processes which result in the issuing of a Statement of Special Educational Needs. 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 to a high level to ensure full access to educational provision and care of the highest order. Each class has a teacher and at least two 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 resourcing is funded through budget allocations given to subject leaders and priorities for funding are identified in the School's Improvement/ Development 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 occasionally receives contributions from the local community, and fund raising activities also enhance the school's ability to be resourced appropriately.

### **Professional Development (see policy)**

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 In-service opportunities in relation to safe moving and handling of pupils, Team Teach, Makaton, communication aids and first aid training. Some of the staff have completed a course of instruction on safe driving of the minibus (MIDAS). Staff are encouraged to gain additional qualifications.

### **Support staff**

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

- a full-time school nurse
- educational psychologists
- social workers

- advisory support from the teacher of the hearing impaired deaf
- advisory support from the teacher of the visually impaired
- education welfare support from Integrated Services
- area special educational needs officer
- community medical officer
- general and specialist advisers and advisory teachers
- part-time physiotherapist
- part-time occupational therapist
- part-time speech and language therapists
- transition co-ordinator
- transitions team
- young peoples service
- clinical Psychologist
- dietician
- dentist

The school has established links with other schools; mainstream and special, local industries, businesses and organisations and colleges. On occasions, it may be appropriate to seek advice, guidance and support from Specialist Leaders in Education who are highly qualified and experienced mainstream primary and special school practitioners who are appointed and deployed by the Loyne Learning Alliance.

### **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, half-termly targets identified via the child's Individual Education Plan are shared with parents. A home visit is offered to all parents at least once during the school year. Parent workshops/groups meet to address specific issues – the weekly session is known as 'Chill 'n Chat' and parents are welcome to join us for assembly.

### **Identification of pupil needs and organisation of access to the curriculum**

Pupils are assessed upon entry to the school using the PIVATS (Performance Indicators Value Added Target Setting).

PIVATS is used to demonstrate pupil progress, and in identifying curriculum strengths and areas for development. The PIVATS data is analysed by subject leaders and senior management for the purposes of whole school target setting and school development. PIVATS assists in monitoring procedures and enables us to track pupil performance throughout the key stages.

### **Curriculum Policy Statement.**

The curriculum offered within The Loyne Specialist School is being developed in accordance with the requirements of the **Education Acts** in that we seek to address the individual learning needs of all the school's pupils and acknowledge our responsibility to provide a broad, balanced and relevant curriculum which:

'...promotes the spiritual, moral, cultural, mental and physical developments of pupils at school and of society..'

and

‘...prepares pupils for the opportunities, responsibilities and experiences of adult life.’

The Whole Curriculum within The Loyne consists of National Curriculum and religious education, enhanced by a range of activities and experiences described below, in order to provide the breadth and balance that the National Curriculum alone cannot achieve. IEP targets form the basis of the pupil’s learning opportunities, which are delivered via a cross-curricular approach.

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**National Curriculum**

English, Mathematics and Science - core subjects continue throughout all the key stages and in the FE centre.

History, geography, design & technology, computing, art & design, music, physical education - foundation subjects are offered in a variety of contexts throughout the school. Sometimes subjects are delivered in the context of a theme or a topic. As discrete subjects, history and geography are disapplied at key stage 4 in respect of other curricular opportunities related to independent or work related learning.

Languages – pupils experience different languages through themed days and events and it is a National Curriculum Requirement at Key Stages 2 and 3. Languages are also offered to students in FE.

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

**Additional priorities**

- Experiences designed to promote early skills and provide sensory stimulation via all channels.
- Learning through play for primary phase pupils.
- Life skills in the community including sex education.
- Work experience, industrial and college links.
- Hydrotherapy where appropriate.
- Input and advice from the Physiotherapist, Occupational Therapist, Speech and Language Therapist where appropriate.

Personal, Social and Health Education & Citizenship is considered as a core subject in school, reflected by the timetable balance and is delivered as cross-curricular to include areas such as dressing skills, feeding skills, personal hygiene care etc. as well through discrete delivery. All pupils have significant needs in this area and thus, require special emphasis to be placed on the development of skills.

**Delivery of the Curriculum Will Include:**

CLASSES - presently TEN organised, as far as possible, into Early Years Foundation Stage (one group); Key Stages 1 (one class) 2 (two classes); 3 (two classes); 4 (one class) and 16+ (three classes).

GROUPS - based on developmental level or need in other areas. For example: a P.E. lesson organised by ability/needs criteria, across classes, with appropriate resources (particularly staffing levels) and target planning.

**SMALL GROUPS** - two or three 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 (and sometimes 2:1) attention from staff in order for very specific programmes to be implemented.

The curriculum will also be delivered through out-of-school experiences and activities, shared learning opportunities with mainstream peers within the mainstream school or at The Loyne Specialist School, and, for older pupils, work experience placements and courses at colleges of Further Education, where appropriate. Visitors are invited into school to enhance provision and may include artists in residence and external providers such as More Music Morecambe or Ludas Dance.

Appropriate careers education will be included in the curriculum for all pupils as part of the schemes of work for PSHCE & Citizenship and further support via the Transitions Team and Young Peoples Service at Key Stage 3, 4 and post 16.

Appropriate sex education will be included in the curriculum for Key Stages 3, 4 and post 16.

The planning of lessons and assessment and recording of progress will differ according to the method of delivery for the subject or area and is outlined in the policies; Curriculum & School Organisation and Planning, Assessment, Recording & Reporting.

### **Extra-curricular activities**

- Residential - school holidays (both in the U.K. and overseas).
- Learning for leisure- outdoor pursuits activities, bowling, restaurant visits.
- Educational outings- theatre, museums, SPACE, community visits.
- Community links- other nurseries, schools, local colleges.
- 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 Part 3: Special Educational Provision of the Statement of Special Educational Needs

The planning will, therefore, address:

**OBJECTIVES** (from SEN Statement) and

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

Pupils statemented under Part 3 Non-Educational Provision will require therapy input built into their curriculum and learning time. Medical needs must also be taken into consideration for some pupils and care plans 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. The medium and short term planning will

reflect the detail of the learning opportunities.

**Monitoring and evaluation of the educational provision by the Governing Body**

Governors regularly visit school and are linked to a specific curriculum area. They are encouraged to join lessons, speak to subject leaders and look at pupils' work. Governors are informed of developments in curriculum planning and school policies are discussed and agreed by Governors as they are reviewed and revised.

Policy reviewed: February 2014

Reviewed by: Julie McGrath

Review date: February 2018 (Under Review)