

Special Educational Needs and Disability and Inclusion Policy



December 2018

Ratified by the Full Governing Body on:

Chair of Governors Signature:

Date:

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

1. Introduction

The Pines is a day special school educating pupils who have communication disorders and delays, the vast majority of whom have a diagnosis of ASC (Autistic Spectrum Condition). All pupils admitted to The Pines School meet the agreed criteria outlined by the LA and the school's Admissions Statement.

2. School Vision

Our vision is to create a safe and happy environment for our children to develop life-long communication skills to become a valued member of modern day society.

Protect	<i>We endeavour to create an atmosphere where our pupils feel safe.</i>
Inspire	<i>We inspire our children to be the best they can.</i>
Nurture	<i>We nurture our children's individuality.</i>
Embrace	<i>We celebrate our differences and give everyone a chance. Everyone is precious and included in our school.</i>
Succeed	<i>We celebrate all achievements, no matter how big or small!</i>

Through a graduated response, and robust support systems, we ensure that appropriate activities are modified and reasonable adjustments are made so that every child has the opportunity to achieve.

3. Aims and objectives

The aims and objectives of our special needs provision are:

- To ensure that all pupils are offered full access to a broad, balanced, relevant and challenging education including an appropriate curriculum for EYFS and the National Curriculum.
- To create a learning environment that meets the SEN of each pupil.
- To promote education in a safe and secure environment within a happy atmosphere where children can learn effectively, improve their confidence, build up their self-esteem and develop their independence as individuals within the community.
- To enable pupils to take an increasing responsibility for their own learning.
- To afford pupils with life skills that prepare them for the next stage of learning
- To engage and help parents and guardians in the care,
- development and education of their child.

As a maintained school, we follow our statutory duties under the 'Special educational needs and disability code of practice: 0 to 25 years' from the DfE, published in January 2015.

4. Roles and Responsibilities

At The Pines School educational provision for pupils with special educational needs is the responsibility of all members of staff

The Head Teacher and senior leaders will:

- Ensure that all staff are informed of their responsibilities and receive appropriate training and support to deliver the curriculum and to fulfil their roles.
- Liaising with and advising colleagues.
- Manage the teams and departments within the school
- Coordinate the provision for pupils with SEN.
- Communicating with parents, guardians and carers of pupils with SEN.
- Liaising with external support agencies.

Teachers and support staff will

- Contribute to the vision of the school
- Plan lessons carefully, varying activities and pace to meet the needs of all pupils.
- We will create a happy, secure and stimulating learning environment where everyone will be inspired to do their very best

- Promote effective communication between home and school and other external agencies.
- Ensure all pupils are included in all aspects of school life
- Engage with CPD as appropriate

The Governing Body will:

- Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans.
- Monitor the progress of pupils through reports presented by the Head Teacher and visits to the school

In monitoring and evaluating the success of it's provision the Governing Body recognises the difficulties encountered in establishing relevant performance criteria and is committed to acknowledging and celebrating all successes within the school. In addition to the outcomes of target setting, Ofsted Inspection and school improvement they consider feedback from pupils, parents and other professionals, as valuable indicators.

5. Curriculum

The Pines School curriculum aims to provide a stimulating and safe learning community in which we all work together to nurture and maximise the potential of each and every individual and celebrate their achievements. We offer a curriculum that includes individualised learning and follows the National Curriculum, at an appropriate level to the learners needs. Teachers' planning ensures that pupils take part in activities which are meaningful and interesting for them and through which they address relevant and challenging learning outcomes. This enables all pupils to maximise their progress.

At The Pines School the curriculum supports the ethos of the school and strives to provide the context within which pupils with autism are given the opportunity to achieve high standards. In line with the National Curriculum aims, we aspire that all children will

- Be confident to communicate with a wide range of people.
- Make successful transitions into adulthood, living as independently as possible
- Enjoy learning in the school environment and beyond.
- Feel confident and self-assured.
- Be able to manage change by self-regulating their emotions.
- Be able to forge positive relationships with other young people and adults.
- Be proud of their achievements
- Respect others cultures, religions and genders.
- Have reached appropriate levels of functioning in the core skills.

6. Organisation:

The Pines School is founded on two distinct pathways extended curriculum and main curriculum. Whilst we recognise that pupils may make progress at a different rate, we still maintain high expectations and aspirations for all pupils. Opportunities for classes to join together are catered for where appropriate. The pupils in the Extended stream have a greater complexity of need and need a clearly differentiated approach to teaching and learning. As our most complex learners they are in a smaller group (maximum of 8 pupils) with 3 members of staff. In EYFS classes are mixed ability.

Our main class pupils still require a specific approach to teaching and learning, however they have a greater ability to access whole group sessions and can access learning in a slightly larger group of 12 pupils with at least 2 adults – although the majority have 3. These ratio's change dependent on the group.

Extended curriculum class:

The curriculum recognises that many of the pupils have a range of complex learning needs associated with autism. The curriculum is designed to meet learning needs by a personalised

learning approach. The needs of the pupils within this group can be broadly characterised in the following ways

- The majority of the pupils will be working within the P levels with some accessing the bridging the gap level.
- Pupils will have significantly limited functional language and communication.
- Pupils engagement is emerging or fleeting, they require a higher level of staffing to ensure progression in learning.
- Repetitive verbal and physical behaviours are frequent requiring a high level of support to regulate their emotions.
- Sensory differences impact on learning on a daily basis. Planned breaks for rewarding activities or activities to address sensory differences
- There are significant difficulties with short and long term memory, sequential memory and have limited working memory
- Pupils have bespoke learning plans that often incorporate therapeutic support and intervention such as structured and frequent learning breaks.
- The curriculum is based largely around physical and sensory learning activities that build on prior understanding and learning.

Main curriculum class:

The curriculum recognises that many of the pupils have a range of learning needs associated with Autism. The curriculum is designed to meet learning needs incorporating a range of learning opportunities and experiences. The Curriculum will largely be a combination of whole group, small group and sometimes individual teaching. The needs of the pupils within this group can be broadly characterised in the following ways

- Pupils work through the P levels and over time are able to access National Curriculum expectations over time.
- Pupils will have limited functional language or communication, pupils use communication intentionally and seeks interaction although not always appropriately.
- Pupils engage for short periods of time on learning tasks with differing levels of support
- Pupils need clearly defined roles and expected behaviour as they may lack understanding of classroom conventions.
- A higher level of support for emotional regulation and sensory needs at times.
- Curriculum requires very significant differentiation, adaptation and individualisation to account for difficulties pupils encounter in accessing learning.
- Pupils will make progress at a good rate from their starting point.
- Pupils will need to access an environment that is sympathetic to their needs, incorporating visual cues to enable them to make sense of the world around them and the expectations in place.

7. Resources:

The allocation of resources within the school is based on priorities identified by the process of School Improvement Planning.

A wide range of books, materials and equipment is available in school to suit the differing needs, abilities and cultures of pupils. ICT facilities include Touch Screens, Interactive White Boards, iPads and a range of software which is appropriate for non-verbal and language disordered children.

Resources and materials are specifically chosen to reflect positive images of gender, disability and ethnic background.

Our school environment is designed to support the needs of pupils with ASC and pupils benefit from a communication rich environment, designated teaching spaces, low arousal areas, the use of workstations and a safe and predictable environment to enable pupils to learn.

8. Partnership with Parents.

Partnership with parents/carers is regarded at The Pines School as an integral part of the development of our children. The knowledge that parents/carers bring to school is invaluable to staff and reinforces our work in school. Parents/carers are encouraged to participate in all aspects of their child's education.

Communication is key in developing these relationships. Parents are kept informed of the events happening in school, as well as weekly class information via DOJO or in the home school diary. Phone calls and informal meetings can also be arranged to discuss issues should they arise. Parents are invited into school to discuss progress at termly parent's evenings, as well as for an annual review of their child's EHCP.

Class workshops run annually and there are needs based workshops that run at various times throughout the year. Regular parent groups enable parents to access information and support.

9. External agencies:

The school has developed good working relationships with a wide range of outside agencies. The Governing Body acknowledges that in order to address the needs of all pupils a broad spectrum of expertise is essential including

- Educational Psychology Service,
- Specialist Support Service (in particular the hearing and vision impaired services),
- Birmingham Communication and Autism Team (CAT)
- Independent Speech and Language Therapy West Midlands,
- Music Therapy Works, Music Service,
- Schools Community Medical Officer, Paediatricians of local hospitals, Community Nurses
- Occupational Therapist,
- Learning Disability Team, and various other Social Care and Health and other Children's Services.

The school also gains support from the Brays Teaching School Alliance, Birmingham Education Partnership (BEP) and the Birmingham Special Schools Cooperative Trust

10. Procedures

All pupils will have an Annual Review meeting in order to discuss and review the child's Educational Health and Care Plan (EHCP) and progress towards targets. This meeting takes place within the school day and parents play a vital role in determining any amendments to the statement or EHCP. If there are any concerns regarding pupil placement then the EP service need to be involved.

The Local Authority maintains the EHCP with support and guidance provided by the school

Individual targets are set for every child in English, Maths and PSHE each academic year, these targets are monitored termly. Further information regarding this can be found on the Target setting rationale.

11. Integration and Inclusion

It is the policy of The Pines School that wherever the appropriate match of aptitude and ability occurs, or where specific social integration is required, and parents/carers are in agreement, children are integrated into mainstream schools, in order that they may be included into their neighborhood community. In order to facilitate this process good working relationships have been developed with several local mainstream primary schools.

Pupils who begin integration are monitored initially by a class teacher or teaching assistant, in addition to the senior member of staff who has overall responsibility for the co-ordination of inclusion. Progress is closely monitored and reviewed, and any advice or in-service support required by the host school is provided.

We offer opportunities for staff from other schools to observe practice and give advice on SEND strategies to support different needs.

12. Inclusion and equal opportunities.

The principle of inclusion is one which is firmly established in the education of pupils at The Pines School, and involves the setting of appropriate challenges, responding to pupils' diverse spiritual, moral, social and cultural and educational needs and overcoming potential barriers to success for all individuals and groups of pupils. Where the special educational needs of pupils are concerned the only relevant issues are those of valuing all childrens' experiences and building upon these in order to fulfil their individual potential. This is adhered to irrespective of gender, sexual orientation, age, ethnicity, religion, non-religion, disability, culture or socio-economic background, or circumstances of home or public care.

Any complaints concerning the special needs provision at The Pines School should address the issue in the first instance with the Headteacher, as outlined in the school's Curriculum Complaints and Complaints Policies.