



Keelman's Way School

Special Education Needs Policy

Basic information about Keelman's Way School's Special educational Provision

It is the intention of the school governors that Keelman's Way School should provide a welcoming, supportive environment for pupils, parents and staff, where good communications with the pupils, their parents/guardians, visitors, professionals and the wider community are fostered.

This policy will support us in delivering a high quality provision aimed at:

- Providing every pupil with a curriculum of entitlement to a broad, balanced, relevant and differentiated curriculum that caters for the intellectual, physical, social, spiritual, moral and emotional needs of each pupil within the framework of the national curriculum.
- Creating a caring environment where all are treated with dignity and encourages pupils to respect others irrespective of race, religion, gender, culture or disability.
- Ensuring that each pupil develops and learns at his/her own particular pace.
- Setting clear behavioural expectations within which pupils can operate.
- Encouraging pupils to develop into lively, positive and enquiring young people who enjoy learning and who are respectful of and sensitive to other people's needs.
- Helping pupils to develop a sense of self-worth and self-respect, with a capacity to live as motivated adults who have an ability to work and co-operate with others.
- Investigating and developing opportunities for integration with mainstream peers, on-site and off-site.
- Enabling pupils to acquire values, attitudes, concepts and knowledge that will prepare them for life in the wider community.
- Helping our pupils to acquire knowledge and skills relevant to their adult lives; at work, in leisure and in their home.
- Successfully preparing our young people and their families for the day they will leave us to progress to the next phase of their lives.

Keelman's Way School makes provision for children and young people, aged between two and nineteen years of age, who have been identified within their statement as experiencing severe/complex learning difficulties. In some instances the learning difficulty may be compounded by additional sensory difficulties e.g.

visual impairment, language/communication difficulties, behavioural difficulties associated with the learning difficulty or physical problems. (Incompatible with the provision of efficient education for the children with whom he/she would be educated or the efficient use of resources Schedule 27, Education Act 1996).

Facilities including those which increase or assist access to the school for disabled pupils.

Flexible teaching arrangement: pupils may work within a group of more able pupils in one core area and within a different grouping for another area e.g. the inclusion of 'PMLD' into classes alongside their age equivalent peers – full-time or on a regular basis with one to one support, differentiated pupil expectations.

Access to alternate or augmented forms of communication: signing/symbols, provision of low-tech aids, provision of a range of communication aids, use of objects of references.

Provision of tactile and kinaesthetic materials.

Provision of appropriate positional resources: chairs, standing frames, height adjustable tables.

Access to all areas of the curriculum through modified programmes of study.

Access to specialist support services: Speech and Language Therapy, Physiotherapy, Visually Impaired Service, Hearing Impaired Service, medical guidance via School Nurse and Doctor.

Adaptations to the physical environment through the provision of appropriate bathroom/toilet facilities, height adjustable changing tables, Safe play facilities (outside and internally).

Assessment:

When a pupil is admitted to Keelman's Way School they either have an Education, Health and Care Plan Needs or are placed with us while necessary information is being compiled (assessment basis). One year after the date of the statement all pupils have an Annual Review to determine if the statement continues to be appropriate and relevant. The report consists of educational advice prepared by the class teacher along with advice from parents and involved professionals. There is a detailed policy for the assessment of pupils: subject targets, IEP targets, key skills targets, P Scales/PIVATS.

Provision of resources:

The most significant resource at the disposal of the Governors are the staff that they appoint to the school. The LEA has determined to fund the teacher staffing ratio according to Circular 11/94 but not the support staff. Governors adopted a formula based on circular 11/94 to fairly allocate all staff to offer pupils optimum levels of support. This was based on a weighting being assigned to age and level of need.

Breadth of Coverage (access to a wide range of experiences). Severe learning difficulties must not be seen as a reason for a narrowing of the educational experience. We aim to provide pupils with a wide variety of rich learning opportunities.

Balance (distribution of experience). We must ensure that adequate planned time is given to the delivery of the national curriculum and therefore fulfilling expectations in meeting the individual needs of our children and young people. These individual aims are specifically reported upon at each pupil's/young person's EHCP annual review.

Differentiation (according to the needs of the pupils) is the key to curriculum of Keelman's Way School in that we respond to each pupil's needs through observation, assessment and the identification of needs. These actions result in the preparation of appropriate individual personal plans that identifies teaching strategies and resources/materials to help pupils achieve success.

Relevance (to their specific circumstances) in the curriculum must be ensured by offering age appropriate curricular suited to each pupil's needs, ability, interests and aptitudes. The majority of our pupils remain at early stages of the National Curriculum for the entirety of their school careers we must ensure that, as they progress through the school, teachers adopt methods, approaches and attitudes more suited to their development and maturity.

Pupil Voice

Pupil participation is about developing a culture in schools where all children and young people have a voice and have the opportunity to play an active role in decisions that affect their learning and well-being, as set out in Article 12 of the United Nations Convention on the Rights of the Child (UNCRC). Although having an active school council is an essential part of this approach, it is only one aspect.

Pupil participation happens in a variety of ways and at different levels of school life. On an annual basis pupils participate in a pupil view consultation. This allows pupils to communicate verbally, through symbols or photographs as to how they find school, who their friends are, what they have done well in and what their hopes for the future are. For example, older pupils comment on where they would like to go when they leave school, what jobs they are interested in and where they would like to live. It also allows parents and carers to give their views.

Progression. Work is ongoing to ensure that the prepared schemes of work will embed this principle firmly into our planning and practice. We aim to increase aspiration and expectation for all of our pupils.

Teachers and facilities from outside the school provision include:

- Teacher of the Hearing Impaired
- Teacher of the Visually Impaired
- Portage and Pre School
- Outdoor and Adventurous staff

- Specialist coaching personnel: football, rugby, judo, golf, multi-sports

Partnerships with bodies beyond the school:

- Part-time specialist – VI, HI, Ed Psyched and services for young people
- Subject leaders offering advice on specialist advice re resources e.g. ICT
- Connexions
- Further Education Colleges
- Learning and Skills Council
- Health Services
- Services for Young people
- Social Care and Health
- Voluntary Sector

The role played by parents of pupils.

We encourage parents to be as involved with the school as possible by ensuring that we supply information to parents at a reasonable time previous to events. Parents are aware of the support services available and we have close links with Gillian Harte from Parent Partnership,

Staff adopt a warm welcoming attitude to help parents feel welcome in our school environment. Views of parents are valued and actively sought via annual reviews and questionnaires. If a parent/carer/member of the public has a complaint they can view our Complaints Procedure which is available on the school website.

Transition

A wide range of links have been forged with schools within South Tyneside.

When pupils leave Keelman’s Way School transition is planned to help to become familiar with their new setting through familiarisation visits supported by school staff. These are planned to meet the specific needs of individuals and shaped by the facility they will be moving on to. We work closely with pupil services based at South Tyneside Council to ensure pupils are placed in the appropriate setting. Pupils are well supported in all phases of transition and an active programme from Year 9 supports decision making for transition.

The schools Local Offer can be accessed at www.southtyneside.gov.uk/localoffer and also on our website.

Signed

Date.....

Head Teacher

Signed

Date

Chair of Governors

Autumn 2016

To be reviewed Autumn 2019