

<b>Local Procedure Title</b>	<b>Special Educational Needs and Disability</b>
<b>Site</b>	<b>Sedgemoor Manor School</b>
<b>ECS Policy number and title</b>	<b>ECS 33 Special Educational Needs and Disability</b>
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<b>Local Procedure Author(s)</b>	Emily Bott Matt Vincent
<b>Local Procedure Ratification</b>	Checked and Approved by:

<p><b>1. Introduction</b></p> <p>The core purpose of the school is to develop pupils' communication, personal and social skills and to provide rich learning experiences that reflect their needs, abilities and interests to enable pupils to achieve.</p> <p>Our overall aim is to be an Outstanding School in our practice and delivery of educational services and to ensure there is a clear, coherent way to provide for the special educational needs of our pupils in order to develop independent and emotionally healthy learners.</p> <p>Children have special educational needs if they have learning or behavioural difficulties which require special educational provision, which is additional to or otherwise different from the educational provision made generally for children of their age. We are a specialist education provider with a focus on quality first teaching.</p> <p>These additional needs may include the following:</p> <ul style="list-style-type: none"> <li>• Cognition and learning.</li> <li>• Speech, language and communication difficulties.</li> <li>• Social communication difficulties (such as ASD).</li> <li>• Sensory, physical and/or medical needs.</li> <li>• Social, Emotional and Mental Health difficulties.</li> <li>• Identified ability (able, gifted and/or talented children).</li> </ul> <p>Please note this list is not exhaustive.</p> <p>At Sedgemoor Manor School, we cater primarily for children with a diagnosis of ASC. This is catered for within our higher levels of staff support, individual target setting and curriculum. All staff are expected to take into consideration the individual needs of the pupils when planning and delivering the curriculum. In addition to this, our pupils may experience a range of other learning needs and may need additional provision.</p>
<p><b>2. Principles</b></p> <p><i>Sedgemoor Manor School aims to provide children with:</i></p> <p style="padding-left: 40px;">“a personalised education that brings out the best in every child, that builds on their strengths, enables them to develop a love of learning; and helps them to grow into confident and independent citizens, valued for the contribution they make.”</p> <p style="padding-left: 40px;">(DfES, 2004, para. 3.0)</p> <p>a) Provide the highest standard of teaching and learning</p> <p>b) Promote an inclusive curriculum and learning environments for all pupils encompassing the Equal Curriculum and National Curriculum where appropriate.</p>

- c) Offer Post 16 pupils the chance to achieve externally accredited courses either in house or supported at a local FE College,
- c) Pro-actively develop, use and promote consistent ASC-specific approaches, with a focus on social interaction and communication
- d) Create a culture and celebration of achievement, stimulating a desire to learn, raising aspirations and expectations
- e) Work in partnership with families, carers, staff and multi-disciplinary teams
- f) Foster and build on pupils' confidence and self-esteem by promoting health, well being, happiness, enjoyment and independence
- g) Provide a stimulating, safe, secure, purposeful and caring environment
- g) Value the voice and views of all pupils, recognising their strengths and encouraging pupils to develop their interests and abilities
- h) Oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found and helping pupils to show positive attitudes towards others
- i) Sedgemoor Manor School specialises in the education of children and young people on the autistic spectrum we are committed to promoting inclusion within local mainstream schools and sector college provision as appropriate

### 3. Processes

Pupils are supported by a multi-disciplinary team approach of targeted provision from specialist staff, trained and experienced in ASC. We work with pupils from 9 to 19 years.

We are located in a rural setting which is ideally suited to young people with an interest in outdoor learning and animal care. Classes in Sedgemoor Manor School are very small and include a high level of additional adult support. We work with young people in a way which flexibly meets their learning needs, whilst also offering aspirational pathways to accreditation so that students can meet their academic potential.

Our specialist facilities, teaching and admin areas are situated within open, safe, and spacious grounds. We aim to create a calm, low stimulus, structured environment specifically for young people with autistic spectrum condition (ASC) and can meet the needs of those with additional sensory disabilities. More details are given within our Curriculum and Equality Procedures. We make every effort to meet the medical needs of pupils, for example through implementing a clear and practical procedure on the Administration of Medicines.

We work closely with Social Services and families, to support the development of all pupils. We also work with Health Trusts and other community agencies who offer support and expertise which enriches our provision for pupils.

#### Specialist Provision.

Sedgemoor Manor School offers a range of specialist facilities including:

- a) Small classes with a high adult/pupil ratio
- b) Teachers with specialist ASC knowledge, experience, and training
- c) A team of skilled and committed support staff who have undertaken specialist training from **Educational and Psychological**, Occupational Therapists, Speech and Language Therapists and therapeutic assistants
- d) A range of therapeutic interventions including Occupational Therapy, Speech and Language Therapy, THRIVE, Nurture, Mindfulness, Literacy intervention (which could include Lexia, Accelerated Reader, Toe by Toe), Numeracy Intervention (including Power of Two, Numicon), Reflexology, Emotional Literacy Support

- e) Use of routines and structure our environment to have spaces containing differing levels of arousal.
- f) Our curriculum is delivered through students' areas of special interest.
- g) limited choice (where appropriate).
- h) visual reinforcers and visual timetables.
- i) Staff are highly skilled at recognising nonverbal cues and modelling expected behaviours.
- j) Students learn coping skills and calming strategies and we teach social thinking and emotional regulation strategies.
- k) All staff are trained in active listening techniques – paraphrasing back, open ended questions and declarative language.
- l) We use learning breaks, sensory breaks, change of space, change of face, distraction, and humour to help children to regulate
- m) Staff are also trained in emotion coaching, modelling problem solving, declarative language, PACE, scaffolding and adaptation. Teachers and support staff are all trained in the science of learning with retrieval practices to support working memory and learning.
- n) Fine and gross motor skills are developed in line with our on-site Occupational Therapist, who also develops sensory programs for those who need them. In addition, in various locations around our site we have equipment for balancing, climbing, dangling, and swinging.
- o) Access to a curriculum appropriate to age, needs and abilities, including a modified National Curriculum with a particular emphasis on social interaction and communication skills
- p) A Post 16 curriculum supporting the development of life-long-learning skills
- q) Implementation of Individual Education Plans
- r) A physically secure environment with extended curricula related facilities and other specialist facilities including sensory environments
- s) Appropriate inclusion opportunities with partner schools, sector colleges and adaptation within the curriculum
- t) Excellent multi-agency links.
- u) Close liaison with a wide range of support services including social services, LAs, CAMHS etc.

**School Improvement Plan**

Is strategically developed to identify and agree priorities and targets. Funding is allocated for specific developments and resources are allocated to effectively meet pupil needs with all classes receiving termly and weekly budgets dependent on need.

**Annual Review Process.**

Through consultation with parents, local authorities and multi-disciplinary teams, the SLT maintains an overview of the Annual review process and ensures that pupils' needs are met, as identified within the pupil's EHCP plans (SEN).

- a) All Education, Health and Care plans are reviewed annually at the Annual Review.
- b) A member of the school Leadership or extended leadership team chair annual reviews, the Class teacher along with key class based and therapy staff are present at review meetings. We actively encourage the involvement of pupils in their own review procedures.

- c) The calendar for the annual review of pupils' statements is drawn up at the start of each academic year. The calendar is circulated to all of the relevant agencies so that they can plan their involvement.
- d) As part of the review process the outcomes listed within the EHCP are considered and it may be recommended that they are amended, removed or added to. Short to medium term targets relating to longer term outcomes form the basis of the child's outcomes that are monitored and tracked throughout the year.

**Assessment Procedures**

Assessment of pupils' achievement is used to underpin curriculum planning and to set whole-school targets in performance management. A separate policy describes our Assessment for Learning in more detail. Pupils' achievement and progress towards targets are reviewed on a termly basis and targets are amended as appropriate throughout the school year.

**Complaints Procedure.**

We listen carefully to the views of parents and pupils and welcome comments about the school. We invite parents to contact the Head Teacher/ Deputy Head Teacher or the teacher within their child's class if they need further information or if they have any concerns. Details of the complaints procedures are supplied within the school 'Welcome Pack' or can be obtained from the Head Teacher for parents who wish to make a formal complaint. By paying close attention to constructive criticism (and to any compliments we may receive) we believe that we can discover improved ways to build on the effectiveness of the school.

**Continued Professional Development.**

We are committed to supporting the continued professional development of all staff through appropriate in-service training. Performance development of individual staff members is addressed through annual appraisal, supervisions and quality assurance processes. Training for all Aspris staff includes an e-learning programme which encompasses all mandatory training requirements i.e. Child Protection, Health and Safety, Manual Handling etc. All staff attend specialist induction training including specialised approaches, Health and Safety and Team Teach positive behaviour management. All staff have access to training from the National College. We take full advantage of delivering training supporting national strategies and we are supportive to all staff who wish to advance their general educational qualifications, for example by working towards NVQs, degrees or postgraduate awards.

**Therapeutic Intervention.**

The school has on-site therapists, interventions leads and therapy assistants. There is also a Forest school lead and animal care lead who offer advice and support to teachers on a range of issues to support individual pupil's progress and achievement.

**Transition.**

The specialist Transition Coordinator and teachers work closely with staff and families to plan appropriate guidance and support for pupils in preparing for pupil's transition into school and into further education or adult services.

**Registration/ Affiliation.**

The school is a member of National Association of Independent Schools and Non Maintained Special Schools (NASS), and SWALLS, as well as having accreditation from several exam boards. We receive monthly ASC / SEN publications, gaining information on courses and resources for pupils with special educational needs.

**Home/School Communication.**

We encourage close communication with parents and appreciate their help and support. We believe in consulting and cooperating with parents to help all pupils to make optimum progress in all areas of their development.

The school highly values the contribution made by parents and is grateful for the time and commitment that they give to the School.

If parents have difficulties in attending review meetings at school we will make every effort to make arrangements to overcome these problems. The school works closely with parents and is happy to offer facilities for parent groups to meet regularly in the school.

There are formal opportunities for parents to meet with staff through the annual review processes and through interim review meetings. The school also operates class dojo, and/or telephone/e-mail contact systems. The school is happy to use ICT to keep in touch, for example sharing resources, pictures and information through individual Classes, maintaining an up-to-date website and distributing our newsletter. Photos and evidence is also shared via Evidence for Learning, informing parents of the progress of their child with links to their EHCP outcomes.

**Community Cohesion/Inclusion.**

The school looks to provide relevant opportunities and experiences within other school and college environments. These links not only strengthen our capacity to deliver a personalised curriculum, they have also led to some pupils transferring full time into mainstream provision. As part of our service role, we work closely with colleagues in partner schools, to help them to provide effectively for their pupils with ASC.

As part of our Post 16 curriculum many of our pupils attend local sector colleges as part of their Individual Learning Plan; an important link which provides valuable experience for our pupils to gain the skills to support transition into adult life.

**4. Outcomes**

We believe that all pupils receive a broad and balanced curriculum which is relevant and flexible to meet their individual needs. Our curriculum principles are explained within the school Curriculum Policy Document. Individual policy documents describing all mandatory National Curriculum subjects identify subject-specific aims, expectations and teaching and learning considerations.

A coordinated whole school approach to self-evaluation includes parental surveys and feedback from the Student Council, supporting the production of a well rounded School Evaluation, summarising the school's strengths and areas for development. We are committed to effective school-self evaluation as a basis for raising standards.

Our provision is evaluated in several ways

External evaluation by OFSTED, from the Challenge and Improvement Partners, governors and the LA who monitors and evaluates the school by:

- Whole school and pupil achievement
- Achievement against the National Curriculum
- Results achieved from Nationally Accredited Programmes/courses
- Attendance and exclusions
- Progress in terms of Golden Thread targets.

Regular review and evaluation of the whole school using the Curriculum Monitoring/Assessment

Policy including scrutiny of work and monitoring of planning.
<b>5. SLT</b>
<ul style="list-style-type: none"> <li>a. To ensure that all staff are aware of the school's policy/procedure</li> <li>b. Relevant information to changes to the school procedures are passed on to staff accordingly</li> <li>c. The effectiveness of the procedure development is monitored regularly</li> </ul>
<b>6. ELT</b>
<ul style="list-style-type: none"> <li>a. Give guidance and support to set appropriate targets and plan strategies appropriately</li> <li>b. Targets for pupils learning are set and met</li> <li>c. Ensure risk assessments and positive handling plans are reviewed regularly</li> <li>d. Ensure resources are appropriate and available</li> </ul>
<b>7. Equal Opportunities Statement</b>
<p>All staff will aim to treat every child as an individual, and will respect their individuality, regardless of gender, race, sexual orientation, academic or physical ability or socio-economic background. The staff will be aware of stereotyping in their selection of resources. At Newbury Manor School, everyone is welcome.</p>
<b>8. Monitoring and Evaluation</b>
<p>This Local procedure will be reviewed annually by a member of the SLT or as and when necessary to reflect changes in school practice.</p>

**Local Procedure Review History:**

Date Reviewed	Reviewer	Summary of revisions