

SEN Policy

Maplewell Hall School



MAPLEWELL
HALL SCHOOL

MAPLEWELL HALL SCHOOL SEN POLICY

(To be read in conjunction with the Autism policy)

School Vision:

Maplewell Hall School is a welcoming community. Learning and communication are promoted through hard work, respect, friendship and belonging. Together we inspire and motivate each other to have high aspirations for the future.

We respect the fact that our children all:

- Have different educational needs and aspirations.
- Require different strategies for learning.
- Need specialist interventions
- Need a breadth and range of experiences, people and environments in order to support and generalise their learning.

Objectives

- To meet each individual child's needs by providing appropriate and motivating learning opportunities.
- To provide a relevant curriculum and develop the child or young person in line with the objectives set out in their current Statement of Education or Health & Care Plan as this transfer occurs.
- To engage parents in a strong, purposeful relationship with school as we meet the needs of their child together.
- To provide appropriate resources and a multi-agency approach as required.
- To ensure access to specialist approaches to teaching, learning, behaviour management and personal and social development.

Role and Responsibilities

Governors

The Governors monitor the provision at the school by receiving termly reports on the school's specialist activities and developments, and have the opportunity to come into school to see these in action and monitor outcomes.

Additional and Exceptional Needs

The school's Additional and Exceptional Needs coordinator has responsibility for leading the administrative procedures associated with the new Code of Practice and ensuring the school's SEN offer is made available on the website. Access arrangements for examinations are the responsibility of the additional and exceptional needs coordinator as is the organization of interventions as part of the care and intervention continuum (see below)

Attendance and Behaviour Officer

The attendance and behaviour officer is responsible for ensuring the Care and Intervention Continuum spreadsheet is up to date and the administrative aspects of the intervention timetable. It is also the responsibility of the attendance and behaviour officer to liaise with professionals from other agencies (e.g. HI teacher, VI teacher) to arrange appointments as part of the intervention schedule.

Senior Leadership Team (SLT)

The SLT provide leadership in the school in identifying professional development needs and implementing training designed to meet the specialist needs of the pupils. They monitor each child's progress against their statement objectives/ECH outcomes and ensure resources are available to support their needs. As the needs of children admitted to Maplewell Hall School change and become more complex the SLT remain flexible in the way they seek to meet these needs through staffing and organising the learning environment responsively.

Teachers

Teachers ensure all the SEN's of pupils are met through well pitched, individually targeted planning. Teachers ensure that a wide variety of learning opportunities, both in the school setting and in the community, are provided and that these activities will engage all students. Teachers provide learning opportunities that build self-esteem, self-confidence, communication and self-expression, independence and functional skills. Teachers work closely with families to meet the needs of their child. Teachers also work closely with a wide range of professional partners to meet the needs of each child.

The Care and Intervention Continuum

The care and intervention case panel consists of the following staff:

- Additional and Exceptional Needs coordinator
- Head of Care
- Behaviour Manager
- Attendance and Behaviour officer
- Home School Link worker

The panel meet weekly to review the changing needs of pupils within the school. Newly arising needs are reported to the panel through 'cause for concern' slips which all staff are able to complete. Pupils are placed on a stage of the continuum (see appendix A) and appropriate strategies/interventions are put in place for the students. This includes referrals to other agencies, sessions in Cedar Cottage and tutor based interventions such as social stories or reward charts. Any interventions agreed for students are communicated with parents via a letter or telephone call.

Interventions are reviewed half termly. A record of students' stages on the continuum and interventions are kept on a spreadsheet on the teacher shared drive.

Statutory Review Arrangements

Annual Reviews of each child's Statement/EHC plan follow the LA's procedures.

Parental Involvement

Parents' contribution to their child's education is seen as invaluable. They are involved in termly parent/carer consultations and annually at the review of the Statement/EHCP.

In addition the school:

1. Provides training activities for parents and carers.
2. Offers practical strategies for parents to use at home in overcoming behavioural and learning difficulties in the form of dialogue and resources.
3. Provides opportunities and a room for parents to meet with other professionals eg. speech therapist, paediatrician, teacher of hearing impaired/sight impaired, physiotherapist.

School Procedures

Systems are in place to:

1. Review Individual Behaviour Plans where they exist.
2. Carry out the statutory review procedures.
3. Conduct emergency/interim reviews where necessary.
4. Recommend changes to the Statement and/or request additional resources/staffing facilities.

Written by Stephanie Beale

Date: January 2016