



# Special Educational Needs and Disability Policy

Lead Reviewer: **Headteacher**

Who this is aimed at: **All**

Version	Reason for Change
3	Review
	Changes made on page 1 as requested by Rob Burton re Avenues.

<b>Date Initially Implemented</b>	2014
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<b>Frequency of review</b>	2 year	<b>Review due</b>	2020
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Record of signatures and dates		
Reviewed agreed	Signature	Date

## **Mission Statement**

Rosewood free School provides high quality education, therapy and care through continually evolving practices, maximising opportunities and achievements for all.

## **Rosewood free School**

Rosewood school is a free school which caters for Hampshire and Southampton pupils with Profound and Multiple Learning Difficulties between the ages of two and nineteen.

## **Aims**

- To fulfil the beliefs and aims of the school
- To ensure that the Special Educational Needs of pupils, (as identified in the SEN Code of Practice) are identified and appropriate procedures are adopted to enable them to participate in and benefit from a broad, balanced and relevant curriculum.

In order to meet the aims of the S.E.N.D. Policy:

- Parents, staff and governors have access to the policy in school and via the school website
- Teachers will produce an Individual Education Plan for each pupil appropriate to his or her needs.
- The Annual Review / Education Health and Care plan review or transfer will provide a system for the regular review of each pupil's Individual Education Plan not less frequently than one per year. For children under the age of 5 these will take place every six months.
- A comprehensive assessment and review procedure for the S.E.N.D. Policy will take place every two years.
- Governors will report annually to parents about the practical application of the S.E.N.D. Policy.

- There will be a clear system to deal with complaints.
- In service training of staff will be provided to ensure the aims of the S.E.N.D. Policy are met and that the changing needs of the Policy are fulfilled.
- A system for advising the governing body, via the School Senior leadership Team of the immediate and long-term resource implications of the S.E.N.D. Policy will be in place in order to assist with the formulation of the School Improvement Plan.

The following Policies and Protocols for pupils can be found in the Policy and Protocols file.

- Assessment Recording and Reporting
- Curriculum Policies
- Teaching and Learning
- Behaviour
- Early Years
- Post 16
- Leavers
- Admissions
- Age respectful Practice
- Attendance
- Child Protection & safeguarding
- Health & Safety
- Parents, carers and families
- Single equality
- Reintegration of pupils into school after extended absence

## **Pupils**

All pupils receive a broad, balanced and relevant curriculum. Pupils are addressed in an age respectful manner and treated with dignity and courtesy. Pupils are placed with their chronological peers. The Curriculum is personalised using our ImPACTS Key Skills.

## **Admissions**

We aim to ensure a smooth transition to Rosewood free School from external agencies and carers over the admission period. Families of new pupils are welcomed into the class and the timetable is flexible enough to accommodate the settling in period. We aim to ensure a strong focus on liaison, information sharing and partnership with parents of new pupils giving parents and carers the opportunity of becoming involved with the

assessment procedure and continuing teaching objectives and strategies for their child.

## **Role of families**

Partnership with families is central to the philosophy of Rosewood free School, which recognises them as key educators in their child's development and progression through school. The school encourages involvement and partnership through home visits, Annual Review and Annual Governors Report to families, questionnaires, open days, recording, Passport to Adult Living pupil reports, six monthly reviews and an open door policy.

## **Curriculum Access**

We believe that pupils are entitled to have access to a personalised learning plan which meets their assessed needs and is respectful of both their developmental and actual age.

The school has devised a total approach to assessment, curriculum planning and target setting- ImPACTS Key skills. These cover Communication; Cognitive Skills; Physical Skills; Environmental Control Technology and Personal Social & Emotional Well Being.

Whilst the pupils are accessing the timetable, medical care is available via the school nurse and therapy team who are on hand throughout the school day. This also enables pupils with more complex medical needs and enteral feeds to be attended to throughout the school day. Pupils who have recently come out of hospital are able to come back to school earlier than would normally be the case and medical procedures as well as physiotherapy can take place alongside school work.

The timing of the school day can be adapted for high dependency or social needs.

Links are maintained even when pupils have extended absences at home or in hospital due to poor health or surgery. Arrangements can be made for teaching sessions to take place off site if a pupil is absent for along periods.

## **Staff Development**

Rosewood School is committed to continuing whole school staff development, which is regarded as essential for the process of school improvement and in fostering a positive and productive working environment. We seek to provide opportunities for staff to gain specialist qualifications and the expertise required to maintain and improve current provision and as an opportunity to develop additional skills for the future development of the school. Decisions about Whole Staff Development, and the financial and time resources required are identified through the appraisal process, performance management reviews and the School Improvement Plan.

All staff receive a rigorous induction programme which covers all aspects of health and safety, communication procedures, medical and therapeutic care, pupil requirements and management and organisation procedures. All SSAs and LTAs participate in our Appraisal system and Teachers participate in the Performance Management System.

## **Role of Governing Body**

The purpose of the Board of Governors is to guide the development of Rosewood free School, to secure the effective delivery of education and to support the staff, pupils, parents and carers in achieving the aims of the school.

## **Links with Other Schools and the Community**

Rosewood free School encourages individual pupils and groups of pupils to experience a variety of inclusion activities with a range of mainstream and special schools. Pupils participate in educational, sporting and recreational venues outside school and community activities are similarly brought into school. The school has a rigorous inclusion policy and produces an annual inclusion plan. Links with Other Agencies

An essential aspect of inter-agency involvement is collaboration with all other relevant professionals, including education services, health services, social services, business contacts and other voluntary organisations.