OFG Education

Castle Garden School SEND Policy

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1.0 INTRODUCTION

"A good teacher needs to tailor his/her teaching method to the child. To be successful, the teacher has to be gently insistent. A good teacher knows how hard to push. To be successful, the teacher has to intrude into the autistic child's world." **Temple Grandin, 1998**

Castle Garden School values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment for learning. All pupils at Castle Garden School have Autism and complex needs and therefore all our pupils have an Education Health & Care Plan (EHCP) and are subject to the provisions of this policy.

Implementation: It is the responsibility of line managers, SLT and the Headteacher to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement.

2.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children and young people have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children and young people have learning difficulties if they:

a) have a significantly greater difficulty in learning than the majority of children and young people of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind, generally provided for children and young people of the same age in schools within the area of the local education authority

c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special education provision means: educational provision which is additional to, or different from, the educational provision made generally for children and young people of their age in schools maintained by the LA, other than special schools, in the area. All our pupils attend Castle Garden School (CGS) because it has been identified that their needs cannot be met within their Local Authority provision.

3.0 THE SEN AIMS OF THE SCHOOL

- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure that all pupils have access and participate as much as possible in all school activities
- To ensure that parents and carers of pupils are kept fully informed of their child's progress and attainment to ensure that pupils are involved, where practicable, in decisions affecting their future SEN provision

Whilst many factors contribute to the range of difficulties experienced by our pupils, we believe that much can be done to overcome them or lessen their impact, by parents, teachers and pupils working together to achieve each child's set outcomes.

4.0 ROLES & RESPONSIBILITIES

- Provision for the pupils is a matter for the school as a whole. The Headteacher and all other members of staff have important day-to-day responsibilities.
- The Headteacher, supported by the Senior Leadership Team, have responsibility for the day-to-day management of all aspects of the school's work.
- All education staff read all the school's policy and are aware of the school's procedures for making SEN provision, and monitoring and reviewing that provision in line with the set guidance in the Code of Practice.

5.0 SCHOOL ADMISSIONS & INCLUSION

Castle Garden School is set up to meet the specific needs of pupils with Autism and complex needs. Castle Garden School believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the revised Code of Practice 2015, in that all schools should admit pupils with already identified special educational needs. Please refer to our Admissions Policy and Procedures for more information

6.0 PARTNERSHIP WITH PARENTS

Castle Garden School firmly believes that partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, Local Authorities and any other external agencies. This is important in enabling our pupils to achieve their potential.

Parents should be supported to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education and supporting them to achieve their outcomes
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making
- understand the processes about special education provision

When pupils are "looked after" by the local authorities, every effort is made to ensure that parents are encouraged to continue to play an active role in their child and/or young person's education, wherever deemed appropriate.

7.0 PUPIL PARTICIPATION

Where possible, pupils at Castle Garden School participate in all the decision-making processes that occur in education, including the setting of learning targets and contributing to the annual review and transition processes. Some pupils at Castle Garden School might have severe communication difficulties, therefore, ascertaining their views may not always be easy, but the principle of seeking and considering the ascertainable views of the young person is important. Our Ask Accept Develop (AAD) strategy, an Outcomes First Group (OFG) approach, is at the heart of what we do at Castle Garden School to support and guide our pupils and their participation of their own learning.

8.0 ASSESSMENT & PROVISION

Provision for pupils with special educational needs is a matter for the school as a whole. At Castle Garden School, teachers and autism practitioners deliver curriculum content in ways that meet the individual learning requirements of the pupils. Assessment against the new assessment framework (stages) descriptors for each subject enables the school to consider individual pupil's attainment and progress.

All pupils at Castle Garden School have short-term targets which are devised on an annual basis at the annual review meeting. These short-term targets are steps towards the pupil achieving the long-term outcomes as stated in the pupil's Education Health and Care Plan (EHCP). Progress towards these targets is recorded and tracked on Evidence for Learning (EFL).

9.0 ANNUAL REVIEW

Education Health and Care Plans are reviewed at least annually. Annual reviews focus on what the pupil has achieved, what the next steps are for the pupil, reviewing the strengths and needs of the pupil and addressing any areas of difficulties that need to be resolved.

The Annual Review should:

- Assess the pupil's progress towards meeting the outcomes as specified in their EHCP
- Review special educational provision made for the pupil
- Review current levels of attainment in all subject areas
- Consider the continuing appropriateness of the EHCP
- Set new targets for the coming year

The SENCo initiates the review process, sets a date and invites attendees.

In preparing for the review meeting, the SENCo must request written advice from:

- Pupils' parents
- Therapy involvement (as specified within provision)
- Anyone specified by the authorities
- Anyone else the SENCo considers appropriate

The SENCo will, where appropriate, circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting.

The review report is prepared by the SENCo with input from a multi-disciplinary team. The Annual Review meeting is normally chaired by the SENCo or another appropriate member of staff.

The SENCo provides the Local Authority with a report following each Annual Review meeting within 15 days of the meeting being held. The report summarises the outcome of the review meeting, setting out the SENCO's assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

10.0 LINKS WITH EXTERNAL AGENCIES

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for our pupils. We welcome multi-agency meetings to ensure that the pupil is receiving the maximum support available.

Important links are in place with the following organisations: Local Authorities Specialist services, Children and Adolescent Mental Health service, Social Services.

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