

PRIORY WOODS SCHOOL AND ARTS COLLEGE

SEND POLICY



Adopted by: Priory Woods School

Date: 28th March 2018



SEND POLICY

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1. OBJECTIVES

- 1.1 To achieve our school mission which is:
By working together, our pupils will enjoy a creative, innovative, exciting and challenging curriculum within a safe environment which will enrich and enhance every child's learning.

This will be done through our school aims which are to:

- recognise the individual needs and talents of each pupil and to facilitate the development of their intellectual, moral, physical, social, spiritual and creative capacities
- ensure that the curriculum incorporates statutory requirements and is broad, balanced, creative and relevant to the varying needs of our pupils
- monitor the standards of pupil achievement and the quality of teaching
- measure, assess and record the progress of each pupil in a systematic way, enabling us to ensure that each pupil achieves their fullest potential
- provide equality of opportunity for all
- work closely with parents, professionals and the wider community

To this end, during their time at Priory Woods we will encourage all our pupils to become conscientious young citizens by helping them to develop:

- Effective communication and social skills
- Enquiring minds and thinking skills
- Independence, self esteem and confidence
- Flexibility and an ability to cooperate with others and influence the world in which they live
- Tolerance and respect for themselves and others
- Imagination and creative expression through a wide range of media
- Pride in their achievements and a desire to succeed

1.2 To use our resources as efficiently as possible through good management, communication, liaison and through the adoption of clearly defined informative policies and procedures.

2. INTRODUCTION

Priory Woods School & Arts College caters for young people aged 4 to 19 years. The school caters for pupils with a wide range of learning difficulties which include moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). A large proportion of pupils have complex needs and their learning difficulties may be exacerbated by ADHD, ASD, physical, sensory, attachment, or behavioural problems.

The school is presently organised into 3 separate departments:

Lower School (4 to 11 years) -

Pupils are grouped according to their chronological age. There is an early-years department and six further classes. Classes are paired and teachers work together to plan and deliver the curriculum models. Pupils are grouped according to ability for some areas of the curriculum to ensure their individual needs are met. Pupils who have been identified as needing additional sensory support are withdrawn at specific times throughout the day and pupils identified as gifted and talented are also withdrawn for additional literacy and numeracy support.

Upper School (11 to 16 years)

At Key Stages 3 and 4 pupils are in tutor groups according to age. They are also grouped according to ability for different curriculum areas. We operate different timetable models and personalise learning to try, as far as possible, to meet the needs of individual pupils. Potential Entry Level students have additional Maths, English, science and ICT lessons.

Post 16 (16 to 19 years)

At Post 16 students are in mixed age tutor groups for registration but follow courses in line with their year groups. Programmes of study are specifically aimed at transition into adulthood and students have the opportunity to take part in different work experiences and to participate in courses at the local FE College and vocational courses in other local settings. The curriculum at this stage is personalised as far as possible to maximise each individual's strengths. Some students may need regular access to the sensory room, hydrotherapy pool, rebound therapy etc.

3. ADMISSIONS & TRANSFERS

The majority of our pupils are admitted to Priory Woods School with a completed EHCP. However should this not be the case we would then refer to the LA referral guidance and follow the pathway prescribed.

Priory Woods school will admit pupils aged from 4 to 19 years at the beginning of a new half term providing there is a place available. The child will be admitted after consultation with the parents / guardians and relevant professionals.

Before a child starts at our school we would aim to work through the following procedures:-

- receive written literature outlining the child's special needs and relevant background information
- discuss our provision on site with the parents / guardian and where possible the child.
- be involved in any case reviews / meetings at the child's host school where decisions on the child's future placement at Priory Woods school will be discussed.
- visit the child at their current school / home prior to offering a place at Priory Woods School

- liaise with the relevant professionals involved with the child and their family and gain their expert advice on the child and his / her needs
- where necessary, secure the relevant equipment or staffing prior to admitting the child full time in to school.
- provide several opportunities for the child to visit school as part of his/her transition

For pupils / students leaving Priory Woods School, we would aim to adopt the above procedures in terms of liaison and communication with the relevant bodies. Students will also be presented with a record of their achievements at the end of year 6 and on leaving Priory Woods.

4. CURRICULUM AND ACCESS

- We regularly review and revise our whole school curriculum in line with current thinking on good practice and government guidelines and recommendations. We recognise that our children are working significantly below the age related expectations of their mainstream peers. Our curriculum is designed in light of current thinking, e.g. by Professor Barry Carpenter and also the Rochford review, recognising that our learners are not neuro typical and therefore need a curriculum model which takes this into account.
- We operate several curriculum models, informal, semi-formal and formal, to ensure the differing needs of pupils are met. Every pupil has access to 'a broad, balanced, relevant and differentiated curriculum '.
- Each pupil's timetable is geared to meeting his or her individual needs. For example a pupil experiencing physical disabilities will require a significant percentage of time on physiotherapy/motor learning routines as well as personal hygiene needs that may be associated with their disability. Some of our pupils have access to a range of therapies, e.g. speech and language therapy, physiotherapy, occupational therapy, rebound therapy, hydro therapy and sensory integration. Therapies are an essential and important part of our curriculum.
- In Lower School the curriculum is based on the Early Years Foundation Stage and is delivered through topics.
- In Upper School, students are in inclusive form groups and are then grouped for lessons according to identified need in terms of accessing an informal, semi-formal or formal pathway. This does not mean a student will be in the same pathway forever and regular assessment will ensure that provision remains appropriate.
- As a specialist arts college we specialise in the delivery of arts subjects and actively promote the development of creativity.

5. ASSESSMENT, RECORDING AND REPORTING:

At Priory Woods we believe there are different purposes for assessment. These include:

- careful and collaborative discussion to establish progress made against a pupil's own personal learning intentions, i.e. ipsative assessment.
- finding out whether the pupils are ready to move on to another step in their learning
- analysis of personal progress, examining if this is the level expected and if not, giving consideration to potential barriers to learning
- finding out what progress a pupil has made over time and setting clear targets for improvement
- being able to report to parents on individual achievement and progress.

Assessment at Priory Woods is threefold and linked to the recording process and curriculum planning.

1. Baseline Assessment

- Baseline assessment is carried out in accordance with statutory/LA guidelines.
- Pupils in lower school are assessed within 7 weeks of starting school using the EYFS Development Matters
- Students who transfer to Priory Woods in Y7 or during the school year are baselined and assessed in the core curriculum areas within their first term and the information entered into MAPP.

2. Formative Assessment

- Formative assessment is ongoing and used to inform;
Pupils' desired learning intentions
Learning intentions and objectives in teachers lesson plans
Annual Review Targets
- Assessment for the **core curriculum** areas of Mathematics, English and communication, Science. IT and PSE is carried out using PIVATS and MAPP, depending on the pathway of individual students.
- Assessment data is entered into MAPP and analysed so progress can be monitored and is ipsative in nature.

Additional assessments can be used to inform pupils' learning intentions and EHCP outcomes.

These can include:

Speech Therapist Reports

Physiotherapist Reports

Occupational Therapist Reports

Pupils' achievements are celebrated, this could be in a whole school or phase assembly. Each pupil selected by the class teacher receives their ' Star of the Week ' certificate with details of their success.

3. Summative Assessment

- This takes the form of reports to parents and other professionals. Every student who leaves Priory Woods School takes with them a Record of Achievement.
- Accreditation - as far as possible we recognise pupil attainment through nationally recognised accreditation schemes e.g. ASDAN, AQA, Arts Award, BADT, City and Guilds

6. RESOURCES

Priory Woods is a purpose built special school and the accommodation offers high quality resources including appropriate specialist teaching rooms - art room, food technology room, hydrotherapy pool, a sensory room, rebound therapy room and excellent staff facilities. Careful design and planning has ensured that a distinctive primary and secondary school ethos exists.

Priory Woods school has a good staff / pupil ratio. We also enjoy the and benefit from the involvement of parents, including our very active PTA.

7. INCLUSION & OPPORTUNITIES FOR INTEGRATION

The principle of inclusion is embodied within the daily life of Priory Woods School & Arts College. We have mixed ability tutor groups and we try, as far as possible, to personalise learning to ensure the differing needs of students are met.

We feel it is important for some of our pupils to have the opportunity to spend time in a different setting with their mainstream peers. We have a member of staff dedicated to providing support to pupils in lower school and a part-time mentor to support Post 16 students. We try and place pupils in the same mainstream school as that attended by their siblings. If this is not possible we use schools local to Priory Woods. Pupils/students may spend time at the following places:

- St Joseph's
- St Pius
- Thorntree
- Green Lane
- Park End
- Middlesbrough College
- Priory Pursglove College
- Askham Bryan College
- Outwood Academy at Ormesby

Through inclusion we aim to:

- offer the pupil the opportunity to learn in a different environment
- provide the pupil with opportunities to experience different approaches to teaching and learning while promoting continuity of educational experience and progression
- increase the pupils self advocacy skills
- increase the pupils' self esteem
- Broaden the pupils' opportunity for social interaction.
- increase the pupils' understanding of themselves
- encourage the pupils' to become as confident and independent as possible in their learning

Inclusion not only benefits the pupil, but also provides us with a medium through which the wider community can learn about our school. There are good links with other local schools whereby Priory Woods offers a service to support children with special needs within their mainstream setting. This may involve staff from Priory Woods working with teachers and pupils in the mainstream school; pupils from mainstream schools are also offered the opportunity to spend time in Priory Woods benefiting from specialist resources and curriculum provision.

8. STAFF PROFESSIONAL DEVELOPMENT

Priory Woods school endeavours to encourage and aid the professional and personal development of all staff, so that as a school we are able to offer the pupils high quality teaching. We have reached the standard of 'Investors in People' and have been granted this award several times. Opportunities exist for in - service provision from within school, LA and, where appropriate, outside agencies. Our CPD plan is linked to the School Improvement Plan in terms of prioritising need.

Through professional development interviews all teaching and classroom support staff have identified areas where they may require further training, either to fulfil curriculum responsibilities or to further a particular area of expertise.

9. HOME / SCHOOL PARTNERSHIP

Priory Woods is striving for a true partnership with parents, developing a genuine dialogue and interaction. We share a common purpose, educating their children, and so are working towards a more participative approach for those parents who wish to be engaged in school matters, at whatever level. We have a part-time Parent Support Adviser and she offers a link between school and home and a flexible response to individual parents / families in order to meet their individual needs. Some parents may require a home visit or telephone call to discuss a particular issue - others may need only a short note. Some parents may need offers of transport to enable them to attend a school event. We ensure that parents have open access to:

- reports concerning their child
- the governing body
- policy documents

We endeavour to ensure that each pupil has the most appropriate Special Educational provision; however parents are asked to contact the head teacher if they have any concerns about the provision of their child's education.

10. LINKS WITH OTHER AGENCIES:

Priory Woods works closely with a number of other agencies in order to enhance the pupils' education.

These include:

Educational Psychology Service

Children's Learning disability Middlesbrough community (CLD)

Social Services

CAMHS

Local Health Authority & Trusts

Treetops

OT Service

Speech and Language

Physiotherapy Service

Therapy in Praxis

11. HOW WILL WE EVALUATE THE SUCCESS OF THE SEND POLICY ?

We need to ask ourselves the following questions:

Have the admissions procedures been implemented?

Have we met our legal requirements with regards to the EHCPs of individual pupils?

Have the objectives from the Annual review of EHCP been met?

Have we kept to target times for Transitional and other Annual reviews?

Are parents involved in decisions for their child?

Is our curriculum and assessment meeting the needs of all learners?

Are staff enabled and supported to provide the best teaching and learning opportunities for all pupils?

Reviewed Spring 2018

Next Review Spring 2019