

Elmwood & Penrose Federation

SEN Policy

Special Educational Needs Policy

Policy Rationale

- At Elmwood & Penrose Federation we believe that all Pupils have a right to thrive as individuals and as members of our School community. All Staff share in the responsibility of ensuring that the individual needs of the pupils are met.
- All Pupils have an entitlement to access the full curriculum of the School, as defined in the Kaleidoscope Curriculum.
- We are committed to the inclusion of all pupils and ensuring that their individual needs are met.
- This policy describes how, as a School we will respond to the Code of Practice and recent SEND reforms.
- We will endeavour to involve parents, carers and pupils in discussions about appropriate methods of meeting individual needs.
- We are committed to working holistically with multi agencies.
- The School believes that strong and well managed partnerships enhance the opportunities offered to its pupils. As a Special School we are very aware of the importance of the School being at the heart of its community, sending a clear message about the importance we place on the value of our pupils.

Federation Aims

- To provide a rich and engaging curriculum which enables all learners to reach their full potential.
- To build collaborative relationships within our local and wider community to benefit our Schools and Learners.
- To value and promote highly skilled, enthusiastic and committed practitioners who strive for excellence in everything they do.
- To work in partnership with Families and external Professionals to achieve aspirational outcomes for our learners.
- To enable and empower all learners to be valued and active Citizens within their local Community.

Admission arrangements (see Local Offer)

These are described in our Local Offer and are via the Local Authority's Complex Case Panel. All children will have an EHCP (Education, Health, Care Plan). All pupils will be treated fairly on the basis of the School's published admissions procedures.

Our School designation is for children and young people with moderate or severe learning difficulties, Autistic Spectrum Disorder (ASD) and Profound and Multiple Learning Difficulties (PMLD).

Facilities

The Federation comprises of 2 Schools split over 3 sites in Bridgwater.

Penrose School is a small Primary Special School, it is a purpose built School which houses specialist facilities including sensory room, soft play and ceiling mounted tracking hoists in designated areas.

Elmwood School is a Secondary Special School co-located with a Mainstream School. Whilst Elmwood has specialist facilities including soft play and an immersive room, being co-located with a Mainstream Secondary School provides access to specialist teaching spaces including science lab, D&T, Music and Art rooms and sports facilities.

The Jean Rees Centre is a separate Post 16 Centre which is situated on another Mainstream School site. The Jean Rees Centre provides functional learning spaces for students to learn independent living skills and engage in Enterprise and Employability activities.

School Organisation (see Staffing Structure)

There is a clear leadership structure within the Federation. The Senior Leadership Team comprises of an Executive Head Teacher, 2 Deputies, 2 Assistant Head Teachers and a Business Manager. There is a Middle Leader Team who manage day to day organisation of Departments. The wider team consists of Teaching and Support Staff, Admin, Finance and Premises Staff, Intervention Staff and the Pastoral Team all work together to ensure the smooth running of the Organisation.

Identification and review of Pupils needs

All arrangements are described in our ARR Policy (Assessment Recording and Reporting Policy). Each pupil is subject to an annual review of their EHC Plan which

provides an opportunity for Professionals, Parent, Carers and Pupils to celebrate progress and establish a clear plan for the forthcoming year. The Annual Review Meeting is centred around the young person through a Person Centred Review.

Access to the Curriculum (see Kaleidoscope Curriculum)

- We will provide a broad, balanced, relevant and differentiated curriculum. The Kaleidoscope Curriculum has been designed to meet the individual needs of each young person. There are different curriculum pathways for young people to follow depending on need.
- We wish to enable pupils to become full and active participants in the world beyond the classroom, preparing them for the challenges of adult life.

Differentiation is achieved through careful and structured planning of lessons and groups of learners. A wide range of teaching and learning styles will be employed, influenced by Pupils' abilities and interests ensuring that pupils play an active role in learning.

A variety of teaching and learning environments will be used including integration into other School settings appropriate to individual pupils.

Complaints Procedure (see Parental Complaints Policy)

The Schools Policy is based on the Local Authority's guidance and procedures/Department for Education

Parents are informed about these processes through the School website and through School newsletters and correspondence.

Training

The Federation has a highly developed training programme for its Staff that it sees as very important to maintain and develop its standard of delivery. Training is delivered in-house via both internal and external providers, also linking to local Teaching Schools to access high quality training.

Partnership with Parents/Carers

We aim to:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Provide support for parents to maximise the educational achievement of their child.
- Provide educational advice and practical guidance.
- Present pupil progress in a clear and accessible way.
- Encourage parent participation.

The Pastoral Team comprises of a Parent and Family Support Adviser (PFSA), Family Link Worker and a Health & Wellbeing Lead who are appointed by the School to work directly with children and their parents and other agencies to improve student participation and learning opportunities. The aims of the role are to:

- Strengthen and increase communication between home and school and support Parents who find school difficult to engage with.
- Work with Families to improve Pupil attendance and achievement.
- Raise Parents awareness of outside agencies offering help and advice.
- Encourage Parents to take an active part in their child's education by offering opportunities for parents to work with their child in school and at home.
- Support Pupils with medical and therapeutic needs, including linking with hospital school and Hospices

Inclusion Programme

At Elmwood & Penrose Federation we value diversity as a rich resource which supports the learning of all.

The educational experiences that we provide help develop Pupils' achievements and recognise their individuality. To support this, we operate different models of inclusion:

1. Full inclusion of all pupils within Elmwood & Penrose Federation.
2. Individual Pupils from Elmwood & Penrose Federation accessing local Schools, Colleges or workplaces.
3. Individual pupils from local Schools or Colleges accessing Elmwood or Penrose Schools for a specialist curriculum inclusion placement.
4. Group initiatives with pupils from local Schools, including sporting competitions.

External Support Services

We have excellent relationships with multi agency partners which include, but not exclusive of:

- Children's Social Care
- Adults Social Care
- Speech & Language
- Physio & Occupational Therapy
- CAMHS
- Paediatricians
- School Nursing
- Portage
- Educational Psychology Service
- Visual & Hearing Advisory Service