

## **Policy on Special Education Needs**

The policy is written in accordance with the Code of Practice and aims to provide information as specified.

Please refer to the school's 'Local Offer' document and SEND information report on the school website for further detail of how the school meets the needs of pupils with special educational needs.

### **Basic information about the school's special education provision**

The Milestone School is a maintained county day school for children with special needs who have severe or profound learning difficulties [SLD or PMLD]. Some pupils also have complex needs due to co-existing conditions [e.g. SLD and autism] or challenging behaviours.

The school caters for pupils aged between 2 and 16 years of age.

### **The Objectives of the school's S.E.N. Policy**

This policy seeks to outline the manner in which The Milestone School provides for the special educational needs of pupils. Please refer to the school prospectus document for our aims.

Please refer to the school's teaching and learning policy for details of how pupils' special education needs are addressed through delivery of the curriculum & assessment, recording and reporting policy to show how progress is assessed and used to inform future planning and also recorded and reported to parents/carers/guardians.

### **S.E.N. Co-ordinator**

Whilst teacher Val Kennedy is the named SEN co-ordinator, each teacher has responsibility for pupils in his / her class group. This includes formulating, implementing and evaluating the educational section of Educational, Health and Care Plans [EHCs], or Individual Statements of Educational Needs to address needs, assessment, and individual behaviour programmes. The Headteacher, Heads of Department and Curriculum & Assessment Manager are responsible for monitoring teaching and learning across the school, with the Senior Assistant Head teacher reporting to Governors Standards Committee.

Progress and concerns regarding pupils may be discussed at weekly team meetings. Relevant information regarding pupils is also shared at general staff meetings.

### **Educational Provision for Pupils with S.E.N.**

All pupils at the school have S.E.N. The school is organised to accommodate the needs of a wide range of pupils. A number of classes are broadly grouped into 4 departments within school:

Rainbow Hub  
Woodlands Hub  
Venture Hub  
Enterprise Hub  
The Haven – affiliated with Enterprise Hub  
The Space – affiliated with Venture Hub

Please see prospectus and department handbooks for further details.

Within these departments, pupils are usually grouped by age, but other considerations, such as ability levels or behaviour are taken into account in order to create a class group that will work well together. The Haven is a specialist unit for pupils who need a calm learning environment away from the busyness of the main school. The Space is for pupils with extreme challenging behaviour who have been permanently excluded [ or at risk of being so] from Gloucestershire Special Schools.

Each pupil within the school has a Statement or EHC plan, this is evaluated annually year and new objectives are agreed with parents & pupils , if appropriate. Parents and all relevant professionals are invited to submit reports two week before and attend. Pupils in Early Years are assessed for an EHC in liaison with all professionals involved with the child.

The schemes of work for each Department provide differentiated learning outcomes for all areas of study. In Enterprise Hub external accreditation specifications are followed for pupils in year 10 and year 11.( see Foundation Learning framework)

In order to enable pupils to access to a broad and balanced curriculum, experiential and sensory approaches to the delivery of subject content are encouraged.

### **Admission Arrangements**

The Local Authority controls the admissions of pupils to all special schools.

Pupils are admitted following the assessment procedures laid down in the 1981 Education Act, information about which can be obtained from The Chief Education Officer, Shire Hall, Gloucester.

Parents of prospective pupils are invited to visit the school prior to commencement. Parents are provided with a school prospectus and are encouraged to visit the school website.

If appropriate, parents may be offered a 'home visit' by their child's teacher, prior to commencement or at any other time during the child's school career.

Transition plans are developed as appropriate for new pupils joining the school. This includes family visits to school, parents staying with pupils in Early Years initially and visits to the school to join lessons supported by a member of staff from the school the child currently attends.

## **S.E.N. Specialism provided by the School**

In addition to expertise in the area of severe and profound learning difficulties, the school has experience of catering for the needs of pupils with additional disabilities such as epilepsy, visual and auditory impairment, challenging behaviours, autistic spectrum condition and additional medical needs.

The Early Years provides for children with a wide range of special needs who will not necessarily remain at The Milestone School after their period of assessment.

The school is a Total Communication school.

The school has an outreach service to support SEN pupils in mainstream and special schools and Early Years settings across the county.

## **Information about the School's Policies for Identification, Assessment and Provision for all pupils with S.E.N.**

### **(a) Allocation of Resources**

All pupils share the common resources of outdoor learning and play areas, swimming pool, sensory rooms, sensory gardens, soft play rooms, minibuses, and computers. Pupil access is in accordance with prioritised need.

Each department receives an annual budget for classroom equipment.

In addition, funds are available for resourcing the curriculum according to the school's priorities for development.

Additional funds are available through successful bids to outside agencies, and as a result of initiatives within school.

Pupil premium funding is used to support the learning of appropriate pupils, with a focus on removing obstacles to learning and providing appropriate staff levels to ensure pupils can access learning activities. Please see pupil premium report [also available on our website].

### **(b) Identification and Assessment Arrangements**

#### **Review Procedures**

Children entering Early Years Department are assessed using a variety of standardised procedures and structured observations. Assessments are also carried out by an Educational Psychologist, Speech Therapist and a school doctor. Parents and any professionals involved are invited to contribute reports.

EHC/Statemented pupils aged 5 – 16 years are the subject of Annual Reviews carried out in accordance with the guidelines specified in the latest Code of Practice.

Transition Pathway Plans are created, reviewed and amended during Yr 9 -11. At the Transition Review current and future learning outcomes in relation to Post 16

education are discussed with pupil, parents and other professionals with support from the class teacher and impartial advice and guidance from the school ~~Case Responsible Officer~~, Youth Support Services, Learning Difficulties and Disabilities. In Yr 11 a representative from adult social services is invited to support transition to adult services.

Please refer to the policy on Assessment, Recording and Reporting.

### **Arrangements for providing access for pupils with S.E.N. to a balanced and broadly based curriculum including the National Curriculum**

All pupils are entitled to and have access to all the core and foundation subjects of the National Curriculum plus R.E. and P.S.H.E. as appropriate. Most subjects are taught in a cross curricular thematic manner. Pupils in the Early Years department have access to the Early Years Foundation Stage Profile.

In addition, emphasis is placed on the skills of communication, numeracy, problem solving, I.T., perceptual skills and physical skills.

In addition to breadth of provision, it is also considered important to consolidate some skills and experiences in depth, through planned and frequent repetition.

At Keystage 4 Foundation Learning provides the framework for delivery. PSD is the core element for all with the introduction of Functional skills ( Literacy/Communication/SULP; Numeracy/Financial education; ICT) and Vocational education offered as appropriate. The Active Learning curriculum ensures pupils have the opportunity to transfer skills experienced and delivered in the classroom into the local and wider community, including Life skills.

Class work, group work and individual learning targets are designed by staff with differentiation of delivery in mind.

The school is continually developing, updating and implementing its schemes of work to ensure continuity and planned coverage of subject content. These are available on the school intranet and from the Heads of each Department.

### **How children with S.E.N. are included within the school as a whole**

The Milestone School is an inclusive environment. Each child's needs are assessed on an individual basis and, wherever possible, the school will adapt to meet the needs of the individual. We have in place a Public Sector Equality Duty statement and an Accessibility Scheme.

We aim to work closely with mainstream schools to offer pupils the opportunities inclusive opportunities with mainstream peers as appropriate and in the local community to ensure we are part of the continuum of the educational process.

## **Criteria for evaluating the success of the School's S.E.N. Policy**

Measuring how well the school is meeting the identified individual needs of pupils is achieved by the monitoring and evaluation of: -

- (a) Ongoing teacher assessment and recording of progress of the child's EHC or Statement.
- (b) Evaluating targets set for individual pupils.
- (c) Monitoring and Evaluation of the curriculum, assessment and external accreditation
- (d) Annual review procedure.
- (e) Parent views.
- (f) Pupil evaluation.
- (g) Staff questionnaires

## **Arrangements for considering complaints about S.E.N. provision within the school.**

Any complaints about the provision and / or implementation of the curriculum should be addressed to the Headteacher so that an attempt to resolve the issue(s) can be made. The Headteacher will act with reference to the County Guidelines.

## **Information about the school's Staffing Policies & partnership with bodies beyond the school.**

The school's arrangements for S.E.N. In-service Training. There are three main types of in-service training provision:

- (a) Externally run courses. These are courses offered by the L.A. Colleges / Universities Professional Bodies and outside organisations. Staff register their interest in a particular course to the SMT who consider whether to approve attendance on the basis of the following criteria.
  - (i) The relevance of the course in meeting the needs of the school as identified in the School Development Plan.
  - (ii) The relevance of the course to the professional development of the member of staff as identified via the performance management process.
  - (iii) The perceived benefit of the course for the school, weighted against the cost of funding and supply cover.

It is expected that staff attending external courses will share knowledge and information gained with colleagues on their return.

### **(b) Whole School Training Days**

- (c) Regular school-based curriculum meetings held after the school day which are open to all staff and cover a wide range of topics related to SEN and the curriculum.

## **Use made of teachers and facilities from outside the school, including support services**

Although most teachers are trained to work with children with S.E.N. the school can call upon the services of the LA SEN Advisory Teachers for visual and hearing impairment and for augmentative communication aids. The school can also call upon the services of an Educational Psychologist to help with formal assessment, and issues concerned with learning and behaviour. The following also provide valuable input speech and language service, physiotherapy, occupational therapy, music therapy and sensory integration therapy; however access to such therapies is limited.

## **Arrangements for Partnership with Parents**

It is vital that staff and parents work closely together to ensure a consistent approach to meeting the child's needs. Links with parents / carers are both informal and formal.

(a) Formal - Annual review and reports. Parents are invited to these reviews together with other professionals involved with the child.

(b) Informal

- Pupils have a home and school contact book which can be used to outline activities, express concerns etc.
- Family Support Workers are available to parents and liaise with class based staff and professionals from voluntary and statutory agencies.
- Teachers are available to meet with parents on an informal basis to discuss progress or concerns.
- Parents attendance at organised social and fund-raising events
- Parents attend school activities such as assemblies and coffee mornings.
- Newsletters are sent to all parents.
- Parent cafe, workshops and open evenings.

## **Links with other agencies**

1. School nurses
2. Paediatricians attend the school regularly to carry out medicals.
3. Community Learning Disabilities Team
4. Community Lead Professionals team (support with the Common Assessment Framework)
5. School dental service
6. Children with Disabilities Team (Social Care)
7. Physiotherapy Service
8. Speech therapy Service
9. Education Welfare Officer
10. Education Psychologist.
11. ~~Case Responsible Officer~~, Youth Support Services, Learning Difficulties and Disabilities.
12. Education Business Partnership

### **Links with voluntary bodies or other services**

1. Riding for the Disabled Association
2. Music Space (provide Music Therapy)
3. GL1 leisure centre
4. Local businesses
5. Everyman theatre

### **Links with other schools**

1. We are proactive in planning opportunities for links with other schools, which can include projects such as dance or drama, joint curriculum initiatives and part-time attendance at other schools. Some mainstream SEN pupils attend the school part-time supported by their mainstream school LSW.
2. KS4 pupils have individual transition programmes to their future placements including local sector college, special school Post 16 Units and other specialist providers.
3. Senior pupils attend and host inter-school activity sessions (such as swimming galas, music sessions, sports events, enterprise projects and student council) with pupils from other L.A. special schools.
4. The school council takes part in conferences with pupils from special and mainstream schools.
5. We are active members of the Gloucester Schools Partnership and G15 Secondary School Partnership and the Gloucestershire Special School Collaborative Partnership.
6. Pupils from local schools are accepted for work experience at the school.

### **Equal Opportunities**

Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality.

### **Review**

*This policy will be reviewed annually and significant amendments will result from whole school discussion. The policy will then be presented to the governing body for approval.*

Reviewed: January 2017  
Date of Next Review: January 2018