



Three Ways School

SEN Policy

Policy Ratified on	4 December 2017
Policy Ratified by	FGB
Policy Review Date	Annual

Rationale

Three Ways School is an Academy Trust. It is a day generic special school catering for pupils with a wide range of Special Educational Needs.

Admission to the school is through Local Authority referrals and fully explained in the Admission Policy.

All pupils of school age have a statement of special educational needs (SEN) or EHCP or are on an assessment placement awaiting completion of one.

The aim of this policy is to clarify SEN access and entitlement and explain how the school meets the individual needs of its pupils through the effective allocation of available resources.

Purposes

The aim of all staff working at Three Ways School is to provide an education appropriate to the specific needs of pupils, achieved by structured, well-planned and broadly based programmes of work with regular review procedures as part of a continuous assessment process.

At Three Ways School pupils are provided with a "supporting and stimulating learning environment, celebrating individual achievements and preparing for life in the community"

An essential element of this provision is the emphasis placed upon close working relationships with professionals from other agencies who share in the assessment, planning, implementation and evaluation of pupils' needs. All adults are required to interact with pupils in a way which is designed to promote a positive attitude that is age appropriate to their learning needs and disabilities.

The school environment and the expectations of staff are designed to promote maximum independence for pupils while providing the appropriate level of individual challenge and support.

Procedures

The provision for Early Years is based upon the Early Years Foundation Stage Profile and for older pupils on the National Curriculum at relevant Key Stages.

For further information please refer to the Curriculum Policy.

For each individual pupil attainable skills are identified by continuous assessment and key targets agreed with parents (and pupils where appropriate). Where possible assessment by teaching and multi-agency staff is supported by the use of Standard Attainment Tests & Tasks at the end of Key Stage 1 and 2, and regular B-Squared assessment tests and materials. Among older pupils a range of externally accredited courses are taken, which include GCSE, ASDAN qualification & AQA & OCR Entry Level Certificate, and Functional Skills.

For further information please refer to the Assessment, Recording & Reporting Policy.

The culture, practice, management and deployment of resources in the school or setting are designed to ensure all children's needs are met.

Throughout the school there is a strong commitment to meeting the needs of pupils in partnership with parents, and a high level of contact and information is maintained with families.

A variety of teaching methods and techniques are adopted where appropriate to meet individual pupil's needs. This may include strategies from structured teaching (TEACCH), Picture Exchange (PECs), mobility via education, Makaton signing and symbol use, intensive interaction, social use of language (SULP), and positive behaviour strategies (MAPA). Staff use a range of methods and techniques in a flexible way that allows pupils to access learning.

Where possible staff are recruited to the school who have additional qualifications or who demonstrate experience in the education of pupils with special educational needs. Staffing arrangements are reviewed annually to ensure a balance between teaching and non-teaching staff is as effective as possible in providing for the needs of pupils. In order to meet the very complex

needs of some pupils personalised programmes may be used to help that pupil access.

Pupils may spend part of their time at a mainstream school or college. Where possible, such arrangements are developed with the pupil's local school, transition arrangements are supported and carefully monitored by school to ensure that the balance of provision is meeting the needs of the pupil. (See outreach policy)

The school promotes an inclusive education system, and works closely with mainstream colleagues encouraging guest placements or dual placements where appropriate.

Resources

The school has a delegated budget, which is managed by the Governing Body through its Finance & Premises sub-committee. The Headteacher and Management Team identify recommendations for expenditure, but all members of staff have an opportunity to suggest areas of expenditure and teachers, as Subject Leaders are allocated budgets for their particular subjects.

It is recognised that the most valuable resource is staffing and there is a commitment to use every available resource to retain and recruit skilled teachers and assistants. There is a need to provide for on-going staff development, in order to meet children's needs effectively. All staff have an interest and professional expertise in meeting the needs of pupils with learning difficulties and physical disabilities and are supported by continuing professional development.

The school has an appointed Governor for SEN who monitors the school's SEN Policy and procedures.

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.

A wide range of teaching materials, approaches and technological aids are used to achieve this end. The school ensures resources are available with a variety of role models / representations. Imaginative drama and role-play is also used to explore equality of opportunity, as well as the concept of access to achievement. For those pupils from homes where English is the second language every support is given through access to a flexible and individual curriculum.

Health & Safety

Computer and other electrical equipment, lifting & moving and PE equipment are checked regularly and repaired using appropriate technicians.

Health & Safety issues are described fully in the School, County and National regulations and guidance – copies are held at the school.

Professional Development

All staff are given the opportunity and encouraged to enhance their knowledge and skills as relevant to individual and whole school development needs through on-going staff training & development.

Strong links are maintained with other special and mainstream schools and shared training & development encouraged.

