



Policy  
Document

# Woodfield School

Special Educational Needs  
Policy

**Date: April 2013**



## Special Educational Needs Policy

### VALUES AND AIMS:

At Woodfield the governing body and staff are committed to equipping all of our pupils as fully as possible to cope in the community and society in which they live. We aim to offer them a broad and balanced curriculum which ensures that all the pupils have the opportunity to develop their skills and interests within a stimulating and challenging environment and that no pupil is discriminated against on the grounds of his/her disability. Pupils have access to all areas of the curriculum and we place high importance on equal opportunities for all.

The SEN policy is designed to ensure that all staff, parents and, wherever possible, pupils have relevant information to enable the needs of the pupils to be met. The policy ensures fair and appropriate resourcing within a stimulating, challenging, safe and accessible environment. It is the role of the SENCO to ensure that all pupils have equal opportunities and access to the curriculum and other relevant services. This includes monitoring of resource provision, professional advice and therapies, teachers and teacher assistants' time for teaching and learning.

The Special Needs Coordinator is the Head of Primary Department who reports to the Headteacher and the SEN Governor.

At Woodfield the pupils all have Severe Learning Difficulties with many having additional difficulties such as physical, sensory, behavioural and /or medical needs. The school also has a significant number of pupils on the Autistic spectrum. The pupils are grouped according to age, and resources are deployed according to the needs of each group. "Resources" will include both staff and equipment needs.

Woodfield has a range of qualified and experienced staff including a qualified teacher for pupils with multi sensory impairment, and staff with qualifications in Autism and Visual Impairment etc.

The school is purpose built on one level with all areas being accessible to wheelchair users. In order to cater for all pupil needs and ensure good access the school provides:

- Pool – this is a hydrotherapy style pool which has a hoist and changing beds. There are separate changing facilities for boys and girls which include toilet facilities
- Play areas – there are areas outside each classroom which are accessible to wheelchairs. There is a playground, field and Dell offering a range of opportunities for all.
- Sensory room – this is timetabled for each class with extra sessions for those pupils who require more sensory input (as stated on their IEPs)
- Integrated Therapy room – this is shared by the Physio, O.T. and SaLT staff.
- Calm room – this is a room where individuals or small groups can go if necessary.
- Prefab classrooms – these are set slightly apart from the main building and the Post 16 Department is based here. This allows the older students to further develop their independence in a more adult environment.
- There is a soft play room off the hall, with a hoist. This room is timetabled for each class to use, as well as individuals with particular needs.
- Medical room – the Nurse is based in this room and this allows safe storage of medication, a calm, private area for treating pupils and a place to hold medicals with the school doctor.
- Personal Education – each classroom has access to a bathroom / toilet area. There are mobile hoists and tracking hoists as necessary and all pupils who require them have slings to aid transfers
- Transport – we have three school minibuses, two of them have a tail-lift. Staff take the County assessment in order to drive them. All belts, seating, etc. conform to the required safety standards.

## **ASSESSMENT AND PROVISION FOR PUPILS WITH SPECIAL NEEDS:**

Before a child starts at Woodfield the Head/SENCO and Deputy, in addition to the proposed class teacher, will read all relevant paperwork. They will discuss whether Woodfield can meet the needs of the pupil in such areas as differentiation, pupil participation and partnerships with all relevant bodies in accordance with the wishes of the child and family.

Resources are initially identified via the statement which pupils have prior to coming to Woodfield. Younger pupils have a baseline assessment carried out and all new pupils have targets set within their first 2 months of school, after teacher assessments. Advice may be sought from the physio / OT / Speech and Language Therapist plus other professionals if this is needed. Pupils are provided with any additional equipment required such as communication aids, standing frames, special seating etc. The SENCO/Head will monitor the fair provision of therapist time with individual pupils by having regular meetings with them and close liaison with class staff and other managers.

## **PLANNING:**

In order to best meet the needs of all the pupils there is a Staff Development co-ordinator who monitors courses attended. Staff are encouraged to attend courses which are relevant to special needs and areas being developed via the School Development Plan. Attendance on more specialised, longer courses is also encouraged such as the MSI course, Autism and the Diploma in Special Needs. The staff evaluate these courses and disseminate information via staff meeting time.

In order to ensure that we address all needs staff may look for support and advice from a broad range of agencies and institutions, particularly Hertfordshire LA. These include:

- CSF.
- Advisory Teacher for the Multi-sensory impaired
- Advisory teacher for the visually impaired
- Community Learning Disabilities Team
- Transition Team
- Connexions Personal Advisor
- Dieticians
- Continence Advisor
- Educational Psychologists
- Attendance Improvement Officer
- Mainstream schools
- Colleges
- Post-school providers
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Respite care staff
- School nurse
- Education Business Partners
- Variety Club of Great Britain

## **ORGANISATION:**

The views of parents and family are very important to us. We therefore have an open door policy for parents and we seek regular contact with them. Parents are welcome to come into the school, or phone to ask to speak to the teacher. It is not always possible to do so immediately, but an arrangement will be made for an appointment or a phone call in the near future.

There is a Home-School Agreement which is signed by school, pupil and parents.

Class teams keep a daily link via our home-school diaries.

A termly parents evening takes place in the second week of each term.

There is a regular newsletter and parents are kept informed of events, and items of interest through letters, phone calls and the parents notice board.

Coffee mornings are held regularly.

There are training sessions for parents and carers, both in the school day and in the evenings

A Drop In advice session is held every Wednesday from 3.00-5.30. and is open to parents/ carers and other professionals

There is a Woodfield Association of School Partners (WASP) which organises events and raises money for equipment. All parents, carers, family, friends and anyone wishing to keep in contact with the school are welcome to be members of WASP.

At times we need to look beyond Woodfield in order to meet all the needs of individuals. We have very good integration links with a wide range of schools (both mainstream and MLD) and our pupils participate as appropriate either individually or in a small group, supported by a member of staff. We liaise closely with colleges and other post-school providers such as day centres, and each student has a well-structured period of transition, suited to their needs.

The Careers Education and Guidance programme develops skills for transition and the students do a range of visits to all the possible in-county options.

### **CROSS CURRICULAR ISSUES:**

This policy should not be seen in isolation as it is linked to all the policies of the school. Every child at Woodfield is valued as an individual. Their needs are considered in this light. Aspects of mobility, communication and equipment for individuals may need to be considered throughout the school day in all curriculum areas.

### **MONITORING AND EVALUATION:**

The SEN Governor is responsible for monitoring this policy, and will consult with the SENCO as necessary.

Other sources of monitoring and evaluation used are:

- Governor observations
- Curriculum coordinators monitoring of subjects
- Staff meetings
- SDP review at staff and SLT level
- Ofsted
- County joint annual review
- Audit of budget
- Feedback from parents and other professionals
- Other inspections such as health and safety
- Liaison with other agencies
- Quality of record keeping, reports, summaries, etc
- Pupil work and files,

This policy will be reviewed regularly as part of the ongoing school system and timetable for policy review.