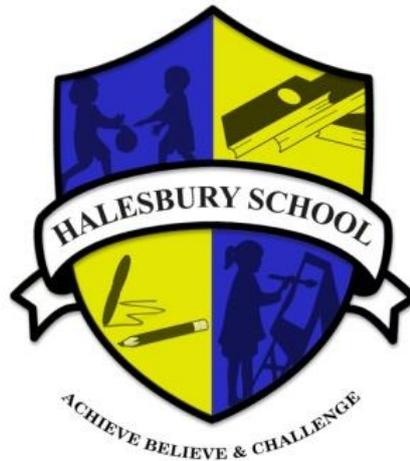


HALESBURY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team			
Teachers			
Teaching Assistants			
Administrative Staff			
Curriculum support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors			
Parents			
Website			
Local Authority			

Responsibility of	
Review frequency	
This version agreed	
Next review date	



Special Educational Needs at Halesbury

Provision:

Halesbury School teaches children with moderate learning difficulties and/or complex communication difficulties. In addition, the school has pupils with additional complex needs such as speech and language difficulties, autism and children with complex medical needs. Pupils do not necessarily have one need but have multiple needs. For classification and funding purposes, one need might be deemed as a primary need.

All children who attend The Halesbury have an education, health, care plan (EHCP) or a statement. By March 2018, all pupils will have an EHCP.

Referrals to The Halesbury School are reviewed on an individual basis.

Policies for SEND

All Pupils at Halesbury School have SEND. The majority have an Education, Health, Care Plan, (EHCP), others have a statement of special educational needs. By March 2018, all pupils will have an EHCP.

A range of relevant policies can be found on the school's website under the 'Policies' tab.

The curriculum is modified and differentiated to meet their individual needs.

Halesbury School provides small class sizes in comparison with mainstream classes. All classes have a teacher and at least one teaching assistant.

Halesbury is committed to providing a range of interventions to support the academic and holistic development of pupils. Further information can be found in our local offer and policies. Alternatively you can contact the school via the school Finance Officer, Mrs Christine Riman

Involving parents/carers in their child's education

At The Halesbury we appreciate and value the impact parents/carers have on a child's education. As well as the annual review of the EHCP we hold two parents' evenings to discuss the child's welfare and progress. These meetings recognise the importance of parental engagement on a child's attainment and achievements. In addition there is a pathways evening for pupils in Year 9, 10 and 11 in Key Stage 4 the following academic year. There are coffee mornings/meetings for parents through the HSSA (Halesbury Home School Association).

Moreover, we have home school diaries, regular phone calls, newsletters, texts and emails to ensure regular communication.

Arrangements for consulting young people with regards to their SEN

Pupils' opinions on their education are sought formally when conducting, EHCP reviews, EHCP transfers and through survey questions/School Council. If pupils are willing and are able to, they are asked to discuss their education during these

meetings. As part of teaching and learning, pupils are aware of their personal targets and learning goals.



Teachers ensure they give oral or signed feedback when assessing ensuring pupils have the opportunity to comment on their performance and discuss the next steps in their learning together and to develop their personal targets.

Assessing and reviewing pupils' performance progress towards targeted outcomes

Pupils are encouraged to review their own performance. Marking and feedback are shared with them so pupils are clear about their next steps. Pupils understand their personal targets and outcomes and are asked, when able, to give their opinion on what they would like to work towards. Parents are fully involved in setting targets and outcomes for their children through parent conversations, EHCP meetings and annual reviews. These targets are reviewed regularly with pupils and parents to ensure they are on track to meet the desired outcome.

Arrangements for support pupils' movement between phases of education and preparation to adulthood, (Transition)

As pupils progress through the key stages, we ensure that we hold transition/moving on sessions for pupils so that they can meet their new class teacher and teaching assistant and new classmates to help prepare them for the next academic year.

Children joining our school are invited to join us for integration days and we are able to offer additional sessions or a tailored transition programme for pupils based on their individual needs.

In Key Stage 4 we begin to prepare pupils for the next steps into adulthood. Pupils have access to vocational subjects which teach them some valuable life skills. In Year 9 pupils begin their college links which continue into Year 11. The colleges provide support for pupils, but all our pupils will be accompanied by Halesbury staff to college.

Year 11 pupils, where possible, take part in different work experience opportunities to start to get the taste for work and to consider what they may want to do in the future.

The approach to teaching pupils with SEN

As a Special Educational Needs school all of our children have SEND. As much as possible we group children according to their key stage, age and ability. Children are taught in small class groups. All classes have a teacher and a teaching assistant. Class groups follow an adapted National Curriculum which we differentiate to meet pupils' individual needs.

As a school we promote practical learning experiences supported by symbols, pictures and signing, where necessary. Individual learning styles are taken into account and some pupils will have sensory input too.

Halesbury uses extensive intervention programmes catering for pupils' academic needs. Pupils are assessed termly and put forward for interventions to support their learning and progress.



How the curriculum and environment is adapted for pupils

Small class groups, some 1:1 teaching and group work, along with adapted teaching, provide a supportive learning environment for pupils. All pupils have access to laptops, iPads and mobile technology to support their learning. All pupils have access to a wide range of technology.

Halesbury has a number of specialist facilities including rooms for food technology, art, science, sensory input and soft play.

We have a range of interventions adapted for pupils' learning needs. In addition to the NHS Speech and Language Therapists, we have our own therapist for one day per week brought in to supplement the continuing shortages in NHS manpower. We will also provide interventions based on occupational therapist reports, physiotherapy services and paediatrician findings.

As a school we have a Total Communication approach which provides support for communication and understanding.

Our positive behaviour policy is adapted to meet the needs of all pupils providing them with a behaviour for learning approach and as a school we follow autism friendly practices and approaches.

The expertise and training of staff to support pupils' needs and keep them safe.

All staff are trained in safeguarding and there are regular updates to training.

All staff have had and will continue to have training in SEN to meet the needs and requirements of all of our pupils. We maintain the five statutory training days per academic year for staff in accordance with the 1988 Education Act.

Staff are trained with regards to the needs of pupils, whether it be by specific need, key stage or role. There is annual appraisal and performance management for staff and from these processes targets are devised. All staff have access to relevant training that will enhance the school and their own personal development. All staff are aware of the school ethos, aims and protocols.

Some staff have had training to deliver specific interventions such as sand and water play, augmented communication techniques, therapy Catch Up, speech and language.

All staff have had Numicon (maths) training sessions.

As a school we encourage staff to develop partnerships with colleagues to develop individual skills and learn from others as well as attending external courses. This has been proven to be an effective approach where staff can access very relevant experience from skilled staff.

Evaluating the school's provision

We evaluate our provision regularly and through the School Development Plan for improvement (SDP) to ensure it continues to meet the needs of the pupils in the school.



The school's governors hold the Head teacher and senior leadership to account for pupils' progress and well-being.

The school has an effective and proactive middle leadership team.

All staff contribute to the SIP. This is costed so that all plans are affordable and can be delivered.

The evaluations of the school performance and practices are used to inform our School Evaluation Form which then supports the writing of our SIP.

As a school staff we meet regularly to discuss the impact initiatives are having on pupils' progress. This informs us about what we do well and identifies areas which we may need to address and plan our next steps for each initiative.

With regard to Pupil Premium, the sports premium and SEN interventions, we try different interventions and strategies and then take stock of what has been achieved. Interventions are reviewed regularly to ensure that the intervention is having a positive impact on a pupil's progress. This means we can adapt a different approach if an intervention is not having the desired effect on a pupil's attainment or wellbeing. Halesbury School is committed to finding the best intervention for each child and appreciate that what works for one may not be the best for another. This means we run a flexible and adaptable system to meet the needs of the individual and/or group of pupils throughout the school year.

Engagement of SEND pupils with their peers

Pupils' needs, abilities and ages are taken into account when grouping children for each academic year. This means that pupils are able to develop their cognitive, communication, social and emotional abilities within their class while allowing for group and independent learning to take place during lessons.

Although pupils are grouped to reflect their ability and need, teaching staff will always differentiate to ensure each pupil is allowed to learn and develop effectively. This also helps pupils learn to empathise and understand the similarities and differences they may have with their peers.

Support for improving communication, social interaction and cognitive development

As a school we prioritise communication in order to raise the achievement of the pupils.

The teachers and teaching assistants develop a secure learning environment so that pupils can feel comfortable, safe and reassured. Only then will pupils begin the journey to start to thrive.

Pupils are on many occasions grouped in mixed year classes such as 2/3, Year 3/4 and so on. We cover the Reception year and four key stages and we have found that this arrangement enables staff to deliver appropriate targeted work.

Each key stage has a Middle Leader and a Higher Level Teaching Assistant (HLTA) who offer support and guidance for staff and pupils through strategic planning, interventions and advice.

This year, as always, we have reviewed the behaviour policy and anti-bullying policy to ensure we provide the right type of support for each pupil based on need.



We regularly measure personal, social and emotional needs to ensure pupils continue to thrive. We always aim to identify any barriers to learning. The results of this are then used to put in place suitable interventions if required. Interventions are then monitored and assessed so we can evaluate their impact. We are running intervention groups for pupils through the pupil premium to track and assess their progress and development.

How we involve other professional bodies

Halesbury School welcomes input from other professionals such as educational psychologists, CAMHS, occupational therapists, speech and language therapists and other organisations who may work with the child or family. They may come into to observe, support and give strategies for us to use in our teaching and learning. As a school we have good links with our Local Authority, other special schools and other local schools. We actively seek opportunities to support children within our local community through integration, liaison and work experience weeks at the school. We welcome staff from other schools, have offered CPD and integration into Halesbury School.

Parent support:

Halesbury has its own Family Outreach service that will provide advice, help, support and training opportunities. The main contact for family outreach is Jo Green.

For external SEND support

Dudley SENDIASS, Saltwells Education Centre, Bowling Green Rd, Netherton, Dudley DY2 9LY

Telephone: 01384 817373

Arrangements for handling complaints

We have a clear process of managing complaints. In the first instance we advise parents and carers to talk to the teacher and Teaching Assistant; that way, queries or complaints can often be addressed quickly and effectively during discussions. If there is still concern, the relevant Middle Leader leader can be involved to try to resolve the complaint. If necessary, a member of the Senior Leadership Team will then get involved to ensure the complaint is resolved.

Key Contacts for concerns or questions

Headteacher: John Kulyk

Deputy Head teacher: Amanda Payne

Finance Officer Christine Riman

Chair of Governors: Pam Stevenson

You can see Halesbury's School SEND Local Offer on our school website.

For further information please see our school website

Review July 2018