

Saxon Wood School



Special Educational Needs and Disabilities Policy

“Where learning has no limits”

Date revised/approved: July 2022
Headteacher: Jakki Alexander
Chair of Governors: Wendy Morgan
Date for review: July 2023 (or sooner if required)

“Where learning has no limits.”

This is a statutory policy.

Saxon Wood School is a special school for pupils with physical disabilities, and a range of associated complex learning difficulties and medical needs, and all the school policies reflect this.

Saxon Wood School aims to:

- **Make a broad, balanced and relevant curriculum accessible to all its pupils**
- **Provide the additional specialist help needed to enable its pupils to become as independent and confident as possible.**

We aim to provide an environment in which pupils with can thrive regardless of their needs.

Provision

The school caters for up to 44 FTE (Full time equivalent) pupils aged from 4 to 11 from North Hampshire and adjoining counties. We can also cater for up to nursery pupils 9-1.30, if we have do not have a full cohort of FTE children. The range of needs that can be met by the school is as follows:

- Physical disability (e.g. due to cerebral palsy)
- Complex medical condition (e.g. epilepsy, epidermolysis bullosa)
- Deteriorating conditions (e.g. muscular dystrophy, lissencephaly)
- Non vocal pupils who require an augmented communication system
- Additional sensory loss or Multisensory Impairment (e.g. visual impairment, hearing loss)
- Curriculum modified for pupils with profound, moderate or complex learning difficulties
- Behaviour difficulties associated with physical or medical conditio

The school is fully accessible to all pupils, regardless as to whether they are full time wheelchair users, ambulant or use a walking aid. As well as teaching areas, there is a therapy room, a medical room, specially designed outdoor play areas and garden areas, a hall, an outdoor classroom, a soft play room and two multi- sensory rooms. Break out rooms also provide opportunities for pupils to engage in focussed, small group or 1:1 learning in a distraction free environment. The school has two accessible minibuses and is able to make provision for pupils to travel safely in their wheelchairs or on a seat with a harness. These buses are used to transport children to a range of exciting, educational settings for offsite visits.

There is a wide range of computers, interactive plasma screens and other technological aids, many specially designed or adapted for differently abled users, including switch adaptations, an interactive floor and eye gaze controlled devices. These systems provide pupils with the independence to explore and interact with aspects of their environment in a purposeful, relevant manner, gaining confidence and understanding.

Organisation

The Head Teacher manages the school, having direct responsibility for all the education and support staff. The Local Education Authority fund the school for an agreed number of places each year. At the beginning of each financial year the Senior Administrative Officer and Head Teacher prepares a draft budget which is discussed and formally agreed by the Governing Body. The majority of the budget is spent on staffing (90%) and other expenditure is determined by need and priorities in the School Development Plan.

The Head, Deputy and Assistant Head Teacher comprise the Senior Leadership Team. Class Teachers are the 'key workers' for pupils in their class. They manage the classroom support staff and co-ordinate all aspects of each pupil's provision.

There is a high staff/pupil ratio due to the complex nature of the pupils' needs. In an average class of eight pupils, there would be a teacher, a full time Senior Learning Support Assistant and the appropriate number of Learning Support Assistants, depending on need.

Organisation of teaching groups needs to be flexible due to the distribution of ages and needs across the school. Classes currently cater for PMLD pupils, Early Years, KS1 and KS2 MLD and a class for pupils with complex needs. Pupils are grouped according to need in order to ensure every child is delivered a programme of skills based, engaging content most suited to their individual learning needs,

Admissions

Pupils are referred to the school by the Principal Special Needs Officer based in the Education Department at Winchester. All school aged pupils must have an Educational and Health Care Plan (EHCP) before they can be considered for a place. Pre-school children can be admitted for assessment without an EHCP.

Curriculum

To be read in conjunction with:

- Saxon Wood Curriculum Booklet
- Behaviour Policy
- Restrictive Physical Intervention Positive Handling Policy
- Induction of new staff Procedures
- Admissions Procedures
- Performance Management Policy
- Attendance Policy
- Assessment Policy

For our Early Years pupils the school offers a full curriculum based on the Curriculum Guidance for the Early Years Foundation Stage alongside our bespoke school curriculum.

Pupils in Rabbit, Dormouse, Fox, Badger and Hedgehog Classes follow the Saxon Wood Curriculum, differentiated to meet each learner's individual needs, with children moving within and through three bespoke strands in accordance with their individual needs. This includes a pre formal strand for learners working at a sensory or Engagement based level, a semi-formal strand for pupils working at an Early Years level and a Formal strand for pupils who are working on more complex academic skills.

The school also aims to provide the additional, bespoke support and teaching to help pupils to overcome or minimise the effects of their disability. This aspect of the curriculum aims to develop pupils' independence, especially in mobility, communication and learning. Most pupils have a physical management programme which may involve physiotherapy,

occupational therapy, classroom positioning and positional change. Many children in the school make daily use of equipment such as walkers, standing frames and long sitters as part of a 24 hour postural management programme. P.E., physiotherapy and other skills focussed activities are also incorporated into all areas of the school day, with objectives set on an individual, needs by needs basis according to individual pupils. Education and Health Authority staff as well as representatives from the therapy and advisory services work very closely together, and with parents, to ensure that pupils' needs are met in a planned and co-ordinated way. This can include QTVI, QTHI, Occupational Therapy and Speech and Language input.

Pupils will be supported to communicate effectively with others, understanding what is said to them and secure in the knowledge that they can make themselves understood. Teachers will ensure that pupils build secure foundations by planning and teaching approaches to develop spoken language, listening and vocabulary. Many pupils use augmented alternative communication systems to communicate their learning and staff are highly trained in ensuring they are provided with opportunities to use these in a purposeful, relevant, aspirational way to interact within a range of contexts.

Assessment, Planning, Evaluating, Recording and Reporting

The school follows the SEN and Disability Code of Practice when organising Annual Reviews. Annual reports for parents are distributed prior to a pupil's Annual Review, to form a basis for the discussion at the review meeting. Reports from parents are requested and older pupils' views are canvassed. At the meeting progress, priority areas and long term objectives are agreed with the parents. Older pupils can be invited to part of the meeting.

Following the review meeting, staff translate the long term objectives into short term targets which are summarised on the children's IEP targets. These targets are shared and reviewed by School and home at termly class discussions.

Staff Development

The school is committed to maintaining a high level of expertise in all staff. A skilled and dedicated staff is the school's most valuable resource. The school has achieved Investors in People accreditation.

All teaching staff are expected to have undergone further training in teaching pupils with special needs and to keep up to date with progress in curriculum development and special education. Additionally training is provided on a needs by needs basis, with class teachers or subject co-ordinators liaising with external specialists.

There is an induction programme for all new staff and an ongoing programme of staff development overseen by the Senior Leadership Team. Staff development occurs through a

range of informal and formal activities including 'in-house' activities, Inset days, work with outside agencies and attendance at courses.

Staff development activities are closely related to the performance management system which involves all staff. Performance management generates professional development needs for each member of staff, and these are taken into account when planning future activities.

Links with Outside Agencies

Working in Saxon Wood, and very much part of the team, are Health Authority staff, Associate Practitioner, Physiotherapists, and Occupational Therapist. (The Speech and Language Therapist is available for assessment and advice on request.) They are involved in day to day joint working and liaison with education staff and are routinely involved in Annual Review meetings and interdisciplinary class discussions.

The school's Educational Psychologist (EP) is a regular visitor. The number of visits is determined by the service level statement. Teaching staff are involved in determining priorities for the EP and visits are planned in advance, termly. The EP may be involved in helping to monitor pupil progress, advising staff on intervention or integration programmes, or in assessment (including Statutory Assessment), as well as work less focused on individual pupils (e.g. staff training).

Other psychologists from Education or Health visit the school to advise about particular pupils or needs. Pupils transferring to the nursery may also be receiving input from the Portage Service and a Home Teacher or the Psychologist involved will liaise with the school in these cases.

The school has good links with the Local Authority Teacher Adviser (Physical Disability) who becomes involved in the transfer of a pupil to or from mainstream. The school also benefits from regular visits from Advisory Teachers for Hearing Impairment and Visual Impairment, who help us to meet the needs of those pupils with sensory impairments.

Monitoring

This policy will be monitored by the SLT and Full Governing body