



SEND POLICY

October 2020

POLICY NO. 40

DATE APPROVED BY GOVERNING BODY: 5.10.2020

DATE OF NEXT REVIEW: September 2021

LEAD: Deb Rattley

GOVERNOR RESPONSIBLE: Lorraine Petersen

SEND POLICY

INTRODUCTION:

This policy has been formulated in response to the SEN Code of Practice 2015. It is intended to be considered in conjunction with The Governors' Curriculum Policy Statement (Policy No. 22).

The school publishes a SEN Information Report on the school website which forms part of the Worcestershire LA Local Offer.

A – BASIC INFORMATION ABOUT THE SCHOOL'S SPECIAL EDUCATIONAL PROVISION

1. AIMS AND OBJECTIVES:

Chadsgrove School was opened in 1976 as a day Special School for pupils whose primary need is physical/complex medical. The aims and objectives of the school are described in detail in The Governors' Curriculum Statement.

2. SPECIAL EDUCATION PROVISION:

The majority of pupils at Chadsgrove School have an Education, Health and Care Plan (EHCP), or are in the process of receiving one with the exception of some children in the nursery who are placed with us on an assessment basis. The EHCP identifies each individual child's Special Educational Needs and the appropriate provision in place to meet those needs. Chadsgrove School caters for children with physical disabilities and/or complex medical needs.

3. SPECIALIST FACILITIES FOR PUPILS WITH A DISABILITY:

The School was purpose built as an establishment for pupils with physical disabilities. The Governors and Staff are constantly reviewing and seeking to improve what we view to be excellent existing facilities for pupils and staff.

B – INFORMATION ABOUT THE SCHOOL'S POLICIES FOR THE ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SPECIAL EDUCATIONAL NEEDS

4. ALLOCATION OF RESOURCES:

The school's resources are derived from the LA's budget formula for Special Schools and from additional funds raised by the school itself or donated by community and individual support. These financial resources are managed by the Governing Body which makes decisions about their allocation annually, and reviews arrangements regularly throughout the year. The resources are targeted to meet each child's individual Special Educational Needs, which may vary from year to year. Additional exceptional funding requirements for curriculum development, and/or materials and equipment identified by staff, may be funded from reserve or donated funds.

5. IDENTIFICATION AND REVIEW OF PUPIL NEEDS:

Each child's Special Educational Needs are identified in their EHCP. This is reviewed by Chadsgrove at least annually in consultation with parent carers, staff and other professionals. Informal meetings and review of specific issues are also held as deemed appropriate depending on circumstances and developments affecting each individual.

6. CURRICULAR ACCESS:

The school seeks to provide a broad, balanced, relevant and differentiated curriculum (including the National Curriculum) for all of its pupils. Given the diverse age range of the pupils (2-19) and the wide ability range present, this necessitates small working groups with enhanced adult support to enable this basic entitlement to be realized. Staffing levels, staff training, resources allocation, and evaluation of existing practices are all crucial factors for each child's curriculum needs to be addressed.

7. EVALUATING SUCCESS:

The Governors hold regular meetings at which matters affecting the effective working of the school are discussed. Through the cycle of Ofsted Inspections the Governing Body welcomes the opportunity to re-evaluate the School's progress and achievements.

8. COMPLAINTS FROM PARENTS/CARERS ABOUT EDUCATION PROVISION:

These would normally be made to the Headteacher, or alternatively to the Chair of Governors or another Governor. Policy No. 82 Complaints against the Curriculum, provides details of the procedure. Parent carers are provided with details of the membership of the Governing Body annually via the school's half-termly newsletter, together with any changes as they occur.

C – INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

9. IN-SERVICE STAFF TRAINING:

The Headteacher is the School's Professional Development Coordinator. All staff are eligible to apply for relevant courses. The budget available for such courses is delegated by the Governors to be administered by the Headteacher. Teaching and non-teaching staff are encouraged to improve their skill levels through staff training days (at which attendance is compulsory) and through other courses and meetings. All staff are invited to suggest subjects for staff training, and these suggestions are discussed in staff meetings.

10. EXTERNAL SUPPORT SERVICES:

The school buys in the services of an external School Improvement Partner (SIP) to monitor the performance of the school and provide support on identified areas as and when required.

We have an Annual Performance Review led by Helen Pretty from Worcestershire Children First.

We purchase Educational Psychology services as required outside of the statutory requirements that are fulfilled by the local authority.

11. PARTNERSHIP WITH PARENTS/CARERS/FAMILIES:

Close partnership between staff and parent carers/families is essential if our pupils are to make effective progress. We employ a Family Support Worker at the school.

12. LINKS WITH OTHER SCHOOLS AND ARRANGEMENTS FOR TRANSITION:

The Careers and Work Experience Policy is relevant. Within the process of reviewing EHCPs, consideration of possibilities for inclusion into mainstream schools are considered. Curriculum links have been established with the local schools and these are well utilised to support learning and in some cases transition.

We purchase bespoke support from a Careers Advisor. He will attend meetings and offer advice and support of possible post school placements as and when required. As a school team we offer support to children and their families on transitioning out of Chads Grove and will accompany parent carers on visits if needed.

We hold a 'Transition Day' annually in July where pupils spend time in their new classes for the following September. Informal transitioning arrangements also take place between classes and are arranged on the basis of individual need.

The school-based Physical Disability Outreach Team exists to support pupils with physical disabilities and pupils in need of support for Augmentative and Alternative Communication in local mainstream

schools in north and east Worcestershire. The Team works in close liaison with Healthcare Trust staff and LA personnel. Chadsgrove School Support Service (CSSS) offers support to pupils with SEND and additional needs in mainstream schools. Services include: Learning support, Dyslexia assessments, Autism support and system leadership.

The School website provides full details about the services offered by the PD Outreach and School Support Teams.

13. LINKS WITH THE HEALTH SERVICE, SOCIAL SERVICES AND VOLUNTARY ORGANISATIONS:

The School has personnel from the local Community Health Care Trust working permanently on its staff i.e. nurses, physiotherapists etc.

FINAL STATEMENT:

As a Special School, Chadsgrove has an essential role in providing for the Special Educational Needs of pupils with a physical disability and/or complex medical need within the broad spectrum of educational provision available in north Worcestershire.

Governors and Staff welcome the opportunity to present our policies for meeting our pupils' Special Educational Needs within this well-established, vibrant, successful, and popular school.

The Headteacher will be pleased to clarify any of the information and issues raised in this policy.