



MARSHLANDS SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Background

The policy reflects the principles laid down in the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001) and the SEND Code of Practice 2014.

From September 2002, it is unlawful for any school to discriminate against disabled pupils (current or prospective). Parents have means of redress by a claim of unlawful discrimination to the Special Educational Needs and Disability Tribunal, or to an admissions, or exclusions appeal panel. OFSTED inspects schools' compliance with the SEN framework and planning duties, which require LAs to develop strategies and schools to develop plans to improve accessibility for disabled pupils over time.

Summary of Legislation

Part 1 of the Special Educational Needs and Disability Act amends Part 4 of the Education Act 1996, to strengthen the right of a child with SEN to a mainstream place, where the parent wishes it or it is compatible with the efficient education of other children. It also provides for the statutory introduction of parent partnership services and disagreement resolution arrangements.

Part 2 of the Special Educational Needs and Disability Act addresses the education recommendations of the Disability Rights Task Force (From Exclusion to Inclusion). The Act makes it unlawful to discriminate against disabled people, including in relation to employment, and the provision of goods, services and facilities. In relation to school-based education, the Act obliges LAs and schools, to plan, over time, to increase accessibility of the curriculum, of premises and of information. It also provides for the right of redress in cases of disability discrimination.

Definitions

Discrimination – discrimination occurs if a disabled person – by reason or their disability – is treated less favourably than a person for whom that reason does not or would not apply, and that treatment is not justified.

Disabled – a person who has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Special Education Needs – a person who has a learning difficulty, which calls for special educational provision to be made for them.

Rationale

All pupils at Marshlands School, by definition, have Special Education Needs and a Disability. This policy is concerned with the work of the school as a whole. The aims of the policy are set in the context of supporting the overall aims and objectives of the school, within the financial resources available to the Governing Body.

These are:

- **Curriculum**

To provide an entitlement of access to a broad, balanced curriculum for all our pupils that takes account the National Curriculum, National Literacy and Numeracy Strategies, the Foundation Curriculum and Nationally Accredited courses.

Design a curriculum to develop our pupils' full potential and move them towards independence. Through working closely with parents, carers and outside agencies assist pupils' to become valued members of the community.

- **Premises**

To provide and maintain a well resourced school that ensures an attractive, safe and healthy environment for pupils, staff and visitors.

- **Staffing**

To ensure that the school is adequately staffed with personnel having access to relevant professional development and training, maintaining a balanced variety of expertise within the school.

- **Finances**

To ensure that developed finances are made available to enable the efficient and effective education of the pupils and to ensure good management of all school financial resources.

- **Management**

To maintain and develop effective management strategies which maximise the efficient running of the school, the development of the staff, curriculum and resources.

The Governing Body is committed to the implementation of the above aims. The Governing Body is responsible to the LA in relation to overseeing the budget and to parents via the annual report to parents.

Our Aims:

Accessibility Strategy and Plan

The Special Educational Needs and Disability Act 2001 require that every school has an 'accessibility plan' in place by April 2003. Schools are required to plan, over time, to

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school
- Improve the accessibility of information that is provided in writing to non-disabled pupils.

As all the pupils at Marshlands School have SEN and are disabled, the School Development Plan is designed to address these issues. The School Development Plan is drawn up and reviewed by the Senior Management Team, Staff and Governors regularly. The plan takes account of external and internal factors impacting on the progress and achievement of all pupils in the school and is monitored and evaluated by the Headteacher, Governors, Senior Management Team, the School District Inspector and other LA officials. The areas of improvement covered by the School Development Plan are as follows:

- Ethos
- Leadership and Management
- Teaching and Learning

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information by different means and levels
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with all aspects of learning and communication;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in all aspects of school life

Admissions

The school caters for up to 85 pupils, from the age of 2 – 11 years, who either have a Statement of SEN or Education Health and Care Plan. All admissions are received by referral from a LA Case worker.

Facilities/Resources

Pupils are grouped for teaching purposes according to their chronological key stage. There may occasionally be pupils from different key stages in the same class due to the need to maintain flexibility for meeting their complex communication or behavioural needs. Every class aims to provide an appropriate environment and differentiated curriculum, with sufficient resources and staff deployment to meet the individual needs of all pupils.

The facilities of the school include classrooms with vinyl/tiled and carpeted surfaces, access to appropriate facilities for personal hygiene and access for wheelchair users. There are appropriate PE resources, and outside safe play areas with a variety of play equipment. Pupils gain access to a range of sensory and therapy areas and ICT through laptops and iPads. There is a library, a hall for assemblies and dramatic productions, a room for medicals and first aid. We have a nurse on the premises for at least two days per week and a health care assistant on other days to cover medical needs. We also have a number of Paediatric First Aid trained members of staff.

All teaching areas of the school can be physically accessed by those who use wheelchairs or have limited mobility. However, if any physical difficulties are highlighted we will endeavour to make appropriate improvements. There are no steps into the building, there are stairs to the 1st floor in the Tillington Building but school also has a lift for this purpose. There are personal hygiene areas, accessible to wheelchair users.

The appropriate allocation of resources is essential to deliver the curriculum in a way, which is accessible to all pupils, despite their education/physical/sensory needs. Subject co-ordinators manage the resources for their subject across the school, ensuring that there are resources available to deliver every area of their subject and to enable all pupils to access the curriculum. Additional funds are made available to meet any individual needs, which have not been met through this mechanism.

Curriculum

All pupils have an Individual Education Plan indicating the precise targets to be worked towards over the coming year, in accordance with the objectives set on their statement of special needs or Education Health and Care Plan. This is evaluated and updated termly, and is set and agreed with parents and other professionals at the annual review meeting, in accordance with the 1993 Education Act/other recommended legislation and guidelines. These targets are worked on in the context of all National Curriculum subjects, PSHE and vocational activities.

An individualised approach to pupil development is implemented which ensures that all teaching is appropriately differentiated and that pupils are achieving standards, which reflect their potential. Equal opportunities practice within the school aims to avoid

discrimination against any pupil or parent on the grounds of gender, race, religion, ability or disability and to promote positive attitudes.

All pupils, regardless of the level of disability, have a right of access to all facilities and resources within the school. Activities are planned so that they are relevant to all pupils within the group, and are differentiated as appropriate or other opportunities given to meet the particular needs of individual pupils whatever their disability.

Staffing

The Governors and Headteacher ensure that the school is staffed sufficiently and effectively. There is an ongoing professional development programme, which ensures that all staff will receive relevant and appropriate training. It is the Governors' aim to maintain a balanced variety of expertise within the school.

Teachers from the service for hearing and visually impaired pupils offer advice and regular monitoring of pupils and the Educational Psychologist supports staff on request. The Speech and Language Therapy service provide an assessment, monitoring and advisory role in relation to pupils' communication development, and any specific difficulties that arise. They also support teaching of communication throughout the school e.g. PECS.

Physiotherapists work within the school to offer advice on physiotherapy programmes and to monitor the on-going appropriateness of aids used by pupils. We have good and regular contact with social services when appropriate.

Inclusion and Community Links

Inclusion opportunities are set up for pupils as appropriate. Pupils access community facilities to support curriculum delivery. This may be on a weekly or termly basis, or as required. All community visits are carefully planned to ensure that curriculum objectives are being met for each pupil.

Parents as Partners

Marshlands School recognises the need to view the 'whole' child therefore we need the involvement, opinion and knowledge of parents. We aim to create a partnership between parents and the school. Parents are encouraged to take an active interest in their child's education. Parents are also involved in discussions about short-term targets for their child and the school holds regular parents meetings. The school aims to meet these needs.

An annual review meeting is held for each pupil with parents or carers, who consider the progress the pupil has made in relation to agreed objectives, and appropriate targets are set for the coming year.

The specific targets then inform the pupils Individual Education Plan. These are evaluated regularly and fresh targets established where a pupil has made progress. Parents' views are sought in writing prior to the meeting and verbally during the meeting. Input from other

professionals involved with the pupil is sought and sometimes received, either in writing or verbally at the meeting or both.

Regular liaison with parents occurs through the class dojo, home-school diary and letters and is supplemented by phone calls where necessary. Additionally, parents are encouraged to visit the school to discuss concerns with appropriate staff or the Headteacher. We have other activities to support the work of the school generally and to involve parents, e.g. workshops led by parent2parent and school staff or outside agencies.

If parents feel that their child has been discriminated against, they are encouraged to discuss their concerns with the Headteacher in the first instance. If they continue to be concerned, they are encouraged to contact the Governing Body of the school. If discussions with the Governing Body are not satisfactory, they should discuss their concerns with the LA.

Failing all of these lines of complaint, under the Special Educational Needs and Disabilities Act, they can take a case to the SEN and Disability tribunal or, in certain cases, to a local Admissions Appeal Panel or Independent Appeal Panel. Parents and school can use the conciliation service provided by the Disability Rights Commission if both parties agree on conciliation.

Monitoring and Evaluation

The School Development Plan is the underpinning document driving all developments in relation to SEN and Disability at Marshlands. This is regularly reviewed. New targets and actions are then agreed with staff to inform school improvement for the following year. Teachers also follow their own subject's Action Plan targets.

All teachers follow the Performance Management procedures, which entail setting personal targets, monitoring progress and providing resources and training to achieve those targets. This takes place over a 12-month cycle.

Base teams evaluate their work on an on-going basis through regular Base meetings.

Pupils' learning and teachers' delivery are evaluated through:

- Lesson observations by Headteacher, Team Leaders, and Subject Co-ordinators.
- Monitoring of IEPs by Senior staff and/or core subject co-ordinators
- The Headteacher reports on all Curriculum developments to the Governors Curriculum Committee.
- Each Governor to oversee a subject area

Accredited courses are subject to inter-school moderation annually with external verification.

In all cases, the information gathered is acted upon where necessary, to contribute to continuous and effective school improvement, with the ultimate aim of enhancing the education of the pupils to the greatest possible level.

References

- Disability Discrimination Act 1995
- Special Education Needs and Disability Act 2001
- Special Educational Needs Code of Practice 2014
- Making It Work, Removing Disability Discrimination. (Council for Disabled Children, /Disability Equality in Education.)

Adopted and agreed by the Governing Body on 13/02/2017

Signed:

A handwritten signature in black ink, appearing to read 'Ian Rofbould', written over a horizontal line.

Chair of Governors