

Mapledown School



Working and Learning Together

Special Educational Needs Policy

Signed: Chair Of Governors/Committee: Date:

Name of School	Mapledown School
This policy was updated on	10 th December 2020
This policy was ratified by Governors on	
The policy is to be reviewed annually in	September 2021

Vision

Every young person will have the opportunity to improve their life chances by experiencing a positive learning environment which;

- *has high expectations*
- *values difference*
- *offers respect and dignity*
- *is challenging and supportive* (LB Barnet Education Inclusion Policy)

This act is framed in accordance with the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014.

Our 'Mission, Vision & Aims' state that:

Mapledown is a place of learning for all members of the school's community - a learning organisation. Students' needs and ambitions are the primary reason for doing the things we do and we believe that they are entitled to our respect and dedication. We are committed to developing a genuine partnership, based on equality of opportunity, for continuous improvement so that excellence, service, innovation and progress become a reality for students, families, carers, staff and the wider community.

Principles

In order to carry out the Vision for all Mapledown students, we will take account of the following:

- Students attending Mapledown School have severe and complex learning difficulties. This includes degrees of communication impairment and many with sensory and or physical impairments. A few students exhibit challenging behaviours.

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- The school has three departments called Learning Zones which comprise severe learning difficulties, autism and profound and multiple learning difficulties.

Special Educational Provision

- The Governing Body aims to meet the special educational needs of every student registered at Mapledown School.
- Through the governor responsible, the school leadership team, the teaching and support staff and other professionals, the school is able to assess and meet the identified educational needs of all its pupils.
- The Head, Deputies, Leadership Team and all teachers act as SENCOs.
- This policy identifies how Mapledown will meet these needs.

Identification of Pupils' Special Needs

Students who have Education, Health Care Plans (EHCP) will have an 'Annual Review'. Students who start school in September will have a 'Transition Review' in October to review their EHCP and ensure the outcomes set remain appropriate. Key Personal Learning Targets are also discussed at all Review Meetings, and are derived from the outcomes identified in the students' EHCP.

Staff follow the procedures for Assessment and Planning outlined in our Policies on 'Curriculum, Assessment & Learning'.

The advice of the attached Educational Psychologist is sought for specific assessments related to formal assessment, advice on learning styles and behaviour management issues.

Allocation of Resources

- At present Mapledown can accommodate up to 89 students or full-time equivalents and is funded on this basis.
- The Governing Body Finance & Staffing Sub-Committee, on the advice of the Headteacher, decides how staffing costs will be met from the School's delegated budget. Currently the Pupil Teacher ratio is approximately 1:8 and the adult Pupil ratio (Teachers and Assistants) approximately 1:2. Every class has one Teacher and three or more Learning Support Assistants.
- Through the annual School Development Plan the Leadership Team identifies spending priorities.
- Subject Co-ordinators receives a budget based on their Annual Subject Priority Forms.

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- The therapists (speech and language, physiotherapy and occupational) allocated by the NELFT (North East London NHS Foundation Trust) liaise closely with class staff in determining the delivery of individual children's therapy programmes.
- Key Personal Learning Targets (KPLTs) record that which is additional to, or different from; the differentiated curriculum plans which are in place as part of the provision for all students. KPLTs are reviewed termly.

Curriculum Access - Whole School and National Curriculum

Set within the framework of the National Curriculum, a broad, balanced and differentiated curriculum has been developed at Mapledown School to meet the widely differing special needs of its pupils. Assessment, Planning, Recording, Monitoring and Evaluation are an integral part of the process.

Transition

- Mapledown has close links with Oakleigh and Northway Schools and a detailed programme of visits and information exchange is in place to ensure a smooth transition from primary to secondary school.
- Preparation for Transition from Mapledown begins at the Year Eight Annual Review. Work Experience opportunities begin at Year 10 and continue until school leaving. During the final two years of school at Mapledown, visits are arranged for students and parents to visit either Barnet & Southgate College or an identified Barnet Resource Centre. Some students may go to out of Borough placements depending on need.

Links with Other Agencies

Mapledown works in close liaison with:

- London Borough of Barnet Community Services who offer support to pupils and their families
- Voluntary Organisations such as Mencap, Sense and other local community organisations
- The Tavistock Family Centre and local Child Guidance Clinics
- All the other Special Schools in Barnet
- All schools within our 'Learning Network' (Barnet South)

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Continuing Professional Development

- Institutional training needs are identified through the School Development Plan.
- Individual training needs are identified through teachers' Performance Management and Appraisal Review for non-teaching staff.
- Teachers and Learning support assistants (LSAs) benefit from ongoing and continuing professional development via in-house and external training to ensure their practice is updated to enable all children to access the curriculum.

See Continuing Professional Development Policy.

Multi -Professional Support Agencies

There is a range of professional support and advice available to staff, pupils, parents and governors of Mapledown School:

Occupational Therapy
Speech and Language Therapy
Music Therapy
Physiotherapy
Community Paediatric Consultants
Local School Improvement Advisor
School Nurse
Special Needs Support Services, i.e. Hearing Impairment or Visual Impairment Service

- These specialists working with the children may be invited to the students' Annual Review in order that they should contribute to the KPLTs or EHCP.
- Regular meetings are held formally and informally with support agencies.
- The School has developing contact with local mainstream schools. This takes the form of individual student or group participation in activities, staff exchanges and training.

The Role of Parents/Carers

- We consider that working in partnership with parents and carers is fundamental to effective education.
- A range of strategies are used to foster partnership with parents:
 - An "open access" policy
 - Home/School agreements
 - Annual Review Meetings

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Open Evening
Daily Home/School Books
Termly Newsletters
Coffee Mornings/ Parent/Carer workshops initiated by School or Parents
Working together on termly targets
Social events
Using interpreters to facilitate communication between Parents and Staff, if necessary

Inclusion

Mapledown is inclusive in that it will offer a place to any young person with severe learning difficulties and meet their needs, thereby ensuring that all children are in an educational setting no matter how profound their learning, physical and medical needs may be. It also strives to ensure that opportunities for inclusion are offered throughout the school life.

This policy aims to bring together a range of policies and documents which explain the roles and responsibilities of all the people who work with our students in the school, at home or in the wider community.

These policies and documents are as follows

- Admissions Policy
- Curriculum, Assessment and Learning Policy
- Behaviour & Discipline Policy
- Complaints Procedure
- Equal Opportunities Policy
- Parent Partnership Policy
- Race Relations Policy
- Continued Professional Development Policy

Every class has access to all of these policies in the Virtual Staff Handbook on the School's Network; Copies of relevant Legislation documents are kept in the Deputy Headteacher's office.

The Deputy Headteacher is the senior SENCO and co-ordinates the day-to-day provision for all children, ensuring all interventions are appropriate, all paperwork completed and all staff are following all relevant policies.

Basic Information

Admission arrangements

The Barnet SEN panel considers whether a student's needs would best be met by Mapledown School when considering all the evidence provided. Documentation is then sent to the school and the school offers a meeting to the parents and child.

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Sometimes our staff may visit students in their current setting. Students are offered places according to the availability of appropriate spaces within the school. In the school, most children have an Education, Health and Care Plan (EHCP). Some are here on an assessment basis, until the EHCP is formally requested.

Monitoring and Evaluation

- The governor responsible for special needs monitors and reports back to the Governing Body (GB) observations made during visits to the School, for which there is always an agreed specific focus, using the School Development Plan Priorities.
- The School has access to a local School Improvement Advisor who visits in the autumn and spring terms and writes an annual report for the LA and GB.
- The Headteacher's reports and minutes of the Governing Body Sub-Committees constitute an on-going form of monitoring.
- The achievement of targets set in the individual pupil's termly KPLTs are discussed and evaluated at the Annual Review.
- The School Development Plan is a key tool used for monitoring and evaluating

Complaints Procedures

See Complaints Policy and Procedure.

Specialist Facilities

- The School is a single storey building with access for children with physical disabilities.
- It has its own hydrotherapy pool, soft play cabin and a well-equipped sensory studio. The playground is a mix of hard surface and gross motor skills play areas. There are climbing frames, wheelchair swings, a roundabout and a slide. The playground is well supplied with adapted bikes, outdoor games, balls etc.
- The School has five minibuses with tail lifts.
- The school has a number of fixed and mobile hoists for students with physical needs. Specialist seating and other equipment is provided for students who need it in order to access the curriculum.

This Policy will be reviewed every 5 years.

SPC (revised December 2020)