



## **Special Education Needs Policy**

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## 1.0 Special education needs and disability information report background

This Special education needs (SEN) and disability information report provides information on our school's policy for pupils and students with SEN and disabilities.

This Special educational needs (SEN) and disability policy complies with

- Section 69(2) of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Education Needs and Disabilities Regulation 2014

And refers to the section 6 of the 'Special Education needs and disability code of practice: 0 to 25 years'.

The Accessibility Plan is written in compliance with paragraph 3 of the schedule 10 of the Equality Act 2010



## **2.0 School Vision**

### **We aim to be a world-class centre of excellence by**

- Maximising every learners potential to enable them to live as fulfilled a life a possible in the community.
- Establishing the school as a learning community, constantly seeking to improve its practice by reflection, evaluation and innovation.
- Working in partnership with, and drawing on the expertise of, parents, other agencies and the wider community.

### **We place students at the heart of everything we do**

#### **Our values**

- Diversity, tolerance and respect
- Meeting individual need
- Positive expectations of success
- Health and wellbeing
- Honesty, openness and truthfulness
- Pride in everything we do

### **Our students will develop intellectually, socially, emotionally**

#### **Our aims**

- Provide a happy, stimulating and caring environment for learning
- Develop confident resilient students
- Build life skills towards independence



### 3.0 The needs of our school learners

Ickburgh School caters for children and young people aged between 3 and 19 years (learners) with a range of special education needs.

Ickburgh School provides a specialist education for learners who have a significantly greater difficulty in understanding and acquiring skills than the majority of others of the same age, and some have an additional physical or sensory disability which prevents or hinders them from undertaking personal care tasks and using facilities or resources without support.

Broad areas of need

#### Cognition and learning

All of our learners learn at a slower pace than their peers, even with appropriately differentiated interventions and curriculum. Their learning difficulties cover a wide range of needs within two broad categories:

Severe learning difficulties (SLD) all learners will need support in all areas of the curriculum, all pupils will have difficulties with communication and some with fine motor skills, sensory impairment and mobility difficulties.

Profound and multiple learning difficulties (PMLD), some learners are likely to have significant learning difficulties and complex needs, and may include a physical disability and, or sensory impairments.

#### Communication and interaction

All of our learners with speech, language and communication needs (SLCN) have significant difficulty in communicating with others. This is likely to be because they have difficulty saying what they want to and therefore may not be fully understood and, some will have difficulty in comprehending what is being said to them, and therefore may not respond in a typical manner.

#### Social, emotional and mental health difficulties

Some learners may experience social and emotional difficulties which manifest themselves in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

#### Sensory and/or physical needs

Some children and young people require special educational provision because they also have a physical or sensory need such as visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI, a combination of vision and hearing difficulties.) which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

#### 4.0 Admission's criteria

Ickburgh School is suitable for learners who have severe learning disabilities and profound and multiple learning disabilities.

Early years pupils access an early year's programme differentiated to meet need. Pupils mostly transfer from local nurseries with the support of the portage workers, and many parents like to access our stay and play sessions, prior to starting school.

**Pupils aged from 3 to 5 years are largely working within levels P1 to P4.**

Primary pupils, access all curriculum subjects tailored to meet their needs.

**Pupils aged 6 to 11 years are largely working between levels P1 to P7.**

Secondary pupils, many of whom transfer from mainstream provision to special needs, access all curriculum subjects tailored to their needs. There is an emphasis on developing communication and reading skills, and accredited courses are undertaken.

**Pupils aged 11 to 16 years are largely working between P1 to Level One of the school curriculum.**

Sixth Form Students take part in an exciting course that prepares them for adulthood. Students learn through practice and by doing. Courses range from – housekeeping, hospitality, reprographics, performance and drama, music, librarianship, gardening and functional Maths and English. All courses are accredited. Students work between P1 and Level two of the school curriculum.

This school is unlikely to be suitable for learners:

- who are on the autistic spectrum, because our curriculum offer is different and seeks to stimulate pupils sensory needs and encourage social interaction and social skills through play and collective activities, in our vibrant and stimulating environment.
- Or who present with severe challenging behaviours towards others due to the delicate condition and health and safety needs of some of our pupils and students, who have life limiting illnesses.

## 5.0 Admission's Process

Stage 1	School Visit	Parents / carers who think that Ickburgh School may be the right place for their child are welcome to make an informal visit with the family liaison worker who can advise on placement, curriculum and schooling matters	
Stage 2	Parent / carer thinking 'no' or 'don't know'	If after the visit parents / carers who think this not an appropriate placement, would need to contact their local authority, for further support and advice	
	Parents / carers thinking 'yes'	If after the visit parents / carers who think this might be an appropriate placement would need to contact their local authority to make an official referral. There is a link to the Admissions Process on the school website for further information.	
Stage 3	Official referral	Admission to the school is agreed through the statutory assessment process. A learners needs are jointly assessed by Ickburgh School and the Local Authority the learner resides in, in consultation with parents, carers and professional partners in health and social care.	
Stage 4	Decision of the local authority	Placement confirmed	Placement not confirmed
		If a placement is confirmed by the school and local authority, Parents / Carers will receive help to complete the schools admissions forms, from a family liaison worker.	A child's local authority will seek to support the parents in finding a suitable school placement.  Parents also have the right to appeal this decision, and information about this can be provided by the local authority parent partnership team called SENDIAGS.
Stage 5	Completing the admissions criteria	Parents will be supported completing the schools admissions papers. This provides the school with key information such as who to get in touch with in the event of an emergency contact numbers and the permissions parents give for their child to participate in activities in school.	

	Care plan	Once a decision has been made to place a learner at Ickburgh School, parents / carers of a child who has medical needs, will be asked to support the school nurse in completing a care plan for their child. This will include plans for meeting the needs of learners with medical conditions requiring intervention at school such as epilepsy, dietary needs, and continence problems.
	Wheelchair user or mobility difficulties	An occupational therapist and physiotherapist may want to check that a child or young person has the correct seating or walking equipment to safely take part in school activities and travel on the school bus.
	Swallowing difficulties	If a child or young person has problems swallowing food and liquids a joint assessment will be undertaken by a speech and language therapist and an occupational therapist and an eating and drinking plan created, and shared with your child's class team.
	School Transport	If a learner lives outside the school catchment area, or has significant needs a family liaison worker will help a parent / carer apply for school transport.
Stage 6	Education Health Care Plan	Most learners who join Ickburgh School will already have an Education, Health Care (EHC) Plan which lets the school know the child's and young person's needs and aspirations, and the support required to achieve this. For those learners who have not got an EHC plan, support will be provided by the local authority and school in undertaking an EHC plan assessment.



## 6.0 Initial planning meeting

An initial planning meeting will take place within 10-12 weeks of a learner's admission. The initial planning meeting gives parents/carers and the school the opportunity to discuss placement matters and come to a joint agreement about whether the school placement is suitable. The school will present a baseline assessment and discuss how it intends to support a learner's educational and personal care needs, with the support of its partners (where necessary) in health (speech and language therapist, occupational therapist, physiotherapist, dietician, consultant paediatrician), education (specialist teachers for multisensory impairment, visual impairment, educational psychologist) and social care.

## 7.0 The school environment

Our facilities cater to the educational development, physical, therapeutic and medical needs of learners with profound and multiple difficulties and severe learning difficulties.

- ❖ Classrooms fitted with interactive whiteboards and technology
- ❖ Sensory rooms for multisensory sessions
- ❖ Gymnasium for sporting activities
- ❖ Rebound therapy room purpose built, and outdoor trampoline to provide therapeutic exercise and fitness
- ❖ School hall and Atrium for whole school activities and mixed use
- ❖ Hydrotherapy pool for water based activities for the profoundly disabled and younger non swimmers
- ❖ A flat fitted with kitchen, bedroom, accessible bathroom and living room to develop independence and skills for adult life
- ❖ Hygiene suits fully accessible for personnel care needs
- ❖ Food technology, Art rooms to support curriculum delivery
- ❖ Outdoor area for play and socialising
- ❖ Bus park school buses can collect and drop off learners
- ❖ Visitor's carpark
- ❖ Meeting rooms for parent led meetings, reviews, training
- ❖ School kitchen with modern facilities where all meals are carefully prepared to meet specific dietary requirements.

The rooms and spaces support the delivery of a broad and balanced curriculum creating colourful, challenging and stimulating experiences. The space and interaction with staff and learners encourages independence, choice making and communication.





## 8.0 The school curriculum

### Aims

We believe our learners are entitled to access to a curriculum that is broad, balanced, relevant, age appropriate, and differentiated according to their individual needs. The curriculum is designed to prepare learners for their future enabling them to become as independent as possible and to take their place in the community. The curriculum is organised and laid out to ensure individual learners receive their entitlement as they progress through the school.

### How the curriculum is organised

- Early Years, Primary and Secondary Pupils

Topics are grouped for each subject into termly themes and into a six year cycle. Learners in early years and primary classes follow the primary cycle and in those in secondary classes follow the secondary cycle. Most learners will then encounter each theme once during their time in the department.

- Sixth Form Students

Students in the sixth form follow a 3 year cycle of a curriculum based around the four strands of functional skills, vocational skills, independent living skills, and personal development. This curriculum is accredited via ASDAN's Towards Independence Scheme, and Pupil Progress modules again accredited by ASDAN.

The school has a specific and dedicated path for learners with profound disabilities, which is called PMLD@ickburgh. Events are cued in through song and rhyme, and repetition. Time and space is given to allow pupils and students to respond. Time and space is given throughout the day to take care of learners personal, medical and physical and sensory needs.

Underpinning the PMLD@ickburgh approach is an understanding that learners thrive when they feel happy, safe and secure, and are challenged to do their very best.

## **10.0 Parents/ Carers**

Parents and Carers play a key role in the school life of their children, and work in partnership with the school is key in supporting learners to do their very best.

At Ickburgh School we run an annual programme of workshops designed to support parents and carers. The programme includes training in Makaton, first aid and English for speakers of other languages. Workshops are delivered by specialist teams, parent – led initiatives and the schools two parent liaison workers.

## **11.0 Special educational Needs Coordinator**

The Deputy head teacher oversees the day to day provision and delivery of special needs for learners, and links with local authority through periodic meetings with local schools SENCo's .