



Clifford Holroyde Specialist SEN College

CLIFFORD HOLROYDE SPECIALIST SEN COLLEGE

SPECIAL EDUCATIONAL NEEDS POLICY

Philosophy

Clifford Holroyde Specialist SEN College is committed to providing a secure, supportive and caring environment where children are given the opportunity to overcome their behavioural and learning difficulties. This is achieved through setting clear boundaries and expectations of pupil behaviour by a staff committed to raising standards.

Against this setting pupils can grow in confidence and security and achieve individuality and personal growth.

Aims

The overall aim of the school is to provide pupils with a non-threatening environment that is conducive to personal development.

College Aims

- 1 We aim to create a structured and secure environment where children can come to terms with their individual problems and develop a sense of personal growth.
- 2 We aim to create a community in which all children and adults feel valued both as individuals and as members of our school.
- 3 We aim to liaise with outside agencies such as the psychological services; social services; educational welfare and careers services in order to support children throughout the various stages of their school career.
- 4 We aim to develop positive relationships between home and school. Parents are welcome at any time during the school year.
- 5 We aim to provide mainstream links for those pupils for whom it is deemed appropriate.
- 6 We aim to provide positive parental links through annual reviews and our positive behaviour programme.
- 7 We aim to prepare children for their developing role in the wider community, fostering in them a sense of responsibility and awareness of the changing environments in which they may find themselves.
- 8 We aim to provide the children with a broad and balanced curriculum in line with National Curriculum requirements and adapted to the needs of pupils with SPLD.
- 9 We aim to encourage the children to recognise their developing role in society, recognising the uniqueness of each individual regardless of their race, creed, gender or special needs.
- 10 We aim to foster within the children a sense of responsibility and respect for others.

Curriculum Structure

All pupils have access to a broad, balanced and relevant curriculum.

The aims of the curriculum are as follows:-

- 1 We aim to deliver the National Curriculum within a secure and structured environment where pupils feel confident and relaxed and able to meet the challenges of their work.
- 2 We aim to ensure a commitment to equal opportunities for all children, meeting their individual needs and recognising that all children should be prepared for life in a multi-cultural society.
- 3 We aim to deliver the curriculum in an appropriate manner offering a differentiated approach and ensure that each child's needs are met giving extra support where any weaknesses are in evidence.
- 4 We aim to ensure that the curriculum is continually monitored and has a built in reporting, assessment and evaluation element and that teaching styles are matched to learning needs.
- 5 We aim to ensure that pupils develop a wide variety of skills; in particular we aim to concentrate on the following skills:-
 - Communication skills;
 - Numeracy skills;
 - Problem solving skills;
 - Study skills - reading for enjoyment;
 - - homework available
 - IT skills;
 - Personal and social skills.
- 6 We aim to demonstrate to children that learning can be valuable and pleasurable and that academic skills acquired at school equip them to face challenges in their future.

Curriculum Access

In order to guarantee that all children have access to the full curriculum, we ensure the following:-

- All teachers and Learning Support Assistants have the necessary training to teach and support pupils with a range of disabilities.
- Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate.
- All pupils are encouraged to take part in music, drama, and physical activities.
- Staff recognise and plan for the additional time and effort needed by some pupils, eg slow writing speed for pupils with dyslexia.
- All staff plan for additional time required by some pupils to use equipment
- ICT equipment has been fitted with additional software/hardware to allow access for pupils with dyslexia.
- School visits are accessible to all pupils, regardless of attainment or impairment.
- All staff have high expectations for all pupils
- All staff strive to remove barriers to learning and participation.

Approaches

The school provides an environment that is conducive to self development and academic learning. All subjects of National Curriculum are offered. However, because of the nature of the children high emphasis is placed on personal and social development. To this end all pupils have individual behavioural targets which are negotiated and constantly monitored.

The school's behaviour management programme, in brief, is a structured system that offers consistent consequences for inappropriate behaviour and rewards for appropriate behaviour. However, we do not rely totally on this model as behaviour patterns vary from child to child and we endeavour to use a variety of strategies which we believe help the individual child correct his behaviour.

Resources

Classrooms comfortably accommodate ten pupils. Specialist facilities are available ie a fully equipped DT room, Food Technology room, Science room, Music Therapy room and Assessment room.

We have 2 therapy rooms which are utilised by our Outreach therapists for mainstream pupils from across the city.

Appropriate materials and equipment are available to support teaching of the National Curriculum. For those pupils with SPLD, a range of materials is available to meet their needs, this includes laptops, appropriate software and coloured overlays.

A stock of mountain bikes, kayaks and camping equipment is available for Outdoor Education.

Staffing

There are 7 full time teachers. This means we can work intensely with small groups and facilitate individual work with pupils. Each class has a learning support assistant who works alongside teachers to assist in the educational process and attend to welfare of pupils.

The outreach team consists of 1 full time teacher, 2 behaviour support workers, 1 full time CBT therapist and a 0.6 psychotherapist

An administrative officer and assistant deal with all secretarial and administrative work.

All staff are experienced in dealing with difficult and demanding pupils. All staff are aware of the importance of their personal behaviour and their effect as role model on pupils. They are therefore encouraged to be always predictable and consistent in their dealings with children.

Appropriate catering and cleaning staff are employed to deliver a healthy diet and clean learning environment.

The Kind of Special Educational Needs for which Provision is made at the school

Pupils are placed at Clifford Holroyde College primarily because of social, emotional and behavioural difficulties. This is a broad term which means that the children exhibit a wide range of behavioural patterns ranging from violent and aggressive to withdrawn and introvert. There is also a broad spectrum of ability ranging from children who are academically capable to those who have moderate or specific learning difficulties.

Facilities for Pupils at the school

The College is set within its own grounds. All external doors have ramps for easy wheelchair access, signs are uncomplicated and unambiguous. School décor provides appropriate contrast and harmony for pupils who exhibit additional sensory difficulties. There is one large playground and surrounding grassed area with a number of mature trees. There is sufficient room for football matches, cricket and athletics.

There are specialist rooms for Design Technology, Food Technology, Science and a Sports Hall.

Information about the School's Policies for Assessment and Provision of all Pupils with Special Educational Needs.

How Resources are Allocated Amongst Pupils

The School's money is based on pupil numbers. There is no differentiation on money resources for special needs. The formula is calculated on two items – number of pupils on PLASC return multiplied by a weighting for disability and a managerial sum constant for all special schools.

Information about the School's Staffing Policies and Partnership with Bodies Beyond the School

Review Process

Pupils come to Clifford Holroyde College with a Statement of Special Educational Needs. On arrival each pupil is subject to an admission conference in order to introduce pupils and parents to school life. On admission all pupils undergo extensive screening to establish any additional learning needs including SPLD.

All pupils at Clifford Holroyde are subject to a Statutory Annual Review of their Statement of Special Educational Needs. During the review, pupils progress is measured against the objectives set out in their Statement and future targets are set. Parents are especially important to our review process and every effort is made to have them in attendance. We endeavour to ensure that at all stages of this process parents feel comfortable with information provided and therefore the language used is clear, simple and succinct and is printed on pastel shaded paper.

At the annual review that follows the pupil's 14th birthday, outside agencies, including the Careers Service (Connexions) will offer advice alongside that of parents, pupils and the school in order to produce a coherent plan for the pupil's transfer into adult life.

Parents are welcome to make appointments at anytime to come into school to discuss their child.

Arrangements for providing Access to a Broad and Balanced Curriculum

The school provides a broad, balanced and relevant curriculum which is differentiated where appropriate to meet the varying needs of pupils. Pupils with learning difficulties in reading or delayed reading are constantly monitored.

How the Governing Body Evaluates Success of Education which is provided at the School

The Chair of Governors regularly visits the school to speak to pupils and view their work.

A sub -committee of Governors hold monitoring meetings with the Headteacher twice per half term.

Staff present their individual subjects to Governors on a rolling programme.

Use made of Teachers and Facilities for outside the School including links with Support Services.

The school carefully considers individual pupil needs and, where necessary, involves access to appropriate external support services.

Close links are formed with Social Services where they have an interest in a pupil. Pupils who present cause for concern either because of learning or behavioural problems are referred to the school's Educational Psychologist.

Education Welfare Officer attends weekly meetings with the Safeguarding Officer and Deputy Headteacher and makes home visits when concerns are expressed especially as regards attendance.

Partnership with Parents

Clifford Holroyde Centre recognises the value and importance of home/school links. Parents are regularly contacted via the behaviour programme which keeps parents informed re their child's behaviour.

Parents are invited into school for charity mornings or school productions.

Termly reports re behaviour and attendance are sent to parents.

Parents also receive an end of year academic report.

Any links with other schools and the arrangements for managing the transition of pupils between schools or between the College and the next stage of life or education.

Clifford Holroyde has developed links with schools from a number of SEN Consortia.

If at an annual review it is decided that a pupil may be able to have his needs met in mainstream school then an outreach teacher negotiates and supports the move back into mainstream.

Careers guidance is offered through year 10 and 11 tutorials and the Careers Service itself. There are opportunities for placements at Colleges of FE, and Alternative Education Providers for pupils in year 10 and 1, managed through our Engagement Programme.

Links with Child Health Services, Social Services and Educational Welfare

Social or Youth Justice Workers attached to children in school are regularly consulted and are invited to any in-school meetings regarding the child. Every endeavour is made to send a representative to any off-site Social Services meeting regarding pupils.

Regular meetings between the Head and Deputy with the EWO and Educational Psychologist take place.

Signed: _____ **Chairperson of the Governing Body**

Date:

Signed:

E Dwyer

Headteacher

Date:

8th May 2013

Reviewed:

Summer 2013

Review date:

Summer 2015