



THE SHRUBBERIES SCHOOL

POLICY ON SPECIAL EDUCATION NEEDS AND DISABILITIES



The policy is written in accordance with the Equality Act 2010, the supporting pupils with medical conditions guidance (2014), The Special Educational Needs and Disability Regulations 2014, Children's and Families Act 2014, Keeping Children Safe in Education and the special educational needs and disability code of practice: 0 to 25 years (2014). It aims to provide information as specified. It should be read in conjunction with the School's Disability Equality Scheme and Accessibility Scheme which outlines how the school meets its legal duty to be non-discriminatory towards disabled students and to provide equal access and opportunity to the curriculum.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Basic information about the school's special education provision

The Shrubberies is a maintained county day school for children with special needs and/or disabilities who have severe learning difficulties. Some pupils also have PMLD.

The school has a pre-school assessment unit and a Post 16 Further Education Unit.

The Objectives of the school's SEND Policy

This policy has been devised through collaboration of governors, the staff, parents and pupils (where appropriate). It seeks to outline the manner in which the Shrubberies School provides for the special educational needs of pupils.

The School aims:

- To develop the full potential of each pupil in a stimulating and supporting environment
- To provide a broad, balanced, differentiated and relevant holistic curriculum.
- To develop self-esteem and self-confidence by providing activities and programmes which allow pupils the experience of success
- To share and celebrate pupils' success
- To prepare for adult life and provide equal opportunities for all
- To recognise the value of working with 'Parents as Partners' by establishing effective communication systems between home, school and external agencies

The School Philosophy:

Reviewed June 2024

Review June 2025

- At The Shrubberies School all pupils are valued equally
- All pupils are treated as individuals
- They are recognised as individuals with differing personalities and the ability to excel in differing ways
- Each pupil is respected regardless of any of the relevant protected characteristic specified in the Equalities Act 2010. It is a belief that with a positive and optimistic approach from all concerned, each and every pupil can be helped to reach his or her potential in preparation for the world of today
- We have high expectations for every pupil in school and we hope to broaden his/her horizons by offering a variety of exciting and stimulating experiences, both within school and further afield.
- Socially acceptable behaviour is encouraged at all times, with pupils developing an awareness and understanding of the needs and rights of others.
- We recognise that the school staff are not working in isolation. The view and experiences of both pupils, parents and other professionals are taken into consideration at all times.

SEND Co-ordinator and SEND Governor and specific roles

Each teacher has responsibility for pupils in his/her class group. This includes formulating, implementing and evaluating individual education programmes, assessment, and individual behaviour programmes. The Headteacher, deputy and department heads are responsible for monitoring individual pupil files and teachers' files. Progress and concerns regarding pupils may be discussed at weekly team and meetings. The Behaviour Lead monitors and evaluates the recorded behaviour incidents. A weekly behaviour report is written and shared with the Head Teacher and Deputy Head Teacher. The Behaviour Lead supports class teams with strategies and with the writing of positive behaviour plans.

The curriculum overview is monitored by;

Rachel Stephens (Deputy Headteacher)
deputy@shrubberies.gloucs.sch.uk

The designated safeguarding lead is;

Wendy Newby (Headteacher)
head@shrubberies.gloucs.sch.uk

The deputy designated safeguarding leads are;

Rachel Stephens (Deputy Headteacher)
deputy@shrubberies.gloucs.sch.uk

Judith Shackell (Assistant Headteacher)
jshackell@shrubberies.gloucs.sch.uk

Clare Jordan (Parent Support Adviser)
cjordan@shrubberies.gloucs.sch.uk

The Behaviour Lead;

Rachel Stephens (Deputy Headteacher)
deputy@shrubberies.gloucs.sch.uk

Reviewed June 2024

Review June 2025

The SEND Lead Governor;

Mrs Sue Medcroft (Chair of Governors)
c/o admin@shrubberies.gloucs.sch.uk

Educational Provision for Pupils with SEND

All pupils at the school have SEND. These needs are within the four areas specified by the Code of Practice, 2014;

- Cognition and Learning
- Social, emotional and mental health issues
- Sensory and/or physical difficulties
- Communication and Interaction

The school recognises that the following are not SEND but can impact on the progress and attainment of the pupils;

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Child in Care
- Being a child of Serviceman/woman

The school is organised to accommodate the needs of a wide range of pupils. A number of classes are broadly grouped into four departments within school.

- Lower School
- Middle School
- Upper School
- FE Department

Please see prospectus for further details or the Local Offer.

Within these departments, pupils are usually grouped by age, but other considerations, such as ability levels or behaviour are taken into account in order to create a class group that will work well together.

Each pupil within the school has an Individual Education Health and Care Plan. The schemes of work provide differentiated learning outcomes for all areas of study.

In order to enable pupils to access to a broad and balanced curriculum, experiential and sensory approaches to the delivery of learning is encouraged.

Reviewed June 2024
Review June 2025

Pupils with Medical Needs

The Children and Families Act 2014 and Supporting Pupils at School with Medical Conditions 2014 place a duty of care on the governing body to make arrangements for supporting pupils at their school with medical conditions. Pupils at the Shrubberies with medical condition are fully supported so they have full access to the curriculum, trips and physical education. The teaching staff and senior management team consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported. For further information please refer to the school's policy, supporting pupils with medical conditions.

Admission Arrangements

The Local Education Authority controls the admissions of pupils to all special schools.

Pupils are admitted following the assessment procedures laid down in the 1981 Education Act, information about which can be obtained from the SEND department, Shire Hall, Gloucester.

Parents of prospective pupils are invited to visit the school prior to commencement. Parents are provided with a school prospectus.

SEND Specialism provided by the School

In addition to expertise in the area of severe learning difficulties, the school has experience of catering for the needs of pupils with additional disabilities such as epilepsy, visual and auditory impairment, challenging behaviours and autistic spectrum disorder. The school also caters for pupils with profound and multiple learning difficulties (PMLD).

The Pre-School Assessment Class provides for children with a wide range of special needs who will not necessarily remain at The Shrubberies after their period of assessment.

The school has an FE Department for students who cannot access local college at 16 years, and provides further education to prepare students for adult life. It is a County provision and students are admitted from other special schools.

Identification, Assessment and Provision for all pupils with SEND

Allocation of Resources

All 2-16 year old pupils share the common resources of outdoor play areas, swimming pool, sensory rooms, dark room, two minibuses, computers, outdoor classroom, soft play, wildlife and forest gardens. The school has a number of gardening areas. The Key Stage 4 area incorporates a greenhouse and the Upper School includes a food technology room. The Post 16 department is at the Apperley Centre which has communal social spaces, food technology room, sensory room, dark room, minibus and outdoor garden area.

Each department receives an annual budget for classroom equipment. This is used to provide resources to facilitate learning. In addition, funds are available for resourcing the curriculum according to the school's priorities for development. Additional funds are available through successful bids to outside agencies and as a result of fundraising initiatives within school, for example: PTA and pupil enterprise projects.

Reviewed June 2024

Review June 2025

Review Procedures

Children entering the Pre-School Assessment Class are assessed using a variety of standardised procedures and structured observations. Assessments are also carried out by an Educational Psychologist, Speech Therapist and a school Doctor.

Reviews of pupils in the Pre-School Assessment Class are undertaken at six-monthly intervals. Parents and any professionals involved are invited to attend and / or contribute reports.

Pupils with Education Health Care Plans aged 2 – 19 years are the subject of Annual Reviews carried out in accordance with the guidelines specified in the latest Code of Practice.

Transition Plans are drawn up following the Year 9 review. At such reviews current and future learning outcomes are discussed with pupils, parents and other professionals.

Arrangements for providing access for pupils with SEND to a balanced and broadly based curriculum

All pupils are entitled to a relevant, broad and balanced curriculum. The Subject Aspects of the Curriculum and the three curricular approaches (formal, semi-formal and informal) allow for a flexible holistic curriculum that meets the individual needs of the pupils. Pupils in the Lower School have access the Early Years Foundation Stage Curriculum. Students in Post 16 are offered an age appropriate and relevant curriculum focused on preparation for adult life and that includes work related learning the development of skills in functional Mathematics and English.

In addition, emphasis is placed on the skills of communication, problem solving, I.C.T., independence, perceptual skills and physical skills. The curriculum is flexible and holistic to meet the needs of the individual child and prepares them for the next stage of their education or adulthood. It is a curriculum, which aspires to enable learners to think and problem-solve imaginatively. A thematic approach aims to make it truly cross-curricular, provide coherence and build connections.

Class work, group work and EHCP outcomes are designed by staff with differentiation of delivery in mind.

How children with SEND are included within the school as a whole

The Shrubberies School is an inclusive environment. Each child's needs are assessed on an individual basis and, wherever possible, the school will adapt to meet the needs of the individual. We have in place an Accessibility Plan.

We aim to work closely with partner mainstream schools to offer pupils the opportunity to engage with their peers in these schools. We also engage with a range of community partners to promote the inclusion of our pupils in their own community.

Criteria for evaluating the success of the School's SEND Policy

Measuring how well the school is meeting the identified individual needs of pupils by the monitoring and evaluation of;

Reviewed June 2024
Review June 2025

- Ongoing teacher assessment (through Assessment for Learning) and recording of progress of the child's individual education programme.
- Evaluating targets set for individual pupils.
- EHCP outcomes.
- Sleuth Data.
- MAPP evidence.
- Routes for Learning (where appropriate).
- The subject aspects of the curriculum.
- Teaching and learning monitoring.
- Annual review procedure.
- Parent views.
- PEP for Children in Care.
- Pupil Voice.
- Pupil evaluation.
- Online Pupil Survey.
- Governor visits.
- Ofsted school inspections carried out under section 5 of the Education Act 2005.

Arrangements for considering complaints about SEND provision within the school.

Any complaints about the provision and/or implementation of the curriculum should be addressed to the Headteacher so that an attempt to resolve the issue(s) can be made. The Headteacher will act with reference to the County Guidelines and the School's Complaints policy.

Information about the school's staffing and staff training.

The school's arrangements for SEND In-service training are as follows;

- **Externally run courses**

These are courses offered by Colleges/Universities or Professional Bodies. Staff register their interest in a particular course to the SMT who consider whether to approve attendance on the basis of the following criteria;

- The relevance of the course in meeting the needs of the school as identified in the School Improvement Plan.
- The relevance of the course to the professional development of the member of staff as identified via the appraisal process.
- The perceived benefit of the course for the school weighted against the cost of funding and supply cover.
- Courses and workshops run by health care professionals to support medical needs of the students

It is expected that staff attending external courses will share knowledge and information gained with colleagues on their return.

- **Whole School Training Days**

- **Regular school-based curriculum (Aspect) meetings** held after the school day which are open to all staff and cover a wide range of topics related to SEND and the curriculum.

Reviewed June 2024

Review June 2025

- In-house training, twilight and peer support
- Staff updates and bulletins
- Online courses
- Challenge and Support meetings (collaborative work across all special schools in Gloucestershire)
- GASSH (Gloucestershire Association of Special School Heads - collaborative work across all special schools in Gloucestershire)

Use made of teachers and facilities from outside the school, including support services

Although most teachers are trained to work with children with SEND the school can call upon the services of specialist teachers of the visually impaired and hearing impaired for advice and support of those with additional sensory disabilities. The school can also call upon the services of an Educational Psychologist to help with formal assessment, and issues concerned with learning and behaviour. The following also provide invaluable input: Speech and language service, physiotherapy, occupational therapy, music therapy, sensory integration therapy, school nurses, counselling and Children and Young People Services.

Arrangements for Partnership with Parents

It is vital that staff and parents work closely together to ensure a consistent approach to meeting the child's needs. The school's Parent Support Adviser offers much valued support to families and will use the Common Assessment Framework where appropriate. Links with parents / carers are both informal and formal.

- **Formal**
 - Annual review and reports. Parents are invited to these reviews together with other professionals involved with the child.
 - Team around the family meetings.
- **Informal**
 - Each pupil has a home and school diary which can be used to outline activities, express concerns etc.
 - Teachers are available to meet with parents on an informal basis to discuss progress or concerns
 - Phone contact
 - Parents attendance at PTA organised social and fund-raising events
 - Parents attend school activities such as assemblies, school pantomime
 - Newsletters are sent to all parents
 - Parent workshops and open evenings
 - Email updates and information
 - Webster Stratton parenting course is offered
 - Parent support advisor
 - The school Facebook Account
 - The Website
 - The MySchool APP

Please also see the Policy on Parent Partnership

Reviewed June 2024
Review June 2025

Links with other agencies

- Children with Disabilities Team (Social Care)
- Community Lead Professionals team (support with the Common Assessment Framework)
- Community Learning Disabilities Team
- Community Occupational Therapists
- Education Psychologist
- Education Welfare Officer
- Community Physiotherapist
- Paediatricians attend the school regularly to carry out medicals
- Part time school nurse
- School dental service
- SALT
- Youth Support Team
- Counselling service
- Children's and Young People's Service (CYPS)
- Teens in Crisis

Links with voluntary bodies or other services

- Dundry Nurseries
- Barnardos Advocacy
- Frocester Cricket Club Coaches
- Music Space (provide Music Therapy)
- PMLD Link (A journal which shares good practice in supporting children and adults with Profound and Multiple Learning Disabilities, PMLD).
- Riverside Café (Work Experience)
- The Ship Inn (Work Experience)
- Saintbridge House Residential and Nursing Home (Work Experience)
- Steve Porter football coaching
- Longley Orchard (Work Experience)
- Duke of Edinburgh
- Allsorts
- Procorda
- Teckles Animal Shelter (Work Experience)
- Moreton Hill Care Home (Work Experience)
- Inclusion Gloucestershire
- Sailing club
- Community Allotments
- Pets as therapy

Links with other schools

1. KS4 pupils and students in the Post 16 Department have individual transition programmes to their future placements including Stroud College and Gloucester College.
2. Pupils attend and host inter-school activity sessions (such as music sessions, enterprise projects, and work related learning events and sports events) with pupils from other L.A. special schools.

Reviewed June 2024

Review June 2025

3. Music festival at St Rose's School. Stroud.
4. Students from partner colleges are accepted for work experience at the school.
5. Challenge and Support Group and Sub-groups.
6. Gloucestershire Association of Special School Headteachers.
7. Gloucestershire University student teachers are offered places for the SEND Enrichment placement and Paramedics are offered a block placement.
8. University West of England Children's Nursing under-graduates placement.

Further Information

1. The Local Offer
2. School prospectus
3. Supporting Children with Medical Needs Policy
4. Safeguarding Policy
5. Online Safety Policy
6. Accessibility Plan
7. Parent Partnership Policy
8. Behaviour Policy

Review

This policy will be reviewed annually and significant amendments will result from whole school discussion. The policy will then be presented to the governing body for approval. This policy was reviewed and updated in June 2024.

Signed.....Signed at Source..... Chairman of Governors.

Signed Signed at Source Headteacher

Reviewed June 2024
Review June 2025