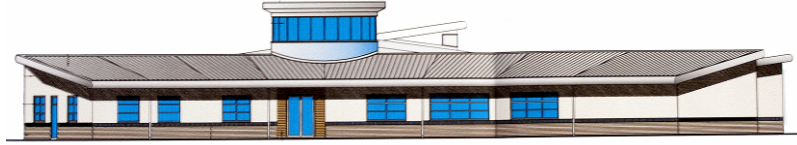


WINDLESTONE SCHOOL



POLICY AND PRACTICE

FOR

SPECIAL EDUCATIONAL NEEDS



POLICY AND PRACTICE FOR SPECIAL EDUCATIONAL NEEDS

INTRODUCTION

This policy document clarifies Special Educational Need provision made at Windlestone Hall School and those policies, partnerships and procedures that aid the Governing body, Headteacher and staff team in making effective decisions about that provision. It has been informed by guidance from the DfES, QCA and other agencies.

It should be read in conjunction with all policy documents of the school, but those relating to:

- Aims, Objectives and Indicators of Achievement
- Assessment
- Baseline Assessment & Value Added
- Case Coordinating
- Behaviour Management

particularly.

Windlestone Hall School is maintained by Durham LEA and has places for 70 students aged between 11 and 16 years. The school is registered with the Department for Education and Skills as a school for students with social, emotional and behavioural difficulties. Many students also have additional learning difficulties particularly in the areas of literacy and numeracy. The majority of students have a Statement of Special Educational Needs, a small number have either a Draft Statement or are under going the SEN assessment process.

Students attend the school on a day, extended day or residential basis. The school aims to meet the needs of students with severe social, emotional and behavioural difficulties. The majority of students are functioning at levels below average for their chronological age.

Admission criterion to the school, however, is not well defined by the LEA. Students from across the breadth of the SEBD spectrum are referred to the school. However, a significant number of students act out their disturbance in ways which could be perceived as anti-social and disruptive in mainstream settings. Student behaviour is often characterised by one or more of the following barriers to learning

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- anti-social and uncooperative behaviour, which may be reflected in, for example, disruption, failure to observe and accept limits routines and expectations, physical and verbal aggression, and a negative view of adults in authority,
- a poor awareness and/or acceptance of the consequences of behaviour,
- poorly developed social and interpersonal skills,
- mood swings, over activity, and attention seeking behaviour,
- poor ability to cope appropriately with conflict, frustration and pressure, which may be reflected in, for example, disruption within the classroom, and outbursts of temper, and

- poor self-concept, which may be reflected in, for example, bravado, poor ownership of education, low motivation for school work, poor orientation to task and application to work, poor school attendance patterns, and substance misuse.

RATIONALE

This policy statement informs on the type of SEN provision the school provides, and the manner of its implementation.

SCOPE

This policy statement provides information about:

- the school's SEN provision and resourcing,
- the school's curricular intentions,
- school practice on the identification, assessment and provision for its students,
- school staffing roles and responsibilities,
- school partnerships with stakeholders including parents/carers.

IMPLEMENTATION

Accommodation

Windlestone School is purpose built single storey building. The main building houses the school, the smaller building the residential accommodation.

The school is centred around "the hub", a large social space where students and staff meet, chat and relax. Immediately off the hub is the administrative wing, Medical Room, students' secure store, Le Café, the Games Room, Staff Room, and Headteacher's Study.

The two teaching and learning wings house non-specialist classrooms, and the Performing Arts Studio, Information Communication Technology Centre, Design Technology Workshop, Art Studio, Science Laboratory, Food Technology Centre, and Rural Science Laboratory.

The two teaching and learning wings are connected by a gymnasium, and Independent Learning Centre.

The school has a farm. The farm is a real working one with cows, sheep and pigs, as well as a range of poultry. Most students really benefit from working with animals and in the garden centre.

The school's other building houses the accommodation for resident students and staff. The accommodation is almost unique in its high quality. Students' bedrooms, for example, have on-suite facilities for showering, washing and toileting.

Within the grounds there are the normal play areas and games pitches, including an all-weather, adventure play area, and outside learning arena.

Access for those with physical disability or who use wheelchairs is excellent.

Staffing

The school has a multi-disciplinary staff team. The professional staff working directly with students consists of Teachers, and Learning and Student Support Assistants.

The Headteacher is responsible for co-ordinating strategic provision within the school. The Deputy Headteacher has responsibility for curriculum issues and the oversight of day-to-day educational provision; the Head of Student Support has responsibility for student welfare and management issues and the maintenance of the school's structured environment; the Head of Care has responsibility for the residential aspects of school life; and the SENCO has oversight of special education plans for students, liaises with supporting agencies and professionals to procure additional support for students, and advises staff on appropriate special teaching and learning strategies. The SENCO ensures that the whole staff team is aware of the SEN of individual students and plans pertaining to them including Individual Education Plans (IEPs).

Each student has a coordinating team of which s/he is also a member. The Case Coordinating Team comprises:

- a Case Coordinator, a member of the school's leadership or extended leadership group
- the teacher-tutor
- a personal tutor (resident and Yr 11 students only)
- the student

Case Coordinators have oversight of students' needs and the manner in which they are addressed. They have oversight of documentation relating to the review of students' progress and ensure students' IEPs are established, monitored and reviewed on a termly basis. Case Coordinators also gather and collate information for termly summative reporting to parents/carers. They are also responsible for chairing Annual Reviews which consider student progress and review the Statement of Special Educational Needs.

Teacher tutors support students in their tutor group, and write reports for Annual Reviews having collated information including that from other staff. Teacher tutors play a key role in the termly review of students' IEPs.

Resident students are supported by LSSAs with a residential brief. LSSAs with such a brief are responsible for constructing, implementing and monitoring Placement Plans and Individual Care Plans for resident students to whom they also provide individual support and guidance, and regularly liaise with parents/carers and some outside agencies.

Every student is involved in identifying their academic and social strengths and weaknesses and identifying methods of intervention, strategies to make progress, and target setting.

All teaching staff have the responsibility of providing suitably differentiated tasks and activities within their subject area to appropriately challenge students academically and facilitate progression. They have cognisance of students' SEN and the current IEP and any additional planning.

LSSAs work in conjunction with classroom teachers to support students' learning. LSSAs spend most of their time supporting students in lessons and have an agreed role with the

class teacher. Some LSSAs have specific responsibility for withdrawing and supporting students engaged on specific intensive programmes such as literacy, numeracy, dyspraxia or certain emotional and behavioural aspects.

Other Professionals

Links with professionals from outside Windlestone Hall form an essential part of planning and implementing activities to identify and meet the needs of students.

Regular meetings are held between the attached Educational Psychologist and the SENCO to discuss student progress, concerns and strategies. The Educational Psychologist also provides links with some other LEA support services and professionals from the Health Service.

The school itself has links with local colleges, Connexions, the Education Welfare Service, Social Care and Health and some areas of the Health Service. The school aims to work as closely as possible with all relevant agencies in providing the best overall package of education and support for each individual student.

Links are established between Windlestone Hall and the support services for literacy and dyspraxia. Support from outside agencies for other specific SEN is sought as and when the need arises by the SENCO. Windlestone also seeks to work closely with other Durham special and mainstream schools.

The school is a member of the:

- Social Emotional and Behavioural Difficulties Association
- National Association for Special Educational Needs, and
- the National Children's Bureau.

Identifying the needs of the students

The school has three main mechanisms for identifying specific individual needs, but staff can identify concern about a student at any time. The concern can be educational, social, personal, behavioural or a combination of some or all.

Baseline Assessment

All students are baseline assessed on entry to Windlestone Hall. This is done as soon as is expedient. This allows students' IEPs to be formulated, written and distributed to relevant personnel within the mandatory eight weeks time scale of the Code of Practice.

The following "tools" are utilised:

- consulting previous school records, assessment reports, SAT results and statement and providing a "pen picture" of the student
- Salford Reading Test
- New Neale Analysis of Reading Ability 2nd edition
- Social and Emotional scale

A summary of all information is prepared by the SENCO in a "pen picture" format and made available to all staff.

Major Incident Reports

The school's system of recording and monitoring student behaviour allows staff to identify the incidence of behaviours and any patterns of behaviour that emerge for individual students. These may highlight areas where students require additional support or guidance, and inform risk assessments.

Annual Review Reports

The school based Annual Review Report provides a basis for discussing a student's progress and planning for the future. The Review Report includes reporting on:

- academic functioning
- curriculum skills
- participation in the extended day
- functioning in residence
- personal qualities
- behavioural characteristics which impact on learning
- health issues which impact on learning
- attendance

Meeting the needs of the students

The school fully supports the principle of curriculum entitlement which includes access to the core and foundation subjects of the National Curriculum. This may involve the need for differentiation and modification for individual students.

The degree and complexity of students' emotional and behavioural needs interface with and impact upon curriculum entitlement. The range of experiences both within and outside the classroom during the teaching day, and those of the extended and residential day are important to student progress. This often involves a balance between the need to access the statutory curriculum and the specific personal needs of individual students.

Overall, the school attempts to raise student achievement through the curriculum by:

- by identifying attainable targets,
- creating a supportive environment,
- assessing progress and
- celebrating individual success.

Students are taught in small age related class groups.

In Key Stage 3 students have lessons in all the National Curriculum subjects, RE, PSHE, Citizenship and Rural Science.

At Key Stage 4 students follow the National Curriculum within the permitted modifications that allow students to study fewer subjects so that they can consolidate their learning across the curriculum and access opportunities for work related learning. Many courses at Key Stage 4 lead to public accreditation. In Key Stage 4 students spend time engaged in work related learning including Careers Education and Work Experience.

Small class groups, additional support staff and appropriate differentiation assist teachers in providing relevant and suitably challenging work for individual students.

Annual Review

All students admitted to the school, whether statemented or not, have their progress reviewed at a minimum of annual intervals. The Annual Review establishes a plan for the future and specifies targets to achieve the plan.

The review is informed by school based reports and those from other involved professionals.

A comprehensive and accurate summary of the review is produced and includes:

- recommendations to the LEA in respect of changes to the Statement,
- a summary of verbal professional views,
- a summary of verbal parent/carer views,
- a summary of verbal student views,
- a summary of targets,
- provision needed to meet the targets.

Individual Education Plans

The majority of students at Windlestone Hall School have a Statement of Special Educational Needs, a small number have either a Draft Statement or are under going the SEN assessment process.

Objectives identified in Statements of Special Educational Needs are updated at the Annual Review where targets for the following year are also set. Although most objectives and targets will be met through normal working practices, those which are specific to a particular student are identified in an Individual Education Plan (IEP), which is revised every term.

The Case Coordinating Team, including students' parents or carers, review progress and set new targets for behaviour, literacy and numeracy at the end of each term. School staff monitor progress with students mid way through the term. Targets are informed by:

- the Statement of Special Educational Need,
- baseline and subsequent assessments,
- the most recent Statutory Annual Review targets,
- staff discussion of students' needs
- Personal Skills Checklist

and any other current assessments including behaviour monitoring. IEPs also describe special means of intervention and support, and the nature of non-school support.

Additionally students may have one or more of the following:

- A Placement Plan (PP) exists for all students in residence. These plans describe how the school seeks to promote health, self care, emotional and

social development, links and communication with the family, leisure activities, support to education, and describe arrangements if physical controls have to be used.

- An Individual Care Plan (ICP) exists for all students in residence. These plans focus upon aspects of the student's personal and social development. The ICP will be constructed by the student's personal tutor in consultation with the student and other colleagues.
- An Behaviour Support Plan (BSP) may be created because student behaviour is either excessively challenging, and is severely impacting upon their achievement and progress, or in order to make staff aware of any particular de-escalation and preferred handling strategies to use with the student.

The BSP are designed to be short term and frequently reviewed.

Current IEPs and any PPs, ICPs or BSPs are distributed to all teaching staff and copies filed within Casework.

Resources

The school staff are the most important resource the school has. All staff contribute to the social and academic progress of the students. An increasing number of staff have been especially trained to provide students with intensive support in specific areas.

Material resources relating to Special Educational Needs provision are based upon needs identified through the following:

- School Development Planning
- Reviews
- Staff Meetings

Importance of Parents/carers

Parents and carers play a vitally important role in supporting the school in the education of their children. They have easy access to staff and are encouraged to visit the school regularly to attend:

- IEP Review Meetings
- Annual Reviews,
- Case Discussions,
- organised school events,
- Award Ceremonies, and
- Open Day

Also, as part of the ongoing work of the school, parents/carers are encouraged to keep in regular telephone contact with school staff. Staff similarly maintain regular contact with parents/carers via telephone. Parents/carers comments are requested and reported at each Review of their son or daughter on the Parent/Carer Review Questionnaire.

The school urges parents/carers to deal with any concerns directly and swiftly through the Headteacher who will involve any relevant staff. In the event of any issue not being resolved satisfactorily the school has a Complaints and Grievance Procedure.

Evaluation of the school's SEN policy and strategy

A variety of means are available to both the SEN Governor and the Governing Body as a whole to evaluate the success of the school in implementing its SEN Policy. The following are examples:

- Key Stage Assessment Results
- Improved performance in annual literacy and mathematics testing
- Annual Review Meetings
- Evidence of improved student performance on specific targets through IEPs and their extensions
- OFSTED Inspection Reports
- CSCI inspection reports
- Reports and comments from Durham LEA Inspectors/Advisors/Officers
- School Improvement Plan Outcomes
- Information presented in the Headteacher's Termly Report to Governors
- Communication from parents/carers
- Personal observation
- Student comments and views
- Appropriate external accreditation results and tables

The School Profile accessible on the Internet describes how the school is meeting the learning needs of individual students.

REVIEW

This policy and practice will be reviewed on an annual basis

Councillor G Porter
PM Jonson
S Teasdale
DW Gregory

Latest revision
March 2006