

SPECIAL EDUCATIONAL NEEDS

Philosophy and Purpose

This policy reflects the school values and philosophy in relation to Special Educational Needs. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on practice within school.

Provision

Tor View School is on the edge of open countryside in the Rossendale Valley and has excellent facilities. We are a Generic Learning Difficulties mixed day school for 150 pupils in the age range 3 – 19. We are a popular school within a wide geographical catchment area. Pupils have a wide range of special needs ranging from Moderate Learning Difficulties (MLD) to Severe (SLD) and Complex Learning Difficulties (CLD), including Profound and Multiple Learning Difficulties (PMLD). Throughout the school some pupils have additional needs arising from physical disabilities and sensory impairments. The school has a specialist resource for young people with Autism and challenging behaviour, the Intensive Support Centre (ISC). We are a Specialist Arts College and National Teaching School.

It is the policy of this school to fulfil all that is required under the statutory instrument: The Education (Special Educational Needs) (Information) Regulation 1994 and to be guided by the advice and guidelines published by the Lancashire Education Authority and any subsequent changes to the statute or advice.

Mission Statement

At Tor View together we inspire, learn, enjoy and achieve.

Aims of the School

The Governors and staff of Tor View School aim to provide equal opportunities for all through:

- An inclusive ethos of respect, tolerance, and understanding of others' needs developing and valuing pupils' self-discipline, independence and autonomy in preparation for adulthood.

- A safe supportive, caring and dynamic school environment, extending into the wider Community where all are valued as educators and partners in school improvement.
- Access to the National Curriculum and the extended school designed to accommodate individual pupil needs and to ensure maximum progress.
- An environment where creativity is nurtured and the arts provide a medium for driving forward school improvement.
- The celebration of success and positive outcomes for all.

We aim to:

- Develop a nurturing culture of lifelong learning for staff and pupils;
- Promote intellect, physical, social, aesthetic, spiritual and moral development of pupils;
- Inspire communication and independence skills;
- Prepare pupils to control their own lives;
- Help and encourage pupils to become valued employers, employees and members of social groups and communities;
- Promote a healthy lifestyle and a sense of self-worth;
- Develop lively, inquiring, creative minds;
- Ensure that creative and inspirational teaching leads to exciting, enjoyable and inspired learning;
- Maintain the highest personal expectation of each pupil, recognising and developing strengths and talents;
- Engage learners in meaningful work related learning, developing ambition and enterprise skills and securing best possible post school outcomes;
- Have a wider local, regional and national influence to ensure pupils access best practice and schools within our locality are well supported.

Facilities

The school is situated in Haslingden and caters for pupils with statements of special educational needs in the surrounding areas. Arrangements for the transport of pupils to and from school are made by the local authority special education transport department at County Hall Preston. The school building comprises of a single storey main school building. We have:

- Specialist teaching rooms for Art, Design & Technology, Music, Food Technology, Science, Computing, Horticulture and Catering
- Well resourced and inviting library
- 2 multi-sensory rooms
- Sensory Integration Therapy Room
- Hydrotherapy pool
- Discrete high quality provision for Further Education (16-19 yrs)
- Separate, purpose built provision for pupils with complex needs arising from behavioural and communication difficulties (11-19 yrs)
- Extensive outdoor space including a cycle track, age appropriate play structures, a pond, sensory garden and amphitheatre
- A student run café, open to the public. The toilet areas are fully adapted for wheel chair users.

- Two minibuses, with a lift and provision for wheelchairs, is available for transporting pupils on educational visits.

Admissions

Following assessment procedures which result in the issuing of a Statement of Special Educational Needs, applications for admission to the school are made via the Area Education Office based at the Globe Centre. An 'Admissions Panel' considers the applications and priority is given to children within the school's area. The pupils on role at Tor View School will require a statement of Special Educational Needs. Pupils aged 3-19 will be admitted to the school up to a total of 150 allowing for appropriate balances across all key stages and phases. Any exception to this will require permission or instruction from the area SEN Assessment and Educational Psychology Officer.

- Ref. Admissions Policy.

Resources

The main resource of the school is the staff and the pupil-staff ratio is set at a high level to ensure full access to educational provision and care of the highest order. Each class has a teacher and at least two Teaching Assistants with clearly defined roles and responsibilities. This team plans and works together to meet the individual learning, care and behavioural needs of all the pupils. The Governing Body will ensure wherever possible that pupils will be allocated staffing according to circular 11/90 (DFE) as a minimum provision. Where needs arise, following appropriate assessment and review, pupils and students are able to benefit from enhanced staffing levels to cater for particular educational or care needs. This may be funded through the school budget or through LEA support.

High staff commitment to the School's philosophy and ethos is expected and staffing appointments are made with this as an essential criterion.

The school is well resourced and provides unique opportunities for pupils to benefit from appropriate equipment and facilities which allow access to learning activities which further enhance their opportunities for development.

The school accommodation provides and maintains a barrier free policy for all pupils/students. All teaching and play areas should be fully accessible to all pupils regardless of physical difficulty, including wheelchair users. Toilets and changing facilities should be readily available to all in each departmental area. Lifting equipment, hoists, and other specialist equipment, should be available as required in each key stage or departmental area. Physical resources will be allocated to class / subject groups, small groups or individuals through timetabling agreed appropriately by staff responsible for coordinating the use of resources.

The curriculum is resourced and funded through budget allocations given to subject area leaders and priorities for funding are identified in the School Improvement Plan.

Where a pupil's statement indicates the need for a particular resource the school will take every step to secure that provision as soon as is practicably possible. In addition resources requested by those concerned for the education and care of a pupil/student will be given careful consideration and acquired as soon as is practicably possible. Teachers may identify the need for specialised seating, equipment and mobility/ communication aids and will then refer onto the appropriate therapist. The school and therapeutic services then work collaboratively to provide the appropriate item of equipment. Requests for these resources are passed to the Area Special Educational Needs Officer for central funding from the Exceptional Needs Budget via the annual review.

Teachers may request access to specialist teachers and advisors in addition to regular visits from teachers for the hearing impaired & visually impaired and advanced sensory integration practitioners. All pupils have access to Educational Psychology advice following admission to school. This is provided routinely at times of reassessment of the Statement for SEN, at 14+ reviews or following a referral as a need arises.

Access to support professionals (see Support Staff section below) will be negotiated and agreed with those professionals and relate to the pupil's Statement of SEN and need prioritised throughout the school. School liaises routinely with these professionals through Annual Review meetings, planning meetings and other multi-disciplinary meetings as required and in response to individual needs as they may arise.

In addition the school will maintain and develop links with relevant Social Service Departments in relation to individual needs and generic issues effecting groups of young people or whole school issues.

The school is fortunate in receiving contributions from the local community, and fund raising activities also enhance the range of resources available.

Professional Development

- Ref. Professional Development policy

Professional development opportunities are available for all staff relating to their specific subject areas or other identified areas of personal and professional development. All staff, as appropriate to their role, have specific training in safe Moving and Handling, First Aid and Team Teach at Intermediate Level as a means of managing pupils' behaviour in a safe and appropriate manner. Some staff are trained in Team Teach at Advanced Level as a means of managing extreme challenging behaviour. Some staff have completed a course of instruction on the safe driving of the minibus - MIDAS. Staff are encouraged to gain additional qualifications wherever possible.

Support Staff

The school seeks to ensure appropriate involvement from colleagues in relation to the provision on each pupil's statement. This support is delivered both within and outside of the class base. The following professionals support the school:

- Full-Time School Nurse (other than at times where training and meeting commitments prevent this)
- Educational Psychologist
- Social Workers Including Transition Team
- Young People's Service
- Advisory Teacher Of The Hearing Impaired
- Advisory Teacher Of The Visually Impaired
- Advisory Service For Learners With English As An Additional Language
- School Attendance Officer
- Area Special Educational Needs Officer
- General And Specialist Advisers And Advisory Teachers
- Part-Time Physiotherapists
- Part-Time Occupational Therapists
- Part-Time Speech And Language Therapists
- Advanced Sensory Integration Practitioner.

The school has established good links with other schools, mainstream and special and local industries, businesses and organisations.

Parental Involvement and Support

It is the policy of the school to work closely with parents encouraging and respecting their input into the educational provision of their own children and also the life of the school in general. Parents are encouraged to be closely involved with all aspects of the education of their child. Parents are welcome to visit the school although telephoning beforehand to make an appointment is very helpful and much appreciated.

Input from parents will take many forms:

- Annual Review Meetings with resulting recommendations.
- Parental Consultation Evenings or Planning Meetings twice yearly.
- End of year reports.
- Governors Annual Report to parents.
- Annual School Improvement Plan audit.
- Home visits by school staff.
- Interim meetings held at the request of parents or teaching staff as required.
- Set up of specialist provision / equipment.
- The schools willingness to develop contributions parents might make to the school by ^{TEF} helping in class, with particular projects and routines within the school.
- The school will support and develop parents meetings organised by school staff, ^{TEF} supporting agencies and parent themselves.
- Parent teacher association 'Friends of Tor View'.

- Attendance at pupil health checks

Wherever there is a need to support parents in the area of language, literacy or mobility steps will be taken to provide practical support. The school will provide access to translation (written or verbal), make home visits or arrange to support transport to and from the school where this is practicable. School also employs its own Parent/Carer Liaison Officer for 10 hours per week. Identification of Special Educational Needs and Review As a special school, pupils on role will all have statements of SEN. i.e. at Stage 5 of Code of Practice Stages 1 -5. During the time spent at school further needs will be identified by class or subject teachers, parents or carers, or the staff and related professionals. Through the process of interim and annual reviews, which is based on the process of assessment, recording and reporting, action will be taken to incorporate these needs into the pupil's Key Skill/Care Plan, which is evaluated termly. Recommendations may also include an adjustment to, or the ceasing of, a statement re: Annual Reviews, Termly Plans and Code of Practice documentation.

Access to Curriculum

- Ref. Curriculum Model
- Ref. Teaching and Learning Common Elements
- Ref. Assessment Recording and Reporting
- Ref. Extended schools policy - QISS evidence

Monitoring and evaluation of the educational provision by the Governing Body
Governors regularly visit school and act as critical friends to review the School Improvement Plan with staff. Governors are informed of developments in curriculum planning and school policies are discussed and agreed by Governors as they are reviewed and revised.

	Name/Initials:	Date:
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