

Mabel Prichard School



Special Educational Needs (SEN) and Disability Policy

Written: October 2024
Next Review: October 2025
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Signed Local Governance: (for approval at next meeting)

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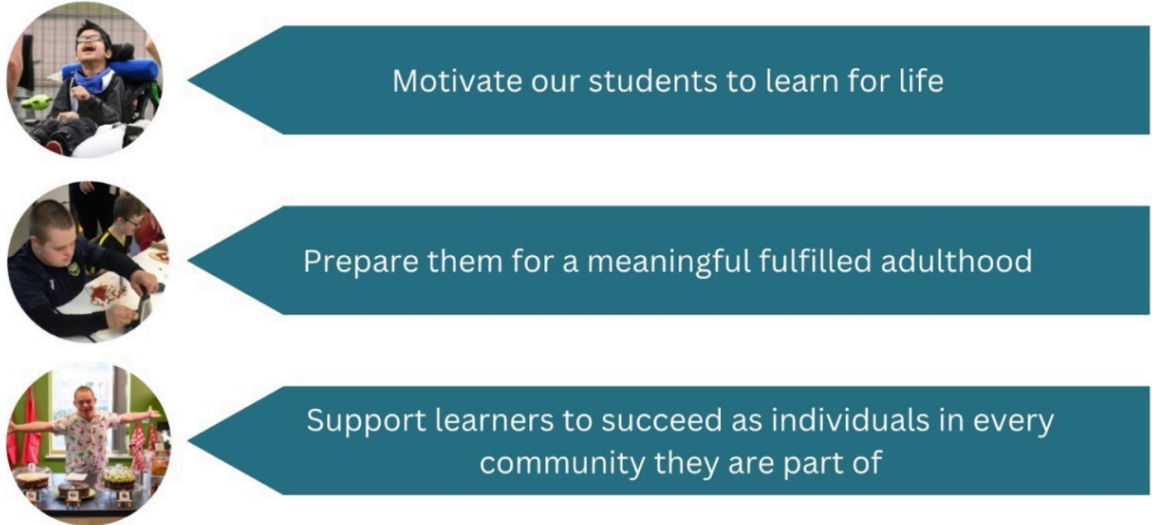
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SECTION 1 - INTRODUCTION

Mabel Prichard School is a specialist provision for pupils aged 2-19 who have either Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) as their primary special educational need. In addition, many of our students also have physical difficulties, sensory impairments, speech and language difficulties and social communication needs. All of our pupils have an Education, Health and Care Plan (EHCP) detailing their individual needs and therefore SEND is at the centre of everything that we do:

At Mabel Prichard School, we:



We achieve this through:



Our mission is to provide high quality teaching and learning so that pupils realise their full potential in every aspect of their lives.

In a fully inclusive learning environment where the contributions and achievements of every individual are equally valued, Mabel Prichard School is committed to:

- providing a secure, enjoyable, and stimulating learning environment which will enable pupils to realise their potential as individuals in society.
- providing access to a broad and balanced curriculum which:
 - meets statutory requirements
 - meets the needs of all pupils
 - develops skills for independence and a pathway for an active role in society
 - reflects the cultural diversity of society
- maintaining close contact with the home

- making parents welcome in the school to enable them to play a full part in the education of their child/children
- ensuring a constant focus on positive 'Outcomes' for all of our pupils, both within and beyond the school

SECTION 2 – AIMS AND OBJECTIVES

The aims of this policy are to ensure that Mabel Prichard School:

- enables every pupil to experience success at a level that is appropriate to each individual.
- promote confidence and a positive attitude to all aspects of school life.
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum, that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- ensure equal opportunities for all pupils to enable them to access all aspects of the Mabel Prichard provision, as appropriate to the individual.
- identify, assess, record, and regularly review pupils' progress and needs.
- involve pupils in reviewing their experiences and learning.
- involve parents/carers in planning and supporting at all stages of their child's development and encourage them to actively take part in their child's learning.
- work collaboratively with parents, other professionals and support services in order to develop the pupils' learning and progress.
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

The objectives of this policy seek to outline the manner in which we provide for the special educational needs of pupils.

SECTION 3 - IDENTIFYING SPECIAL EDUCATIONAL NEEDS

All pupils at Mabel Prichard School have an Education, Health and Care Plan (EHCP); these documents are in place prior to a pupil receiving a place. This means that pupils entering Mabel Prichard will have undergone statutory multi-professional assessment.

EHCPs are reviewed annually and revised as appropriate. Parents are fully involved in line with the LA guidelines and the Code of Practice. Other agencies and professionals involved with the pupil are invited to attend and contribute reports.

EHCP outcomes are reviewed with parents annually and smaller targets towards these are discussed termly. Progress is reviewed termly and reported annually as part of the EHCP review process. Where appropriate, pupils are encouraged to take part in the annual reviews and contribute to their own outcomes.

Whilst our involvement in initially identifying SEN is limited, we constantly review our pupils learning and progress to ensure their needs are being met. If further exploration is required, or needs have been identified as being different to that which is stated, the school will consult with parents to trigger a multi-disciplinary assessment to ensure the pupil is accessing appropriate provision, either through the annual review process, or other. Copies of our admission indicators and accessibility policies are available in school and on our school website.

As a school we are aware that whilst a pupil's SEN is likely to have the most significant impact on their learning, there are a range of other factors that can impact on a pupil's progress. We proactively monitor these and take necessary supportive action.

These factors include:

- Physical Disability
- Attendance and Punctuality
- Health and welfare
- English as an additional language
- Being entitled to the Pupil Premium Grant
- Being a child we care for (CWCF)

- Being a child of serviceman/woman
- Medical Condition

SECTION 4 - SUPPORTING AND MANAGING PUPIL NEEDS

The Local Authority controls the admissions of pupils to all special schools. Parents of prospective pupils are invited to visit the school prior to commencement, following an identification from the local authority that we are potentially an appropriate placement. Parents are encouraged to visit the school website. If appropriate, parents may be offered a 'home visit' prior to commencement or staff will visit the pupil in their current setting.

Please see Admissions Policy for further information:

<https://mabelprichard.org/policies/>

SECTION 5 – ROLES AND RESPONSIBILITIES

1. The Headteacher (with support of the Senior Leadership Team) has an overall view of SEND provision and ensures the adequacy of staff support.
2. The headteacher is our Special Educational Need Coordinator (SENCO) and is responsible for ensuring the implementation of this policy. The headteacher can be contacted on 01865 777878 or enquiries@mabelprichard.org
3. The Headteacher and the Senior Leadership Team (SLT) keeps the Local Academy Board (LAB) and The Gallery Trust informed of SEN issues through a committee and support structure. SLT ensures that all the procedures identified in the SEND Code of Practice are followed and maintain an overview of how the special needs of every pupil in the school is being met.
4. The SLT has responsibility for monitoring the quality of teaching and learning across the school and lead Annual Review meetings.
5. The LAB (and Trustees) have regard to the requirements of the SEND Code of Practice 2014, which is to set up appropriate funding and staff arrangements and regularly monitor the SEN provision through the committee structure.
6. The Curriculum Lead, Subject Leaders and teachers plan a broad, balanced, sequenced and relevant curriculum.
7. Class teachers assess pupil attainment and need, set individual objectives and monitor progress. They are responsible for timetabling; delivering an appropriate differentiated curriculum; leading their class Teaching Assistants (TAs) and liaising with additional professional staff and parents.
8. Class TAs support the teachers to educate and care for the pupils.
9. Staff work with class staff to support lunchtime feeding, personal care, play and social skills programmes.
10. Volunteers and placement students support staff and children.
11. The Headteacher and SLT arrange for relevant Health and Safety and professional development training for staff throughout the year.

SECTION 6 – EDUCATIONAL PROVISION FOR PUPILS WITH SEND

All pupils at Mabel Prichard school have SEND. Our classes are broadly grouped into 5 phases: Early Years Foundation Stage [EYFS], Key Stages 1, Key Stage 2, Key Stage 3, Key Stage 4 and Post 16. Pupils are grouped each year taking into consideration their age, abilities and individual needs [medical and social], to create a class group that will work well together.

Each pupil within the school has an EHCP, which is evaluated annually. Any new outcomes are agreed with parents and pupils, as appropriate. Parents and all relevant professionals are invited to submit reports two weeks before, and to attend the review meeting.

SECTION 7 – WORKING WITH PARENTS / CARERS

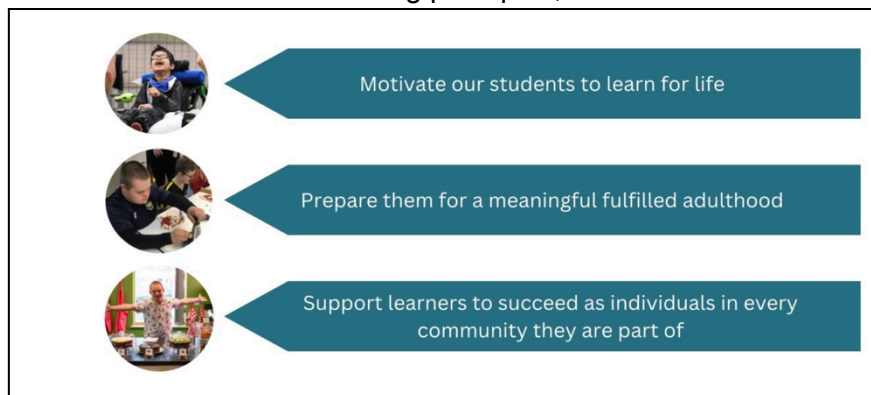
It is vital that staff and parents / carers work closely together to ensure a consistent approach to meeting the child's needs. Links with parents / carers are both informal and formal, and can be responsive to need and the situation at all times. Examples of contact include:

- At the school gate
- Information passed from the transport teams
- Telephone conversations
- Home - School daily diary
- Parents can arrange an appointment to meet with the class teacher / have a telephone appointment.
- Parents attendance at organised social and fund-raising events
- School Newsletter
- Termly and Annual progress review meetings
- Parent Questionnaire

SECTION 8 – CURRICULUM

Arrangements for providing access for pupils with SEN to a relevant, balanced and broad curriculum.

- Mabel Prichard School believes that all pupils are entitled to a relevant, broad and balanced curriculum. We therefore strive to ensure that all pupils are able to access all areas of learning.
- As a specialist provision, we recognise the importance of our curriculum meeting pupil's individual learning needs. We always start with the child at the centre of their learning. The curriculum then wraps around the child, beginning with core curriculum subjects and branching out to our wider curriculum subjects. This provides a breadth of opportunities for personal development and subject specific learning.
- All pupils at Mabel Prichard have coverage of core curriculum subjects as part of our universal offer. This includes: Early Development; Communication and Language; PSHE and RSHE; Physical Education; Mathematics; Reading and Writing.
- For children working beyond our Early Development framework, wider curriculum subjects are taught as part of a rolling programme through a thematic approach. For more information, please look on our website here: <https://sites.google.com/mabelprichard.org/curriculumhandbook2024>
- Our curriculum has three overarching principles, which are to:



SECTION 9 – INCLUSION

Mabel Prichard School is an inclusive environment. Each pupil's needs are assessed on an individual basis and, wherever possible, the school will adapt to meet the needs of the

individual. We aim to work closely with other schools locally and within The Gallery Trust, to offer pupils inclusive opportunities with peers and within the local community.

SECTION 10 – LINKS WITH OTHER AGENCIES

Mabel Prichard School works very closely with a range of agencies and professionals to enhance the education, health and well-being of pupils and to raise awareness of SEN within the local community. There are strong links with:

- School nurse
- Community Paediatrician
- Community Nursing Team
- Immunisation Team
- Occupational Therapy Service
- Physiotherapy Service
- Speech and Language Therapy Service
- Children with Disabilities Team (Social Care)
- Special Educational Needs Support Services [SENSS]
- Educational Psychologist
- Local businesses

SECTION 11 – LINKS WITH OTHER SCHOOLS ESTABLISHMENTS

Mabel Prichard School is situated in close proximity to Orchard Meadow (Cuddesdon Way) and Oxford Academy (Sandy Lane West) Schools. Opportunities are available for all schools to facilitate inclusion opportunities as appropriate.

We have links with Further Education [FE] providers and support families to make decisions about next steps in careers and education. Pupils complete a wider range of work experience placements with us, with preparation for adulthood being a key curriculum theme.

SECTION 12 – EQUAL OPPORTUNITIES

Equal opportunity is the right of everyone to equal chances. Each individual is respected for who they are regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality. Please see Equality and Accessibility Policy and Plan for further information.

SECTION 13 – COMPLAINTS

Arrangements for considering complaints about SEN provision within the school. If there are any concerns with regards to the education we are offering or any other aspect of the school, then we encourage families to contact the class teacher in the first instance, but if this is not appropriate then the SLT class line manager is always available for arranged appointments. A copy of the Complaints Policy is available on the Mabel Prichard School website.

SECTION 14 – COMPLIANCE

The criteria for evaluating the success of Mabel Prichard School's SEN Policy and measuring how well the school is meeting the identified individual needs of pupils is achieved by the monitoring and evaluation of many aspects, including:

- Learning, teaching and classroom practice
- Annual Review reports
- Termly pupil progress and data analysis
- Mabel Prichard School Self-Evaluation
- Mabel Prichard School Raising Achievement Plan (RAP)
- Gallery Trust support and challenge
- Feedback from parents, staff and pupils
- Local governance

The successful implementation of the whole of this policy can be taken into account at the time of each child's Annual Review meeting. For the policy to be successful the:

- child should be making progress and their needs are being catered for

- parents and staff should be aware of each child's needs and how their individual objectives are being approached
- school reports are clear and concise; they show how each pupil is meeting their objectives, and highlight any areas of concern;
- staff fulfil their roles and responsibilities;
- parents feel they are involved in their child's education.

For more information about our school, please explore our website:

<https://mabelprichard.org/>