

SEN Policy

Philosophy

At Aspire we recognise that SEN policy and practice is at the heart of everything we do. We respect the individuality and diversity of all our learners. Our ethos is emphasised in our mission statement. At Aspire we are committed to creating and maintaining an engaging and appropriate learning environment in order to achieve positive outcomes.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (last updated May 2015) and has been written with reference to the following guidance and documents:-

- Equality Act 2010: advice for schools DfE (last updated June 2014)
- SEND Code of Practice 0-25
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (last updated August 2017)
- The National Curriculum in England framework for key stages 1 to 4 document (last updated Dec 2014)
- Safeguarding Policies, including Wigan Safeguarding Children's Board model Safeguarding and Child Protection Policy (adopted by Aspire and last updated Nov 2017)
- Accessibility Plan
- Teachers Standards 2012

Aim

To promote our commitment to SEN access and entitlement and identify how we at Aspire support the individual needs of all our learners.

Objectives

- To support the specific needs of our learners.
- To promote effective partnership working with the wide range of professional partners who access, plan, deliver and evaluate our learner's needs.
- To promote a culture of equality and a 'can do' attitude for our learners.
- To create and maintain an environment which supports all learners to be the best they can be, promoting independence coupled with individual challenge and support.

Provision at Aspire

Landgate is a 4 - 19 school and college for learners with autistic spectrum conditions and associated communication difficulties. All learners (77) have a statement of SEN or an EHCP

and are placed by the Local Authority. Landgate School was federated with Oakfield High School and College under the Aspire Federation. (September 21st 2015)

Oakfield is an 11 - 19 school and college for learners with complex learning needs. All learners (182) have a statement of SEN or an EHCP and are placed by the Local Authority.

Both schools are not geographical schools, learners come from throughout the borough, with a minority traveling from neighbouring authorities. All learners are able to access transport provided by their respective LA, although at Oakfield some learners are independently travel trained, allowing them to either walk to school or access public transport. A small number of parents choose to transport their child to and from school.

The Executive Headteacher is an NLE, National Leader of Education, an LLE, Local Leader of Education and a Systems Leader. Currently one member of staff is a SLE, Specialist Leader of Education. Aspire Federation schools are National Support Schools.

Organisation & Accessibility

The original purpose of the building that is now Oakfield High School & College was a small primary school. The building was refurbished and extended in 2008 to accommodate key stage 3 and 4 learners. In 2012 there were further developments to incorporate the key stage 5 provision and a multi-use games area. The latest developments in summer 2017 will see the addition of The Aspire Federation headquarters, with conference facilities and offices. All buildings are easily accessible, independence of movement being the priority of design.

These are a range of specialist rooms available, including; a sensory room, ICT suites, vocational areas, designated College areas, indoor / outdoor sports facilities and extensive hygiene suites.

Landgate School building was originally a small primary school, it has since been extended and now has an additional building used predominantly as a secondary department. The original building is used as the primary department. There is a mobile building currently used as a sixth form area with kitchen and hygiene suite to promote independence and preparation for adulthood.

Resources

At Aspire both partner schools have delegated budgets managed by the Governing body.

Staffing

At Aspire we are committed to delivering;

- Comprehensive CPD, continuous professional development, for all staff in order to create and maintain high quality teaching and learning.
- Induction programmes for all staff.
- Exceptionally high standard of appraisals, leading to high quality provision of learners.
- Partnership working and joint practice development across the Federation, the Wigan borough, regionally and nationally.

Additional Resources

The Governors, Strategic Alliance Team as well as Aspire staff including Facilities Manager, Strategic Technical Development Manager and Business Manager provide a creative, innovative and highly effective system for acquisition and allocation of resources.

The annual School Improvement Plan, Departmental Plans (Oakfield) and Subject Development Plans (Landgate) outline the allocation of resources and are regularly reviewed and evaluated in terms of impact upon learner progress. This is reported upon to governors through a termly Head of School Report.

Identification of needs

All learners on roll at our schools have an SEN statement or an EHCP. Occasionally some learners may be placed at the schools at the request of the LA on observation and assessment placement. The local authority are the admissions body.

At Aspire we ensure that we regularly access the needs of our learners through a range of assessments as outlined in our assessment reporting and recording policies.

Curriculum

At Aspire our curriculum is designed to provide learners with innovative, appropriate and accessible opportunities that meet their individual needs. Our aim is to ensure that all learners are able to access individually challenging accreditation at KS4 and KS5, leading to aspirational outcomes and supporting preparation for adulthood.

At EYFS, KS1 and KS2 our emphasis is upon key skills in literacy and numeracy, promoting independence, social skills and language development. In addition National Curriculum subjects provide breadth and balance to support the holistic development of learners.

At KS3 learners follow National Curriculum subjects across the curriculum, allowing them to acquire the skills, knowledge and understanding to access appropriate accreditation routes at KS4.

At KS4 learners move to an accreditation pathway, designed to prepare learners for entry level and GCSE qualifications. We review our curriculum annually in order to meet the range of needs of different cohorts.

KS5 learners follow accredited routes with access to a range of options which are reviewed annually according to learner needs and ability.

Monitoring and Evaluation

All aspects of our work are monitored and evaluated in line with our annually developed monitoring policies for each partner school.

Our curriculum is reviewed on an annual basis as a result of reviewing, attainment and assessment of individual needs of all our learners.

Governors review and make judgements in relation to outcomes for learners through Full Governors meetings, Progress and Achievement meetings, attendance at Link Meetings, and Learning Walks.

Complaints

Please see complaints policy.

Partnership links

At Aspire we recognise that supporting our learners involves effective partnership working. Our partnerships include:-

- Educational Psychology Service – as designated by the LA. This includes learner assessment and staff CPD.
- Startwell Services – locally based Social Care support for 0 – 19's (or 25 for SEN).
- Medical Services – including School Nurses and Dental Care.
- Therapy Services – including Occupational Health, Physiotherapy and Speech Therapy – Bridgewater Heath contract with LA.

Supporting parents and families

Both partner schools operate parent groups with a sharp focus upon issues relevant to parents and providing informative and practical activities and training.

Both partner schools are in the process of applying for the Parent Partnership Award.

Supporting Policies

Policies to be read in conjunction with this policy.

Safeguarding policy

Equality & Diversity policy

Anti-Bullying policy

Teaching & Learning policy

Behaviour for learning policy

Health & Safety policy

Appraisal policy

Administration of Medicines needs

Intimate Care policy

Assessment policy and practice.

Physical intervention policy

This policy will be reviewed annually.

Date approved:	08.12.17
Review Date:	December 2018
Signed Executive Headteacher:	C Taylor
Signed Chair of Committee:	E Brash