

SEND Policy



Philosophy

At Aspire we recognise that SEND 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 April 2020) and has been written with reference to the following guidance and documents: -

- Equality Act 2010: advice for schools DfE
- SEND Code of Practice 0-25
- Early Years: guide to the 0 to 25 SEND Code of Practice
- Schools SEND Information Report Regulations
- Statutory Guidance on supporting pupils at school with medical conditions
- The National Curriculum in England framework for key stages 1 to 4 document
- Safeguarding Policies, including Wigan Safeguarding Children's Board model Safeguarding and Child Protection Policy
- Teachers Standards

Aim

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

Objectives

- To support the specific and individual 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
- To provide a diverse and robust curriculum, differentiated to meet the needs of every learner across The Aspire Federation

Provision at Aspire

Landgate is a 4 - 19 school and college for learners with autistic spectrum conditions and associated communication difficulties. 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.

Wigan LA is the admissions body for both schools, all learners have an EHCP (Education, Health and Care Plan) or are in the process of receiving one.

Both schools are not geographical schools and learners come from all over 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, independently. 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.

The 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 further developments were made to incorporate the Key Stage 5 provision and a multi-use games area.

The latest developments in summer 2017 saw the addition of The Aspire Federation office area, with conference facilities and offices. This was to free additional space in the Oakfield building for class rooms to accommodate the increase in the number of learners on roll. In 2019 the building had the food tech and staff rooms refurbished, an additional science lab created and classrooms divided to create space for additional learners in year 7 as a temporary measure. In 2020 additional classroom space is being created by moving the entrance of the school and an additional dining space added for the additional learners on roll.

All buildings are easily accessible, independence of movement being the priority of design. There are a range of specialist rooms available, including; two science labs, ICT suites, vocational areas, designated College areas, indoor/outdoor sports facilities and extensive hygiene suites.

Landgate School building was originally a small community primary school, it has since been extended with an additional building and a separate mobile building. The original building is predominantly occupied with primary classes, the school dining hall, specialist support, pastoral, Business Support and SLT offices. In addition to this there are designated staff spaces indoors and out.

The additional building has addressed rising learner admissions, by accommodating extra classrooms and subject specific rooms for improved teaching and learning purposes. The mobile building identified for Post 16-19yr learners, is to be dedicated to KS4 learners from September 2021. Learners will be able to build on their independent skills and prepare them for adulthood, and a sixth form curriculum.

Resources

At Aspire both partner schools have delegated budgets managed by The Aspire Federation 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.
- An exceptionally high standard appraisal process, leading to a high quality of educational provision for 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 the Facilities Manager, Strategic Technical Development Manager, Executive Business Manager provide a creative, innovative and highly effective system for acquisition and allocation of resources.

The annual School Improvement Plans, 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 EHCP. The local authority is the admissions body to both of the schools.

At Aspire we ensure that we regularly assess the needs of our learners through a range of robust assessment tools to ensure all our learners achieve their full potential, 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, the Early Years Foundation Stage framework and 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. Careers meetings are held regularly with key staff led by the Assistant Headteacher, to discuss vocational and work experience options that best fit the needs of Post 16 learners.

Throughout the curriculum, additional support is identified through the schools intervention referral process. Learners at both schools requiring additional support receive targeted 1:1 and group sessions, throughout the year.

Monitoring and Evaluation

All aspects of our work are monitored and evaluated in line with our annually developed monitoring policies for each partner school. Data and learner attainment is monitored throughout the year through discussions between subject leads and SLT, via the schools Link Meeting processes.

Our curriculum is reviewed on an annual basis as a result of reviewing, attainment and assessment of the 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 delivered by Wrightington, Wigan & Leigh NHS Foundation Trust Health, as designated by the LA
 - Occupational Therapy & Speech & Language Therapy delivered by Together Trust, providing additional therapy support to identified learners across the federation

Supporting parents and families

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

Both partner schools have achieved the Leading 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.

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| Date approved: | 08.07.2021 |
| Review Date: | June 2022 |
| Signed Executive Headteacher: | C Taylor |
| Signed Chair of Committee: | J Kendrick |