



**ruskinmill**  
**sunfield**

# Special Educational Needs and Disability Policy

<b>Date Updated:</b>	August 2018
<b>Lead Person(s):</b>	Head of Education
<b>Review Date:</b>	July 2019

Trustee Signature

## **Our Vision and Values**

### **Our vision**

That each individual has the potential to shape their own future through experiencing meaningful relationships with universe, earth and people.

### **Our values**

We value inclusive learning and living activities that integrate practical activity, thinking and our emotions.

We value mutual respect and we strive to understand all people's differences and uniqueness.

We value the capacity for re-imagination present in all people, towards positive change and development.

We value openness, goodwill, tolerance and treating individuals with dignity and respect.

**“The right of all children to the highest quality education is not only a social ideal but a social necessity” Rudolf Steiner, 1919**

## **OVERVIEW**

At Sunfield, we have a responsibility to our students to provide an effective response to their severe and complex learning needs.

The SEND policy forms the framework to inform and support our practice, detailing particular arrangements, which apply to the care and education of our students. It is a response to the legislative procedures, the planning, teaching and provision necessary to meet the range of need. The policy indicates ways in which parents and professionals can work together to deliver the best possible care and education for our students. It details roles and responsibilities of key people in the School to ensure that their thinking, planning and approach reflects best practice.

## **PRINCIPLES**

We have regard to the fact that each child/student is a unique individual whose needs we aim to meet by providing a broad, balanced and relevant curriculum, and the best care possible, within an integrated framework. Every student is entitled to equality of provision and access in order to fulfil their potential as learners.

Access to the curriculum is determined by aptitude, ability and need. We aim to provide a curriculum, which encourages independence, with a view to each student integrating in as fulfilling a way as possible into the community.

## **OBJECTIVES**

- The Trustees have a legal responsibility for the Governance of Sunfield.
- The Head Teacher has the overall responsibility for the day-to-day management of all educational aspects of the organisation's work and he/she will keep the Trustees fully informed.
- The Head of Care has responsibility for the day-to day management of all care, health and welfare aspects and in accordance with Children's Regulations, will keep the Trustees fully informed.
- The Head Teacher works, as SENCO, through senior staff (Care, Education, Psychology & Therapies) with teachers and house staff to maintain an overview.
- The Head of Care and Therapies has responsibility for the management of behaviour including leading policy initiatives and training developments
- A Team Around the Child (TAC) is appointed for each child and young person when they arrive. TAC is responsible for ensuring that services come together effectively to support learning and development throughout the child/young person's years at Sunfield.
- Parents will be asked for help, support and advice about their child and will be involved in the planning for their child's education and care. When required, Sunfield will offer support to parents in need.
- An Individual Learning Plan (ILP) is devised to meet the needs of each student; this acts as the Individual Education Plan (IEP), reflecting the needs outlined in the student's Education, Health and Care Plan (EHCP).
- Access to specialist external provision will be instituted when necessary.

## **THE HEAD TEACHER AND SENIOR STAFF FULFIL THE SENCO ROLE**

The Head Teacher and all fellow teachers/carers have a responsibility for the day-to-day operation of the School's SEND policy. The Head Teacher is specifically responsible for monitoring the operation of the policy, managing support, liaising with and advising teachers and support staff, liaising with external agencies and contributing to in-service training where necessary.

## **CURRICULUM**

We aim to meet individual students at their point of learning. Sunfield provides a broad, balanced, relevant and differentiated curriculum, including a focus on both functional and social communication.

Sunfield is committed to providing specialist teaching in all curriculum areas, with valuable input in Speech & Language Therapy, Occupational Therapy, Music therapy, and Psychological services.

Each student also has access to a range of leisure pursuits, community based projects, off-site curriculum delivery and opportunities for integration with a range of other schools, colleges and clubs. Our grounds provide opportunities for other students to visit and integrate with our students to provide learning situations and peer interactions.

### **ADMISSIONS ARRANGEMENTS**

Local Authorities may apply to have a child admitted to Sunfield on the basis of need. Each student will have a Statement of Special Educational Need (SEN) or EHCP clearly outlining the provision required for that student. A decision will be made according to the definition of learning need for which the student has been referred, matched with the expertise, support, facilities and resources provided by the school.

A close working relationship is established with Social Services Departments, working within the Looked After Children document. All students who are resident will have a Care and Placement Plan.

### **ASSESSMENT, RECORDING AND REPORTING**

Students are assessed using the SCERTS Curriculum which provides a base for the Individual Learning Plan, along with outcomes derived from the EHCP/SEN. Observations are made by professionals (Care, Education, Psychology & Therapies) on a regular basis to provide an ongoing record of progress. Needs are identified in a transdisciplinary way and targets set which meet individual needs. A variety of assessment schedules for curriculum areas, Speech and Language, Communication, cognitive function etc., are employed to ensure a broad assessment base on which to build future plans. Annual and care reviews are written with a range of professional input to present to Local Authorities (LA), parents and other interested parties. Transition plans are prepared for LAs at 14+ to prepare and plan each child's pathway through Sunfield and on to a future placement.

### **IN-SERVICE TRAINING**

Sunfield is committed to a programme of Continuous Professional Development (CPD), set within a broader professional development framework, which includes all staff. Experience is gained on a regular basis using in-house training, external courses, college-based work and personal professional development undertaken in a range of areas, from educational to medical and leisure qualifications. Staff undertake to disseminate information to the personnel on site to raise awareness, increase confidence and add to knowledge and understanding about our students and their needs. Due to the challenging behaviour exhibited by many of our students, all staff receive thorough training in Behaviour Management. Sunfield is committed to basing this training on the principals of Crisis and Aggression Limitation Management (CALM). This includes the maintenance of a team of qualified trainers.

### **INDIVIDUAL LEARNING PLANS**

These are drawn up for each student on entry to the School. The TAC team (including class teacher, key-worker and therapy lead) meet to formulate short-term targets, which then form the basis of the integrated curriculum.

This is one way of providing individual learning pathways for each student. Successes are noted and rewarded by a range of methods including certificates of achievement, accreditation and additional certification schemes. Targets are monitored termly to present to parents and professionals at regular meetings. Students are directly involved in the implementation of their personal targets.

## **PERSONALISED LEARNING PATHWAYS**

Each student's learning opportunities will be personalised according to their Statement of Special Educational Need/Education, Health and Care Plan, and a range of assessment procedures, including teacher assessment, to provide as rich a quality of learning as possible. Individual learning pathways are the key tenet that informs our planning to meet individual needs and enables us to adjust, modify and adapt the curriculum appropriately.

Sunfield is committed to using pedagogical approaches, across-site, which are best suited to the student's special needs and learning needs. A range of teaching approaches are employed and training in such approaches provided at Sunfield.

## **PARTNERSHIPS**

We aim to work positively with parents and a range of professionals in partnership to provide a continuum of provision throughout each student's time at Sunfield. We will provide opportunities for parents to be involved in their child's education and care both informally, through meetings, telephone conversations and letters and at statutory reviews, where parents can contribute to the future plans for their child. Parents should be partners in their child's education, both providing information to help in forming a holistic understanding of their needs and in planning, supporting and implementing the Individual Learning Plan.

Every effort is made to meaningfully include students to contribute to their own planning. Their role will be encouraged and their contribution acknowledged and valued. All students will have an opportunity to have their voice heard through their contribution to their annual review and in target setting.

Sunfield will continue to be creative and innovative in identifying ways in which students can be involved.

The Psychology & Therapies Department has an open referral system. Advice will be sought where necessary from the Speech and Language Therapists, Clinical Psychologists, Music Therapist, and Occupational Therapists, plus external input as deemed desirable (eg. Physiotherapy, Psychiatry).

## **MONITORING AND REPORTING ARRANGEMENTS**

The Head Teacher will report in Sunfield's cycle of policy review on the following:-

- the success of the SEND policy
- significant changes to the policy
- how resources have been allocated
- how staffing has been arranged
- how LAs have responded to the provision
- the effectiveness of the policy in terms of the identification of need
- the assessment of requirements for the students

- any changes in provision
- the procedures for the monitoring of success
- record keeping
- the use and availability of outside services
- any specialist provision may also be commented on at this time.

Trustees are kept informed by self evaluation reports, through quality assurance reports from external advisors and Ofsted inspection reports (Care and Education). Parents should be informed of the success of the policy through Annual and Statutory reviews and informally through information channels such as the newsletter.

### **COMPLAINTS AND QUERIES**

These should be addressed in the first instance to the Head Teacher. If this is unsatisfactory, then the Principal will take matters further. The Trustees are the overall management committee for complaints with reference to the policy.