

The Abbey School Policy for: Special Educational Needs

Approved by Governors: March 2021

Coordinator: Special Educational Needs Coordinator (SENCo)

Date of next review: Spring 2022

Rationale:

The vision for The Abbey School is: *“Supporting each and every student to be the best that they can be and enabling them to become valued and valuable members of society”*
In order to support this vision, we recognise that an individual’s emotional, learning, physical and health needs must be met in order for them to achieve their potential.

Aims:

Our aim is to ensure that all pupils receive appropriate educational provision, therapeutic input and pastoral support to achieve good outcomes and make outstanding progress.

Each pupil at The Abbey School has individual and unique needs so we plan accordingly to ensure that all pupils are enabled to achieve their full potential. We aim to provide for the emotional, learning, physical, social and care needs of all pupils within a supportive environment.

Education Provision:

All children attending The Abbey School have an Education, Health, Care Plan (EHCP) in place.

We provide education for children aged 11-16 with moderate learning and additional needs in conjunction with:

- Autistic spectrum disorder
- Communication difficulties
- Multi-sensory impairment
- Significant medical conditions
- Physical disability

We believe that the physical environment is important in setting the climate for learning. Our school building is well-maintained and provides a calm and safe environment in which young people can thrive.

The school has facilities to promote a sense of well-being and provides a therapeutic environment: there is technology in the classrooms including interactive whiteboards, touch screens, computers for student use. Each classroom also has a visualizer to support teaching. A class set of iPads are available. Some students have access to a personalised laptop or larger keyboard/mouse. Many students have been provided with a laptop to use at home, following the Covid 19 lockdown, which enabled them to access remote learning.

The school has a number of vehicles to facilitate off-site activities and learning.

The school is totally accessible to pupils using mobility aids, such as wheelchairs, and for pupils with physical difficulties. As well as teaching areas there is a therapy room, a medical room, and two showers and toilets for disabled users. Outside, there are safe enclosed spaces for play, including a football pitch, a sensory garden and a range of equipment for pupils to use outside.

Learning:

The curriculum at The Abbey School supports the school vision by giving pupils the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression. The curriculum is individualised and flexible allowing for the needs of each pupil to be met. Pupils have their personalised learning needs met through a number of methods including equipment (e.g. visual aids, writing slopes), adaptations to resources, prompts and schedules.

The school is committed to providing a broad and balanced curriculum for pupils age 11-16 years. This is blended with opportunities for pupils to develop functional skills, independence skills and life skills.

If students are not able to come to school (for example during the Covid lockdown), they have access to remote learning. This is often used to support homework too. Students can engage in a number of educational programmes to support their learning including REDIWRITER, RAPID READER and MATHLETICS.

Learning outcomes are accredited, as appropriate, via a wide range of qualifications which include: Unit Awards, Entry Level qualifications, Functional Skills and GCSE.

Our pupils have complex learning needs. In addition to the academic curriculum, their personalised timetables provide opportunities for pupils to withdraw from some lessons to participate in therapeutic or academic and pastoral intervention sessions.

The Abbey School has established links with schools in WMAT, local colleges and work placements to enrich the curriculum through additional learning opportunities.

Health and Therapy:

The school has facilities and equipment for Speech and Language Therapy, Physiotherapy and Occupational Therapy, which are available to those students with this non-educational provision on their EHCP. Students may also be referred by the school. Once individual programmes of therapeutic support are in place, the recommended strategies are reinforced by class teachers and support assistants to ensure a holistic approach.

The school values the support and advice it receives from a range of professionals including: educational psychologist, speech therapist, physiotherapist, occupational

therapist, advisory teachers from the physical and sensory support service and social workers. We work in partnership with the school nurse, consultant pediatricians, Child and Adolescent Learning Disability Team nurses and Child and Adolescent Mental Health Service to access additional mental health or health inputs as necessary.

The school team also offer workshops and support sessions for parents in order to provide advice and information on how to meet their child's needs. This also enables a consistent approach to strategies.

In instances when therapists are unable to be in school (e.g. situations such as Covid lockdown), we are able to facilitate remote sessions via Teams or through telephone calls.

Reviewing Progress:

Progress against targets is monitored on a termly basis. Pupils have individual targets in place and have their own Target Card. These targets are reviewed on a termly basis by the form tutor in collaboration with the pupil. Targets will then be agreed for the following term. The targets help to inform the Annual Review process.

Written reports are sent to parents/carers and the local authority annually to correspond with the pupil's Annual Review.

Twice each year, parents are formally invited to discuss pupil progress in addition to the Annual Review. The school values the involvement and input of parents in all aspects of the young person's development.

The Annual Review is an opportunity for all of the people involved in working with a child to come together with the parents, and the child, to discuss progress, plans for the following year and raise any concerns. The annual review meeting is a pupil-centred process.

Where appropriate we try to hold joint educational and social care reviews to ensure a wraparound service for children and their families.

Equalities:

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality.

The school promotes an ethos of respect for everyone.

Continuing Professional Development:

A programme of ongoing CPD is in place to ensure that our staff are fully able to respond to and meet the needs of each pupil.

Complaints:

Any complaints made from parents/carers of pupils concerning the provision made at the school are dealt with under the procedures of the WMAT Complaints Policy