

Sherbourne Fields School

Special Educational Needs Policy



Raising Aspirations, Access and Achievement

BACKGROUND

Sherbourne Fields is an all age special school. It provides a high quality inclusive education for pupils from the age of 2 to 19 years. Our pupils have a wide range of special educational needs including physical disabilities, medical conditions, moderate, severe or profound and multiple learning difficulties, multi-sensory impairment, acquired brain injury and autistic spectrum disorder. The school provides an educational and caring environment.

Sherbourne Fields provides a range of excellent facilities. These include a swimming pool, a multi-sensory room and a soft play area. We also have a variety of outdoor areas for learning and socialising including an outdoor classroom, allotment, a large poly tunnel and a fire pit which is used as a part of our forest schools programme. Our chickens, rabbits and fish also enjoy their own outdoor areas which support the functional and vocational areas of our curriculum. In addition to this we have a specialist rooms for art, science, music, food technology and ICT. As well as our specialist staff we welcome visiting musicians, story tellers, dancers and drama specialists who provide exciting workshops for our pupils throughout the school year.

Our school also has a large and welcoming early years area, a sixth form centre with facilities to promote independent living and a range of therapy rooms. Our older pupils also benefit from our vocational learning area, The Wedge Workshop which is used to support a range of accredited courses which teach skills of construction and vehicle maintenance and our newly developed Independent Living Area which provides further opportunities for our young people. Students with complex needs are supported to access learning using our new Pod areas which include specifically designed classroom spaces with access to an outside area incorporating sensory activities.

At Sherbourne we are proud of our specialist nature and we work hard to ensure that our pupils' experience of school is positive, fulfilling and meaningful.





AIMS/RATIONALE

Working alongside a range of professionals, we endeavor to meet the individual needs of all our pupils. We offer a broad and balanced curriculum, with high expectations for both pupils and staff, that is relevant and differentiated, and that demonstrates progression and coherence. Strong links with mainstream schools further enrich the educational opportunities available to our pupils.

We aim to:

- ensure all students receive an appropriate curriculum that meets their needs and supports their development
- enable all children to enjoy success
- enable all children to develop their self-esteem and resilience
- encourage children to develop independence and self sufficiency

OBJECTIVES

The objectives of our policy are to:

- organise all our activities to ensure all children are included in the life of the school
- work closely with parents/carers, regularly sharing information on children's progress and their individual needs
- continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available
- meet the requirements of the Education Act 2011 and the Special Educational Needs and Disability Code of Practice (0-25yrs) 2014 (update 2015).
- encompass the local authority's Statement of Policy for Children with SEN
- facilitate a pupil's learning by identifying his/her individual needs within the context of the National Curriculum, and the wider school curriculum
- respond to pupil's flexibly according to the nature of their needs
- provide a school environment that has the necessary adaptations to facilitate access for all pupils.





PRACTICE

The concept of “parents as partners” is central to our work at Sherbourne Fields.

We seek to work with parents by:

- consulting them through termly “learning conversations” and Annual Review / EHCP meetings
- joint planning of pupils’ individual learning plans.
- giving parents open access to the school
- providing access to workshops to support parent’s/carer’s understanding of specific needs/strategies and the teaching learning approaches used at Sherbourne
- family learning days / family open evenings
- joint transition planning with parents about pupils future destinations on leaving school
- meeting with the parents of prospective admissions to the school to discuss their needs and the support they require
- Holding regular community events where parents/carers can share experiences and knowledge

We recognise that it is vital to provide staff with the skills and knowledge they require to work with pupils with a wide variety of special educational needs.

We seek to support staff through an induction programme for new staff, a rolling programme of whole school staff development, a programme of training days on themes relating to the school development plan and individual training needs identified through performance management.

Working with other agencies is crucial to best support our pupils.

We seek to:

- work with specific agencies to identify/set specific targets
- hold planning/review meetings with other professionals as required
- work alongside other professionals for the benefit of the pupils

MONITORING AND EVALUATION

- We seek feedback from parents/carers, pupils and governors.
- We meet with other therapists to evaluate and develop programmes
- The senior management team and class teachers monitor pupils’ progress and individual learning plans.



REVIEWING THE POLICY

The policy will be reviewed every three years, unless circumstances dictate that it should be reviewed sooner. The policy will be reviewed and revised by the Head Teacher and approved by the Governing Body.

Signed:

Jayne Garner – Chair of Governors

Shivaun Duffy Moriarty – Head Teacher

Next Review – September 2021