



Inclusion Statement/SEND Policy September 2015

The SEND policy provides information regarding Wells Park's vision, ethos, provision and practice in working in partnership with parents/carers and other agencies.

1. Mission Statement

VALUES

Wells Park School is committed to creating a structured, safe environment that encourages a positive learning ethos in social interaction and communication, delivered through a balanced curriculum.

AIMS

The Staff and Governors of the school have agreed the following aims:

- To enable each child to reach their learning potential.
- To be able to use their knowledge and skills independently and with confidence.
- To fulfil their capacity for positive social interaction.
- To understand and value themselves as members of a community.
- To play an active part in that community.
- To be able to use their leisure time to develop safe, healthy and meaningful interests.
- To aspire to the development of their own happiness and those around them.
- To support parents to enable their children to recover and develop these capacities.
- For children to sustain their behaviour, involvement and learning without reliance on medication.

The aspirational outcome for each child is:

- The transfer to local or appropriate schooling.
- The return to living in their home environment and community subject to the need to access a suitable educational and social curriculum.

2. Objectives of Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils needs as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To achieve a level of staff expertise to meet pupil need

3. Responsibility for Management of SEND Provision

The governing body has delegated the responsibility for the day to day implementation of the policy to the senior management team at Wells Park. The management of SEND is supported by Family Officers.

4. Arrangements for SEND

All staff have a responsibility for children with SEND, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need and secondly to put techniques in place to support every day routine.

Staff are aware of their responsibilities towards pupils with SEND. A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Learning Support Assistants play a major role in the support of pupils. The rationale for the deployment of LSAs is pupil centred.

5. Admission Arrangements

Please refer to the admissions policy for Wells Park School

6. Specialist SEND Provision

The education team at Wells Park School strive to help children who have disengaged from school and learning, to develop strategies to manage their behaviour in a classroom. With small classes of up to ten pupils and a minimum of one teacher and one Learning Support Assistant in each classroom, the staff at Wells Park are able to introduce and maintain clear classroom boundaries for the pupils. Through providing ability, rather than age, appropriate learning tasks, children at Wells Park can experience success in learning and begin to engage and enjoy learning in school.

Residentially, the children are grouped according to their social needs into four 'houses' of up to ten children and three care officers. The 'houses' have a family feel to them and mirror the interests and personalities of the children living there. As well as sharing breakfast and

dinner with their 'house' the children are encouraged to develop their self-help skills and to take on responsibilities appropriate to their age and abilities. The children's life experiences and social skills are greatly enhanced through the variety of activities provided throughout the week. The aim is to support families and carers to enjoy positive experiences and relationships both with their child and the school.

There is a whole school Token Economy system which allows children to earn tokens every ten minutes in school and fifteen minutes residentially for times when they are making positive choices with their behaviour, such as listening to the adults, being in the right space with their group, getting on with the set task. Our pupils are very motivated to earn tokens as they can exchange their token slips for evening activities throughout the week and saver trips at the end of each year.

7. Facilities and Allocation of Resources

The school is set in three acres of land and is a two story building, separated into two areas; Education and Care which are located on either side of the reception area. The outside facilities include a playground, equipped play area and a large playing field.

The school has six classrooms each equipped with a computer, DVD player, digital camera, audio equipment and interactive whiteboards. The children enjoy a technology suite, a gym, cinema room, heated indoor swimming pool, food technology room, assembly room, music room, family room and a library.

The residential area has four 'houses', located on two floors. Each house has five bedrooms including one, two and three beds. The children can bring posters, photos and soft toys for their bedrooms to help them feel at home. The facilities include bathrooms with baths and showers, open plan kitchen and lounge area. The children enjoy plasma TVs, computers, X boxes, PlayStations and further games in The Youth Club.

8. Identification and review of pupil needs

When assessing a child's needs, information is gathered from a number of sources including:

- following up of teacher/LSA concerns
- following up parental concerns
- addressing pupil's understanding of their needs
- tracking individual pupil progress over time
- information from previous schools/agencies on transfer
- information from other services

-EHCP (statements)

All students at Wells Park arrive with existing EHCPs (previously statements). An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom and residentially
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs are reviewed annually. Wells Park will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- The family communications officer
- Any other person senior management considers appropriate
- All parties involved in the EHCP

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At transition reviews, receiving schools are invited to attend in order to be consulted appropriately for the next phase. It also gives parents the opportunity to liaise with teachers from the receiving school and Wells Park facilitates this.

Within the time limits set out in the Code, the family communications officer will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP or SEN.

9. Access to the curriculum, information and associated services

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

The range of provision may include:

- Class support for small groups (up to 10) with a teacher and a learning support assistant
- one to one interventions
- Individual class support / individual withdrawal
- Further differentiation of resources

- Homework support from care officers
- Individual learning plans
- Gifted and talented groups
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training

10. Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- celebrate their successes and transfer this back to their own communities

In addition pupils are invited to participate in:

- Action Plan reviews and setting of individual targets
- Regular meetings with teachers and key workers
- Annual reviews

11. Evaluating the success of our pupils with SEND

There are various outcomes available for the children once they leave Wells Park, depending on their own particular needs and aspirations. Some children begin their transition into mainstream education, which can be done either locally or at a school near their home. Some children transfer to other special needs schools that may provide either residential or day provision, while other children continuing to need behavioural support move onto BESD/therapeutic schools.

12. Complaints Procedure

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

13. In-service training

In order to maintain and develop the quality of our provision, staff are encouraged and expected to take appropriate training and further their professional development. As well as all statutory safe guard training it also includes Steps training, Transactional Analysis, Behaviour Watch, Autism and Asperger training and training which addresses developments in the community like Radicalisation training and Internet safety awareness. In addition to this we are part of the Local Delivery Group which delivers training and updates on therapeutic approaches to support pupils with SEND.

14. Links to support services and other agencies

We aim to maintain positive contact and strong relationships with support services in Children and Young People's Services. Any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, CAMHS, The Local Delivery Group and The Safe Guarding Board.

15. Working in partnership with parents

The school prides itself in working in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child

16. Links with other schools

Wells Park School values the relationship it has with schools. A gradual integration method is used to introduce pupils into their new schools and this is achieved through strong links with schools. The senior management will endeavour to find a placement which is suitable for both pupils and their families. We facilitate training and support for schools from all over Essex, this includes sharing our provision with local schools and communities.

17. Links with other agencies and voluntary organisations

We maintain positive contact with clubs in and around the local area as well as people from within the community.

Review of the SEND policy

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

September 2015

Reviewed in September 2016.