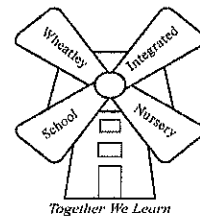


John Watson School



Wheatley Nursery School

Special Educational Needs and Disability Policy

The Federated Governing Body of John Watson and Wheatley Nursery Schools have adopted the model policy of Oxfordshire County Council.

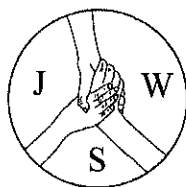
Signed by Sarah Simmonds and Sarah Coleridge, Joint Chairs of Governors.

SSimmonds

Date: 23-1-2018

This policy will be reviewed as per the review schedule set by the Governing body or in accordance with policy updates issued by Oxfordshire County Council (whichever is sooner).





John Watson School

Special Educational Needs & Disability (SEND) Policy

POLICY REVIEW

This policy was reviewed in September 2014 in light of the Government's Green Paper on SEND, highlighting the following areas for reform:

- To include parents in the assessment process for Education Health Care plans (EHC) and introduce a legal right, to give them control of funding for the support their child needs;
- To replace statements with a single assessment process and a combined education, health and care plan so that health and social services is included in the package of support, along with education.

STATEMENT OF INTENT

This SEND Policy will be implemented in accordance with Oxfordshire County Council policies and with regard to the Government's current SEND Code of Practice. The policy is developed to be mindful of the inclusion process, adhering closely to three key principles:

- Set suitable learning challenges for all pupils
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and provide accurate assessment for individuals and groups of pupils

John Watson School is primarily for learners with Profound or Severe Learning Difficulties at all ages from 2 - 19 years and we believe that every one of our pupils have individual and unique needs.

The school supports and encourages active liaison with our partner schools, Wheatley Nursery School, Wheatley CE Primary School and Wheatley Park School. We aim to maintain and extend

the school's culture, policies and practices of inclusion for all learners and to engender a sense of community and belonging.

SEN in John Watson School is the shared responsibility between school, parents/carers and appropriate external agencies. In John Watson School we aim to ensure that learners will have access to a curriculum and resources that will help them to progress at their own pace and level in order to achieve their maximum potential.

WE AIM

- To identify and assess individual learners needs.
- To enable every pupil to experience success.
- To promote individual confidence and a positive attitude.
- To ensure that all learners receive appropriate educational provision, taking into account different teaching and learning styles through a broad and balanced curriculum that is both relevant and differentiated which also demonstrates coherence and progression in learning
- To implement the policy with no barriers to access and opportunity as a result of race, gender, culture or disability
- To develop the learners personal, health and social education and sense of citizenship
- To promote high self-esteem and recognise individual worth and achievement
- To give all learners equal opportunities to participate in all aspects of the school's provision encouraging integration into our partnership schools as fully as possible.
- To identify, assess, record and regularly review learner's progress and needs
- To work collaboratively with parents, other professionals and support services
- To research and use innovative and diverse range of techniques and practices.
- To ensure that the responsibility held by all staff is implemented and maintained

EDUCATION HEALTH CARE PLAN (EHC)

All of our learners at John Watson School have a Statement of Special Need.

From September **2014**, as a result of the new [0-25 SEND Code of Practice](#) , learners will begin a gradual transfer over the next three years to an [Education, Health and Social Care Plan](#). At John Watson School we are currently implementing both the Oxfordshire and Buckinghamshire Local Authority Transition Plans for the next three years. The timetable for conversion gives priority to those learners who are in key transition years, and therefore eligible to either move between phases (or Key Stages) or who are preparing for further education and adulthood.

During this academic year, **2014-2015**, all learners in Year **6**, Year **9**, and Year **11** will have Transfer Review meetings. For those learners who are not in this group then a full annual review of the statement will take place annually as previous.

WORKING ALONGSIDE PARENTS / CARERS

An effective parent partnership is a key part of our school ethos. Parents will be consulted regarding their child's special needs and will be informed throughout regarding the SEND procedures implemented for their child and the progress achieved by any one, or combination of:

- Parent consultation evenings
- Explanatory letters, leaflets, notes
- Individually arranged consultations with appropriate staff

The school will generally:

- Seek parental permission before referral to outside agencies.
- Share Individual Therapy Targets (ITT's) which are set alongside therapists, with parents and pupils (as appropriate).
- Ensure parents sign ITTs and targets set to demonstrate evidence of this process.
- Use the home / school diary system as an informal method of communication as agreed between parties.
- Make the SENCO available for individual parental appointments if required
- Encourage parents to fulfill their responsibilities including:
 - Communicating regularly, alerting school to any concerns
 - Fulfilling any obligations under home/school agreements, including homework
 - Supporting their learner in partnership with school and other agencies/professions

PUPIL VOICE

At John Watson school we believe that every learner has the right to be heard and to contribute wherever possible towards decisions in their learning. Consideration and support as to how their voice is delivered will be provided to enable pupils to make choices in line with their level of understanding and development. Pupils will be encouraged to participate in all education reviews to know that their views matter and a school council is in place to encourage representations throughout each key stage.

SUPPORT SERVICES

At John Watson School we work closely with a variety of professionals and services. Our school has regular contact with;

Speech and Language Therapists

Physiotherapists

Occupational Therapists

Educational Psychologist

The Sensory Impairment Service (SENSS)

Social Services

Learning Difficulties Child & Adolescent Mental Health Services (LDCAMHS)

Behaviour Support Service

Clinical Nurse Specialist

Riding for the Disabled (RDA)

We collaborate 3x a year with Speech Therapists, Occupational Therapist and Physiotherapists to set Individualised Therapy Targets which form our ITT's which are assessed, reviewed and recorded at regular intervals.

ASSESSMENT AND REVIEW

At John Watson School we aim to embed positive behaviour for learning so that pupils are empowered in maximising their learning opportunities. This is in line with our Assessment, Recording and Reporting and Marking and Feedback policies.

ACCESSIBILITY

The Local Authority allocates funding to the school through in recognition of the need to provide

specialist equipment and teaching materials. John Watson School seeks to ensure that a high staff to learner ratio allows mixed ability groups to function, offering all pupils a fair allocation

of staff time and access to appropriate classroom resources. The school takes into consideration the variety of needs of the pupils within the school, ensuring that all learners have access to the specialist equipment that they require alongside appropriate wheelchair accessibility. There is a sensory room located in both the primary and secondary buildings and a ball pool on the primary site. We also share the use of two outdoor swimming pools throughout the year for those on the primary site.

The Legislative Background

- **Disability Discrimination Act 1995**
- **Education Act 1996**
- **Human Rights Legislation**
- **SEN and disability Act 2001**
- **2003 the Green Paper Every Child Matters**
- **The Children Bill 2004**
- **The Children and Families Act 2014**
- **0-25 SEND Code of Practice 2014**

Reviewed by: Jennifer Eyles SENCo

Date: October 2014

Approved by Governors:

Date:

