

## **John Watson School**

### **Special Educational Needs & Disability (SEND) Policy**

The Federated Governing Body of John Watson and Wheatley Nursery Schools have adopted this policy.

*Lynn Wong*

Signed by Chair of Governors.

Date: May 2021

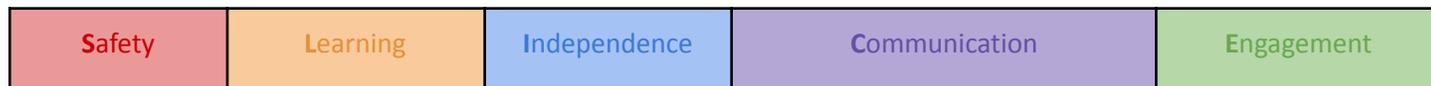
Review: May 2022

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).

A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND.

The [SEND Code of Practice 2014](#) and the [Children and Families Act 2014](#) gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported.

This policy was reviewed in April 2021 to better reflect our Core Values.



**SLICE** drives the work of the school.

Our aim is to empower each child to live a fulfilling life as independently as possible.

All students are working on Individual Learning Plan targets that are aligned with their Education, Health and Care plan and our core values to ensure that all learning is relevant, motivating and supports the independence of individuals with the aim of ensuring that all can integrate into their chosen communities.

### **Statement of Intent**

This SEND Policy will be implemented in accordance with Oxfordshire County Council policies and aligned with the Government's current SEND Code of Practice (Revised 2020). The policy is mindful of the inclusion process, adhering closely to three key principles

- Setting suitable learning challenges for all students
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning

John Watson School is primarily for learners with Profound or Severe Learning Difficulties from 2 - 19 years. We believe that every one of our students have individual and unique strengths and 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 students and to engender a sense of community and belonging.

SEND in John Watson School is a shared responsibility between school, parents/carers and external agencies.

In John Watson School we aim to support students to reach their maximum potential through access to a curriculum and resources tailored to their strengths and needs.

In particular we aim:

- To enable each student to experience success
- To promote the development of self-confidence and self esteem
- To provide each student with access to a broad and balanced curriculum which meets their specific needs
- To create a learning experience which encourages the growth of positive attitudes to learning and supports students in using strategies to reduce barriers to learning

- To provide equal opportunities for all students to have access to our school's provision, as appropriate to their needs
- To work with parents and carers in planning for their child's educational pathway
- To engage with professionals and support services in order to meet all students' needs
- To ensure that all staff are meeting their responsibilities within their identified roles

### **Working Parents/carers and families**

Developing and maintaining 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 about how their child is getting on through daily home school diaries, email or phone calls home; parent consultation evenings; and Annual Teacher Reports.

The school will:

- Seek parental permission before referral to outside agencies
- Share Individual Therapy Targets (ITTs) which are set alongside therapists, with parents and students (as appropriate)
- Ensure parents sign ITTs and targets to demonstrate evidence of this process
- Use the home / school online communication system (Google Classroom) 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 home learning
  - Supporting their child in partnership with school and other agencies/professionals

We have a well developed website where we post a wide range of information about the school. We also have a fortnightly newsletter as well as encouraging families to contribute to the school and complete questionnaires to feedback about aspects of the school's provision.

If there are any concerns with regards to the education we are offering or any other aspect of the school, then we would encourage families to contact the class teacher in the first instance, but if this is not appropriate then the Headteacher is always available for arranged appointments. A copy of the school's Complaints Policy is available on the website.

### **Student 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. Students are supported to make choices in line with their level of understanding and development. They are encouraged to participate in education reviews to know that their views matters.

We have a very well developed School Council which provides the students with a forum within which to discuss the school and feedback to the Senior Leadership Team, in order to influence the school and its development. We have a very strong culture of mutual respect and respect for the wider school environment and have well developed systems in place to support pupils who are experiencing emotional and/or behavioural difficulties, whether this be on a temporary or longer term basis. This is addressed systematically through the PSHE part of the curriculum, but also incidentally through the way both staff and pupils conduct themselves in line with Family Links. Where we judge that a pupil's needs are beyond our own specialist knowledge, we have good links with local specialist services and are able to use these to support our work.

## **SEN resources**

Our resources are allocated through the Local Authority and thus provide teaching and support staff, buildings and equipment for the students. Teachers provide a differentiated curriculum for their students and any additional needs are provided for according to those listed in the EHC Plan. This may take the form of additional help from support staff, teacher time, materials or specific pieces of equipment. These are resourced through the School's SEN budget. The school is committed to providing appropriate equipment and equal access to high quality learning experiences which support the needs of each individual student.

## **SEN Personnel and Staffing**

All staff have thorough induction training followed by ongoing professional development opportunities throughout the year, both formally and informally. The skills and knowledge of the staff at John Watson is exceptionally well developed in the area of learning disabilities and is supplemented by additional support in the areas of teaching, Speech and Language Therapy, Physiotherapy and Occupational Therapy.

At John Watson School we work closely with external professionals and services, including:

- Clinical Nurse Specialists (CNS)
- Speech and Language Therapists (SLT)
- Physiotherapists (PT)
- Occupational Therapists (OT)
- The Sensory Impairment Service (SENS)
- Educational Psychologists (EP)
- Social Services (SS)
- Learning Difficulties Child & Adolescent Mental Health Services (LDCAMHS)
- The Behaviour Support Service (BSS)
- Riding for the Disabled (RDA)

We collaborate with Speech Therapists, Occupational Therapists and Physiotherapists to set and review Individualised Therapy Targets that inform part Individual Learning Plans. These targets are assessed, reviewed and recorded at regular intervals (usually 3 times a year) between school and therapy services.

## **Assessment and Review**

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

## **Evaluating effectiveness and reviewing student progress**

All students at John Watson School have an [Education, Health and Social Care Plan](#).

Students in transition years (Y6, Y9, Y11, Y14) have a review in the autumn term, in order to support a smooth transition. The bulk of our Annual Reviews are held in the spring term, reviewing student targets and setting new targets for the following year. This presents an opportunity for parents/carers to meet with the class teacher, senior leaders and other

professionals to discuss their child's progress. Normally this is a face to face meeting, and the expectation is that some Primary pupils and most Secondary Students will attend part of the meeting, this will depend on the individual's ability to cope with this expectation. During the pandemic, social distancing measures have been implemented so this has been carried out remotely over a video conference call.

At JWS we work hard to ensure that we are highly reflective, being relentless in its pursuit of excellence. In order to help achieve this we set detailed individual targets for every child (Individual Learning Plans) which are monitored on an ongoing basis. These targets and the EHCP targets are reviewed at every Annual Review.

All targets are set based on the evidence of thorough assessment and, where required, advice from Faculty Leaders, the Senior Leadership team and from other professionals.

Senior Leaders and faculty leaders monitor the effectiveness of the delivery of specific lessons and oversee the curriculum. The senior leadership team undertake frequent learning walks. This monitoring is used to ensure a consistently good offer of education for all students.

The headteacher, leaders and teachers communicate progress to students, parents, staff and the Governing Body, as well as informing the School Improvement Plan and Strategic Priorities. In addition to this we have weekly team meetings, and Professional Development meetings for all teachers, weekly Senior Leadership Team meetings, daily diary entries, termly phone calls home, parents evenings and open mornings or sharing / end of term assemblies.

### **Admission Arrangements**

Except in exceptional circumstances, such as children coming from overseas, students must have an EHC Plan in place, since this is a legal requirement for special school attendance. As a maintained community special school, Oxfordshire Local Authority is the admissions authority. Admission requests are generally made by mainstream schools or academies via the Local Authority, or in some cases by parents directly. When there are no Pandemic restrictions, parents and carers who have indicated an interest in taking up a pupil place, are welcome to book an appointment to visit for a tour of the relevant part of the school. At particularly busy times in the year, parents may be offered access to open mornings or alternative arrangements to individual tours. Once a place has been confirmed, we work closely with the referring schools or academy to make transition arrangements that will be most suitable.

### **Accessibility**

The Local Authority allocates funding to the school 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 students a fair allocation of staff time and access to appropriate classroom resources.

The school takes into consideration the range of needs of the students within the school, ensuring that all students have access to the specialist equipment that they require, alongside appropriate wheelchair accessibility.

The school opens its premises for termly Wheelchair clinics and pediatric clinics in order to support all parents and students, to meet with professionals in an environment where the child feels safe and secure.

There is a sensory room located in both the primary and secondary buildings.

John Watson School is accessible with lifts, ramps and adaptations having been made where required. The Primary site has stepped access to the KS2 provision and outdoor ramp access. Our provision is on split sites and on shared campuses. Much of the land does not lie under the school's control.

### **Activities beyond the classroom**

At John Watson School students have access to shared user sites, having ample opportunities for inclusion, including music, sport and shared assemblies etc.. JWS also have strong links with the local community, arranging frequent trips to the village, making use of the community spaces such as the recreation grounds, local farms, shops, churches and groups run by charity organisations.. Sixth Form students have the opportunity to take part in Work Shadowing activities and to experience a range of leisure activities such as visiting the library, swimming and shopping.

We enrich the curriculum with a range of experience days such as rowing, inviting Petting Zoos to school, Science and Art days as well as having frequent and ongoing Music sessions in school. JWS is closely affiliated with Music for Autism.

JWS also have a partnership with Pets as Therapy, having regular visits by therapy dogs. A group of students, who benefit from it as outlined in their EHCPs, go riding (RDA) and all KS2 students take part in swimming lessons.

### **Transitions to JWS or a new setting/college**

In advance of starting at the school the pupils and their families are encouraged to visit and where appropriate spend time in the class group they will be joining. Some pupils may require a phased entry to the school and we work in partnership with families to ensure that every pupil gets the best start to their time at JWS.

With regard to transition beyond school, we participate in Transition Reviews, working with families to ensure a bespoke transition plan is in place for their child. We also encourage providers to come into school to meet the student and work in partnership with them and the teacher to ensure that the transition goes as smoothly as possible.

### **General Information**

Stephen Passey is the John Watson School SENCO (Special Educational Needs Coordinator)

James Keeley (Parent Governor) is the link Governor for SEND

In his role as SEND governor he monitors the quality of our provision in relation to our multi professional working, admissions, transition, the Annual Review cycle, our provision of Education Health Care Plans and the pertinent legislative framework.

**This policy links to the [Supporting pupils with medical conditions policy](#)**

More information can be found on our website [www.johnwatsonschool.org](http://www.johnwatsonschool.org).

If you require further information then please contact the school directly on 01865 452725 or [office@johnwatsonschool.org](mailto:office@johnwatsonschool.org).

If your concern is about the safety of a child, then you should contact the school's Designated Safeguarding Lead (Karen Fourie - Deputy Headteacher) or any member of the school's Senior Leadership Team.

If you would like to book a visit to see the school then please enquire to arrange a mutually convenient time.

## **The Legislative Background**

- [Disability Discrimination Act 1995](#)
- [Education Act 1996](#)
- [The Human Rights Act 1998](#)
- [The Children and Families Act 2014](#)
- [0-25 SEND Code of Practice 2014](#)

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