

Special Educational Needs Policy

Vision Statement

Stephen Hawking School is dedicated to raising the standard of educational achievement for children between the ages of two and 11 years with severe or profound learning difficulties.

The school is committed to the development and delivery of high quality relationships with families and local community organisations to ensure that the children attending the school achieve their full potential and become respected and active members of the local community.

The school is committed to a high level of team work in school, with parents/carers, other schools and agencies. This ensures enthusiasm for learning and the best possible experience and education for all.

School Aims

The following aims are based on statements collected from Governors during a training session.

- The teaching staff at Stephen Hawking School will deliver the curriculum in an innovative and child centred way. They will work successfully as a team, working effectively with support staff and the multi-professional team. The teaching staff will continue to develop their own skills by actively seeking professional development opportunities. They will also support one another and support staff by sharing good practice, ideas and experience.
- The pupils at Stephen Hawking School will develop skills in all areas of their learning. They will become more independent, leaving the school at the end of year 6, having reached their full potential. In particular, they will have developed the skills to communicate effectively with others around them and be able to express their wishes and needs
- Stephen Hawking School will be a leading national and international centre for the education of children with profound and multiple learning difficulties. The school will provide increased support for children with severe learning difficulties in mainstream schools so that as many children as possible are included and able to communicate, work and play alongside their mainstream peers.
- Stephen Hawking School will become more involved in the local community so that it is seen by all as a local resource and community school

- Stephen Hawking School will develop its relationship with parents by encouraging greater involvement in whole school activities. Parents will also be encouraged to take an active part in parent workshops so that they can increase their knowledge about the needs of all the children who attend the school.
- The governors at Stephen Hawking School will develop their skills and knowledge enabling them to play a more active role in the running of the school. They will feel more confident about being in school and supporting all staff to develop the service that is offered to all the children and their families.

The School Facilities

Stephen Hawking School is a primary school for 90 children with profound and multiple disabilities. Most pupils have additional physical and or sensory impairments. The school has a proven commitment to the provision of high quality education for these children and maintains an effective network of support for them and their families across a wide range of other agencies.

Purpose built in 1996; the school has excellent facilities including:

- hydro pool
- specialist sensory room
- cookery room
- drama room
- the children are brought to school by the school bus, taxi or their parents.
- all classes have a range of specialist equipment in order for all pupils to access the curriculum, e.g. big mac switches, communication aides, switch activated toys etc.
- the school works closely with the health authority (physiotherapy, occupational therapy, speech and language therapy, nurses and doctors) to ensure that each child's holistic needs are met.
- the school uses a range of approaches to support the communication skills of all the children.
- the school has expertise in the education of children who are multi-sensory impaired. This expertise supports MSI children at the school and can be accessed by other schools and Las

The role of the SENCo:

As a special school Stephen Hawking School does not have a SENCo. All staff have to work to support the SEN of all pupils. Therefore, all teachers work with the leadership team and heads of departments to co-ordinate, in line with statutory and school requirements, the work of all staff and pupils. In addition, it is the responsibility of all teachers to convene meetings to discuss, with parents and other professionals involved with each child, the targets set for each pupil at the Annual Review of each child's SEN statement or Education, Health and Care Plan.

The deputy headteacher is primarily responsible for the co-ordination of the multi-professional clinics and the convening of the termly meeting with all visiting professionals. It is also their responsibility, with the support of the visiting peripatetic teachers and therapists.

The headteacher and deputy headteacher are the designated teacher for children and young people in public care.

The School Day

Nursery	09.05 start of the school day
Early Years	09.20 start of the morning sessions
2-5 years	12.00 lunch
	13.30 start of the afternoon sessions
	15.05 end of the school day

Key Stage 1	09.05 start of the school day
Infants	09.15 start of the morning sessions
5-7 years	12.00 lunch
	13.30 start of the afternoon sessions
	15.10 end of the school day

Key Stage 2	09.05 start of the school day
Juniors	09.05 start of the morning sessions
7-11 years	12.00 lunch
	13.30 start of the afternoon sessions
	15.15 end of the school day

Assessment

Assessment is continuous and is incorporated within the planning structure for all subjects. Assessments in the Early Years is via teacher assessment. In key stages 1 & 2 work in English, Math, Science and PSHE is assessed via teacher assessment using the P 'Levels' and Routes for Learning. In addition, each pupil's Individual Education Plans have targets relating to communication, personal and social education - learning skills.

The Curriculum

The school offers a broad and balanced curriculum to all children. The Early Years Foundation Stage Curriculum and the National Curriculum are modified to make learning experiences relevant and accessible to all children.

Home – School Links

At Stephen Hawking School we welcome the involvement of parents in all aspects of school life. We believe that, if children are to reach their potential, parents need to be involved in their son or daughter's education. Education does not simply happen in school, it is an ongoing part of everyone's life.

Parents are welcome to come into school at any time. However, we do ask them not to disturb classes and, if they want to speak to a member of staff at length, that an appointment is made.

Most parents do not see their son or daughter's class teacher regularly and we recognise the difficulties that arise as a result of this. To try and address some of these issues Jasmin Islam, home school worker, maintains a high level of daily contact with most parents.

All parents are invited into school for special celebrations such as Christmas and Eid and are provided with detailed information about school events via the Parent Planner and weekly newsletters. All parents are welcome to join us for good work assemblies on Fridays

In addition to this daily and weekly contact, each pupil receives an End of Term Report outlining their achievements that term and an Annual Review in June or July each year updating their Statement, EHC Plan, which provides detailed information of all achievements made.

Multi – Agency Working

Stephen Hawking School values working in partnership with other agencies from health and social services. All pupils will have shared goals with input from education, therapy services and the family which feeds into the child's individual education plan.

School Nursing Team

The specialist children's nurses are linked to the Tower Hamlets Community Children's Nursing Team. The staff provide skilled, high quality and comprehensive nursing support for the children at the school. In addition, they are able to provide support and advice to children, their parents and carers and the school staff.

Occupational Therapy

The children's occupational therapy service works with children, parents, and the school so children can be encouraged to develop the skills need for play, self care and learning. We may do this by giving specialist equipment, adaptations, advice and support. We run a range of therapy groups to develop children's independence. We work collaboratively with other therapists and teachers in order to establish joint therapy goals for all children. We also visit families at home to assess the need for

equipment, advice and support. We work closely with families to enable the skills that have been learnt at school to be transferred to the home environment.

Speech and Language Therapy

The Speech and Language Therapy Team at Stephen Hawking School aims to work closely with school staff to build upon each child's communication strengths and to foster independence.

To achieve this, Speech and Language Therapy will focus on supporting the communication environment and ensuring there are opportunities to communicate within the classroom. The speech and language therapist will work with the class teacher to set and review communication targets and model strategies to classroom staff.

The speech and language team also assesses, treats and manages children who present with dysphagia (feeding difficulties).

Physiotherapy

The children's physiotherapy service aims to work in partnership with the school staff, our colleagues in speech and language therapy and occupational therapy to provide a comprehensive range of services to children in the school.

Each child is individually assessed to determine how physiotherapy may benefit them and appropriate goals are discussed with parents. Input from physiotherapy may include:

- individualised exercise programmes for parents and / or school staff to carry out with children
- providing advice to teachers on how PE sessions can be adapted for children in their class
- provision of equipment and advice for postural management
- individual treatment blocks
- hydrotherapy.

We also organise regular school based clinics for children who require specialist footwear, orthotics and lycra suits.

Community Links

Stephen Hawking School positively promotes links with the community which includes other school settings. We have two approaches to links with schools:

- individual children attending lessons in mainstream schools
- joint creative arts projects with mainstream schools based either in Stephen Hawking or the partner school.

Arrangements for the most able pupils

These arrangements will be supported via the IEP system and the Assessment, Recording and Reporting policy. It is the responsibility of the Heads of Departments to ensure that the more able pupil's needs are being met and to regularly review their placement at the school with the class teacher, the Headteacher and parents.

Where necessary the school supports the most able children by running subject specific gifted and talented groups.

Allocation of additional funding and support to pupils with difficulties

Additional funding **may** be available for pupils on a needs led basis. This funding may be used to purchase additional equipment to support a pupil by providing access to the curriculum and to support them in becoming more independent. The SEN panel at the Borough should always be asked to refund this.

The school will provide additional resource where they are needed to 'set up' a communication strategy for individual pupils. These additional resources must be reviewed regularly and are not to become part of a class routine.

Where a child has had a significant period off school, by being in hospital or on extended leave, a class team should approach the leadership team for additional resources to ensure that the pupil catches up as quickly as possible. These additional resources must be reviewed on a regular basis and should not become part of the class's general resources.

What happens when a pupil is not making progress

An assessment of the pupil's needs will be carried out firstly by the class teacher and then followed by a multi-professional assessment, if necessary, to establish the cause of lack of progress. The findings from this should be discussed with the head of department or the Headteacher to ensure that any strategies to support the pupil can be properly resourced.

Equal Opportunities

We are committed to promoting equal opportunities and believe every pupil has a right to achieve his or her potential in a school environment that respects and values different cultures, languages and beliefs. The staff will be sensitive to issues of sexism, racism and disability. Prejudice will be challenged by all staff.

Health & Safety

Risk assessments are carried out for off site visits. Generic risk assessments are in place for all areas of the school. Annual guidance and training is provided to ensure all health and safety procedures are implemented consistently across the school (see the health and safety policy).