



Special Educational Needs and Disabilities (SEND) Policy

Document Control		
Date of Draft:	02/02/2022	
Draft Author:	Elizabeth Baxter (Head of School (SJR))	
Draft Approved By:	Jennie Bird (Executive Headteacher)	
Final Approval:	Final Date	Governors (Curriculum & QA)
	Susy Gilvin (Chair of Governors)	
Policy Type:	Statutory	
Publication:	All	
Review Date:	10/02/2023	
Review Cycle	Annual	

SEND policy

Introduction

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.

Legal Requirements

The role of the SENCo

As a special school, Stephen Hawking School does not have a SENCo. All staff work to support the individual strengths and needs of all pupils. Therefore, all teachers work with the leadership team 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 class teachers to convene meetings to discuss, with parents and other involved professionals, the targets set for each pupil at the Annual Review of each child's Education, Health and Care Plan.

The Head of School at Brunton Place is primarily responsible for the co-ordination of the multi-professional clinics and the convening of meetings with all visiting professionals.

Children looked after (LAC)

The designated teachers for looked after children are the child's individual class teacher. Class teachers receive support from the Heads of Schools.

Assessment

Assessment is continuous and is incorporated within the planning structure for all lessons and activities. Assessments across the whole school is via teacher assessment.

In Early Years, we have developed "Early Years Branch Maps" which are derived from the Complex Needs Developmental Journal (Council for Disabled Children 2013) and Development Matters In the Early Years (DfE 2012). Both of these documents promote progress towards the Early Learning Goals.

In Key Stages 1 & 2 work in English, Maths, Science and PSHE is assessed via teacher assessment using "KS1&2 Branch Maps." These have been derived with support from Cherry Garden School in Southwark and Routes for Learning (Welsh Assembly 2020).

In addition, each pupil's Individual Education Plans have targets relating to the four areas of SEND as outlined in the Code of Practice for SEND (DfE 2014).

Health & Safety

All children have their own risk assessment. This is undertaken by class teachers and is signed off by Heads of Schools. Additional risk assessments are carried out for off site visits and 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).

Aims & Objectives

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.

Implementation

The School Facilities

Stephen Hawking School is a primary school for 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.

The school is a split site school. Brunton place was purpose built in 1996 and accommodates children in KS1 and 2. Specialist facilities include:

- hydrotherapy pool
- specialist sensory room
- cookery room
- drama/music room

St Jude's Rd was specifically re-purposed to meet our school's needs and opened in February 2018 accommodating children in Early Years and KS1. St Jude's Rd has the following bespoke facilities:

- Hydrotherapy pool
- Soft play room

Across both sites;

- children are brought to school by Tower Hamlets Transport, or by their parents. For those who attend our school from neighbouring local authorities, individual transport arrangements are made
- all classes have a range of specialist equipment to support pupils' access to the curriculum, e.g. big mac switches, communication aids, switch activated toys, specialist interactive plasma screens, a sensory area
- the school works closely with the local health authority (physiotherapy, occupational therapy, speech and language therapy, nurses and doctors) to ensure that each child's holistic needs are met. We also work closely with creative therapists such as music therapists and a play therapist
- 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 (MSI). This expertise supports MSI children at the school and can be accessed by other schools and Local Authorities via the outreach service
- the school works closely with the borough's sensory impairment team to ensure that children who are visually or hearing impaired have access to appropriately qualified teachers on a regular basis

The Curriculum

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

Home – School Links

At Stephen Hawking School we welcome the involvement of parents and carers 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. (Please refer to our "Open Door Policy" for further information.)

Most parents do not see their son or daughter's class teacher regularly as a result of using transport services to travel to and from school. We recognise the difficulties that arise as a result of this. To try and address some of these issues, our home school liaison officer, maintains a high level of contact with parents and carers. All children have a home-school diary in which class staff, therapists and parents/carers provide information about a child's day.

All parents/carers 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 at Brunton Place and on scheduled Tuesdays at St Jude's Rd.

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 year updating their 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 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/carers, and the school so that children can be encouraged to develop the skills needed for play, self-care and learning. This may be achieved by providing specialist equipment, adaptations, advice and support. Therapists run a range of therapy groups to develop children's independence. Occupational Therapists work collaboratively with other therapists and class teachers in order to establish joint therapy goals for all children. Home visits are undertaken to assess the need for equipment, advice and support, and to facilitate continuity of children's learning between home and school through coaching and mentoring of parents/carers.

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 across the school day. The speech and language therapists 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). To facilitate this, regular training is provided for all class based staff, including lunchtime assistants, and kitchen staff.

Physiotherapy

The children's physiotherapy service aims to work in partnership with the school staff, 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 and class teachers. Input from physiotherapy may include:

- individualised exercise programs 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 several approaches to developing links with schools:

- through the development of our soft federation with Harry Gosling Primary School
- through the outreach service and contacts made with schools on our caseload

Both of these opportunities help us to ensure that we offer a range of learning experiences to pupils within our school community. This may be achieved by:

- 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 Individual Education Plan system and the Assessment, Recording and Reporting policy. It is the responsibility of class teachers and the Senior Management Team that the needs of more able pupils 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 groups.

Allocation of additional funding and support to pupils with additional 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.

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 school 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. A child's unique strengths and needs should never be a barrier to them accessing the curriculum.

Assessment

The aims of this policy will be assessed by regular self-evaluation. This will take place via a variety of forums, for example teacher meetings where children's progress is discussed and the effectiveness of multi-professional collaboration is considered. Other methods of

reviewing and adhering to this policy include the annual setting of the school improvement plan.