

# PORTFIELD SCHOOL & SATELLITE CENTRES



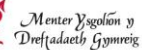
## POLICY DOCUMENT FOR SPECIAL EDUCATIONAL NEEDS



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This policy will be reviewed in consultation with the staff and Governors

Headteacher ..... Date .....

Chair of Governors ..... Date .....

### **Mission Statement**

At Portfield School we strive to:

Working together    Learning together    Achieving together

At Portfield School we strive to:

- Create a happy, safe, supportive and stimulating learning environment
- Value everyone
- Develop everyone's personal, social, emotional health and wellbeing
- Promote relevant academic and vocational skills
- Meet individual needs through an imaginative and flexible approach
- Enable all learners to achieve their full potential

### UNCRC United Nations Convention on the Rights of the Child

- Portfield School places the values and principles of the UNCRC at the heart all policies and practices
- Portfield School is a Rights Respecting School

## **Policy for Special Educational Needs**

### **Introduction**

This document is a statement of the aims, principles and strategies for Special Educational Needs (SEN) at Portfield School and should be read in conjunction with the following policies:

- Strategic Equality Plan
- Equal Opportunities Policy
- Policy for Racial Equality
- Curriculum Policy Statement
- Teaching and Learning Policy
- Curriculum Subject Policies
- Assessment, Recording and Reporting Policy

This policy was developed through a process of consultation with all staff and governors.

- All pupils at Portfield have special educational needs arising from their learning difficulties
- All pupils have a LEA Statement of SEN that determines the type and level of provision and support as well as the objectives for their Individual Education Plans.
- Pupils may have severe, complex and profound learning difficulties and many have additional difficulties such as visual/hearing impairment, communication difficulties, physical disability, multi-sensory impairment or autistic spectrum disorder.
- The school follows LEA policy on SEN which is based on the Welsh Assembly Government's 'Special Educational Needs Code of Practice for Wales' (2002).

### **Admission**

- Pupils are admitted to Portfield by LEA
- Referrals can be made by professionals from the Educational Psychology Service, SEN Advisory Service, other services, parents and staff from other schools. All referrals are directed to the Manager of the LEA Inclusion Service.
- During the referral process, the LEA will fully consult with parents at all stage
- Placements to Portfield School are made by the Local Authority and with the agreement of the professionals involved, parents and school.

### **Provision, Curriculum and Staffing Teaching Approaches**

- We aim to provide a broad balanced curriculum appropriate to the needs of our pupils and of the levels of achievement which are potentially possible.
- Our pupils' individual learning needs remain a priority in determining the 'whole' curriculum delivery through the school.
- We work towards defined priorities to facilitate children's learning.
- We strive for our pupils' success; our work is characterised by a positive approach.

- We present selected and sharply focused learning opportunities to maximise success.
- Assessment is a continuous process which begins at the point at which the child is currently at; Constant observation and evaluation ensures that our work is appropriate and relevant to the needs of the individual.
- We place great emphasis on the development of personal qualities such as self-esteem, self-awareness, adaptability etc. Such qualities enable our children to use their skills in a variety of settings.
- We work closely with parents and multi-professional colleagues so that a consistent approach is achieved and a common policy established.
- Liaison and involvement with a variety of mainstream schools ensures that our children gain knowledge, experience and understanding of the local community in which they live.
- To facilitate the effective learning of all pupils we maintain a holistic approach, focusing on the needs of the whole child through:-
  1. the provision of appropriate information technology hardware, software and peripherals
  2. the correct use of positioning and mobility aids
  3. a total communication environment featuring signs, symbols and tactile cues
  4. the importance of the therapeutic curriculum – Speech Therapy, Physiotherapy, Multi-Sensory
  5. strategies to alleviate sensory impairments
  6. the consistent and sensitive approach of behaviour management programmes to moderate challenging behaviour

## **Resources**

The Governing Body receives a delegated budget from the Local Education Authority. Governors set and agree a working budget for each financial year, which is delegated to the headteacher for day-to-day administration.

The headteacher and administrative officer (LEA) meet / discuss half termly to monitor the financial position and report termly to the Governing Body's sub-group responsible for finance.

Whole school specialist resources include:

- All classrooms with hoists and toilet/changing areas.
- Every class has at least two PC's with specialist peripherals one ipad and software to enable switch and touch screen access. All classrooms have interactive whiteboards.
- A range of communication aids are available and allocated for individual use.
- Other technological aids such as Powerlink units and switch/battery-operated toys are also available throughout the school.
- Sensory rooms
- Hydrotherapy pool

## **Links With Other Professionals**

- LEA Advisory teachers for Visual and Hearing Impairment provide regular support to pupils with additional sensory impairments.
- There is regular visiting support from the Physio and Occupational Therapy Services.
- The school has access to support from the Speech and Language Therapy Service.
- Paediatric, feeding, orthotic and wheelchair clinics are held in school.

## **School Organisation**

Pupils can be admitted from the age of three, where they will most frequently attend part time. Full time attendance is usual from age four following parent and professional agreement.

At present the school is organised into 17 classes with pupils requiring a greater emphasis on a sensory curriculum being educated in parallel Key Stage classes in two builds on the Portfield site. There is also one classroom at present at Y Porth Satellite facility at Ysgol Preseli, and two classrooms at Tasker Milward School – Taskers Satellite

## **Curriculum**

The curriculum is approved by the Governing Body of Portfield School and is detailed in the school's Curriculum Policy. It is concerned with the holistic growth and development of each individual child. The range of our 'whole curriculum' framework encompasses:-

- Foundation Phase
- National Curriculum core and foundation subjects and RE
- The National Literacy and Numeracy Framework
- Modular accredited programme for Post 14 students
- Sensory and therapeutic priorities
- Planned but specific school determined priorities

Our pupils receive a broad and balanced curriculum which is relevant to their present and anticipated future needs and is identified by their:

- Statement of Special Educational Need
- Annual Review
- Transition Plan (from 14 years)
- Individual Education Plan

## **Therapy Programmes**

The curriculum is supported by therapy programmes which provide pupils with functionally useful skills, knowledge and understanding.

Specialist school nurse support, speech and language therapy, occupation & physiotherapy are provided by the Health Trust and through SLA agreements

Careers Wales provides support at transition planning stage.

The school has a strong philosophy for working collaboratively and imaginatively with staff from Social Services, Health Authority and voluntary agencies.

## **Integration and Outreach**

- Pupils have opportunities for integration where it is considered appropriate and parents consent.
- Integration may take place for part days, whole days or for specific subjects in primary and secondary schools, local to Portfield or where possible in schools local to

the pupil's home area. Pupils may integrate into Area Learning Support Units or mainstream classes.

- Most integration is supported by designated staff from Portfield initially.
- Pupils from mainstream schools may also have integration into Portfield where they might benefit from the specialist resources or specific teaching expertise.
- Portfield operates an Outreach service in Pembrokeshire offering support and advice to staff working with pupils with SEN in mainstream school.
- Portfield is developing a role as a training provider for mainstream teachers and LSAs and school and college students on work experience or course placements.

### **Role of the SENCO**

The School's SEN co-ordinator (SENCO) is Mrs Sue Painter, Headteacher.

The SENCO's responsibilities include:

- Co-ordinating all the statutory Annual Reviews of Statements and Transition Planning
- Monitoring all Statements
- Monitoring all Individual Education Plans termly
- Liaising with primary and secondary SENCOs through LEA training events
- Discussing staffing issues with the Senior Management Team
- Ensuring effective liaison with other professionals
- Providing support and advice to staff within school

### **Assessment, Recording and Reporting**

Full details will be found in the schools' Assessment, Recording and Reporting policy.

- Annual School reports are produced
- The Annual Review of Statement meeting involves parents and all relevant personnel are invited to attend or contribute. Pupils are encouraged to comment as appropriate.
- When a pupil reaches 14 years of age, in Year 9, a Transition Plan is drawn up that outlines proposals for post-school provision. The special needs adviser from Careers Wales and the area Social Worker are statutorily invited to attend this and subsequent planning meetings.

### **Training**

- All staff are encouraged to attend courses that develop their expertise in specialisms for working with pupils with SEN

### **Staffing**

The school's most valued and important resource is its staff. Many of our pupils will only make significant achievements if they receive considerable adult support. The Governing Body and LEA has recognised this in its staffing structure

There is a high level of experience and qualifications across the staff team with considerable curricular and subject expertise. The school has made explicit its continuing commitment to training and development and has achieved the Investors in People standard for a second time. The school has introduced an Induction Framework for all new staff outlined in the Staff Handbook and Induction Policy.

Portfield School is also supported by the following:

LEA Educational Psychologist

Advisory Teacher for the Hearing Impaired

Advisory Teacher for the Visually Impaired

Pupil Support Officer  
Careers Adviser  
Social Workers for Disability / Children's Team

### **Complaints Procedure**

Portfield School provides a high quality education and support to its pupils. We welcome comments and suggestions about the service we provide.

All complaints are viewed as positive and are seen as an opportunity for the school to evaluate its own performance.

If you wish to complain about any aspect of the services provided at the school, you should in the first instance, contact your child's Class teacher. If you feel the issue is unresolved, the Headteacher or Senior Staff will be happy to discuss the matter further.

Your complaint will be acknowledged promptly and you will receive a response within five working days.

If the school is unable to resolve the issue to your satisfaction, then you should contact the Chair of Governors and then finally, if all else fails, contact the Director for Education at the Education Department, County Hall, Haverfordwest. A complaints procedure is available if you wish to request it.