

Phoenix School Special Educational Needs

Date	Review Date	Special Needs Co-ordinator (SENCO)	Nominated Governor

INTRODUCTION

The Phoenix is an all-day mixed special school for pupil/students aged 2 to 19 with severe to profound and multiple learning difficulties. All pupils attending the Phoenix have a Statement of Special Educational Needs or are being formally assessed. The majority of pupils have a Statement that refers to “severe learning difficulties. Some of those young pupils admitted at aged 2 may move on to other educational establishments after a period of assessment.

All pupils/students at the school are at a level on the special needs register in accordance with the DFE SEN Code of Practice and have an individual education plan (IEP). This is written by the class teacher who monitors it termly with the parents. The school’s leadership group monitors all the annual review reports including the annual targets set for each pupil/student.

As the Phoenix is a special school the Governing Body do not think it necessary to have a SENCO, as all staff are well experienced in working with pupils/students with Special Educational Needs. The Headteacher ensures that all procedures identified in the SEN Code of Practice are followed and maintains an overview of how the special needs of every pupil/student in the school are being met.

Should there be any concerns class teams and all support staff are aware of the SEN support structure through the Leadership Group and Heads of Department system.

ROLE OF THE PHOENIX SCHOOL

The role of the school is to support pupils/students with severe to profound and multiple learning difficulties who need a developmental curriculum, based around a modified National Curriculum. A number may also have associated physical, sensory or communication difficulties, emotional/behavioural difficulties or medical problems.

We have a “whole school approach” to the pupils/students in all aspects of their learning i.e. all procedures employed follow a similar format, irrespective of a pupil’s placement within the school. This coupled with our open communication within the staff as well as the school’s Equal Opportunity Policy enables us to create a positive environment for learning throughout the school.

This approach enables us to support the pupils/students in a consistent way, throughout their years in the school. All staff are aware of what is offered to each pupil/students, regular reviews are held on their progress and up to date records are kept.

We value parents and carers as partners in the attempt to develop every pupil/student’s potential and see our work with pupils/students as a genuine partnership with parents so that

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the need for the school to develop a close working relationship with parents is paramount. Assessment is a very strong feature at the school with three formal Target Setting Evening per academic year.

Quality Assurance measures are firmly embedded within the structure of the school to ensure targets set focus on individuals and that there is consistency throughout the whole school.

AIMS

At the Phoenix we aim to:

- Value each pupil/student as an individual, regardless of physical, mental or behavioural difficulties.
- Provide an educational framework within which the individual's self-identity is nurtured and all students are encouraged to achieve their maximum independence in order that they may function as independently as possible within their family and the community.
- Ensure that parents take an active part in school life through a range of activities such as participation in annual reviews, attendance at parent's meetings, social events, school visits and outings and membership of the parent/carer's association.

The Phoenix will endeavour to meet these aims through the following:

- With care and support encourage each pupil/student to achieve, flourish and enjoy their time at school.
- Accept that it is the school's responsibility to ensure each pupil/student will have access to a broad and balanced curriculum, irrespective of their disability.
- Staff in consultation with the Headteacher and the parents will develop ways of meeting the pupil's needs, calling on outside specialists, if and when it is appropriate. (Please refer to the school's missions statement and aims as set out in the school brochure/prospectus).
- All pupils/students will have an Individual Education Plan (IEP) that is prepared by the classteacher and which forms the basis for discussion with and agreement by the parents at the termly parent evening.
- All pupils/students will have an annual review of their Statement. A report prepared by the classteacher is sent out in advance of a meeting held at the school to which are invited the parents, the pupils/students where appropriate and all professional colleagues associated with the pupil/students and his or her family.

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- Offer a high level of education and support to its pupils/students. We will welcome comments and suggestions about the education and support provided to our pupils/students.
- Pupils and staff will have access to support and advice from specialist support staff such as speech and language therapists, physiotherapists, occupational therapists, educational psychologists and advisory teachers from the LEA's sensory support service. We value such involvement as well as that from other colleagues from Health and Social Services.

ARRANGEMENTS FOR CONCERNS ABOUT SEN PROVISION IN THE SCHOOL

All concerns/queries are viewed as important and are seen as an opportunity for the school to evaluate its performance.

If parents wish to complain about any aspect of the service provided at the school, they are encouraged in the first instance to contact their pupil/student's teacher. If they feel unable to do so then the Headteacher or in his absence the Deputy Headteacher should be contacted.

If the school is unable to resolve the issue satisfactorily then parents are asked to contact the Chair of Governors.

EVALUATING THE SUCCESS OF THE POLICY

If the policy is being successfully implemented:

- Parents and staff will be aware of each pupil/student's needs and how these are being supported.
- Pupils/students will be making progress as their range of needs are being catered for,
- School reports will be clear and report concisely on how each pupil/student is meeting their targets.

In-Service Training

Identified in-service training will be undertaken in line with the school's Professional Development Policy.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook

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- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

We ensure all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy.

Evaluation and Review

The effectiveness of the **SEN provision** provided by the school will be undertaken annually by the Governing Body and reported to parents in the Annual Governors Report.

A review of the **Special Educational Needs policy** document is undertaken every year. The Special Educational Needs policy is a working document and is kept under constant review. (See Policy Evaluation)

Headteacher:		Date:	
Chair of Governing Body:		Date:	

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups															Conclusion												
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS				
		✓				✓				✓				✓				✓				✓			Yes	No		
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS				
	✓				✓				✓				✓				✓				✓				✓			Yes
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'			
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS				
	✓				✓				✓				✓				✓				✓				✓			Yes

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

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Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated governor in place				
• Coordinator carries out role effectively				
• Headteacher, coordinator and nominated governor work closely				
• Policy endorsed by governing body				
• Policy regularly discussed at meetings of the governing body				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				