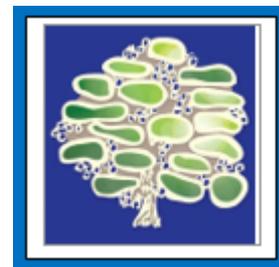


SEND Policy

SOUTHALL SCHOOL

Headteacher: Mrs A Martin
SOUTHALL SCHOOL, OFF ROWAN AVE, TELFORD, TF4 3PX





Date Reviewed	February 2020
Approved by Governors	March 2020
Date for review	September 2021



Introduction

Southall School is a designated special school for pupils with moderate and often complex learning difficulties aged between eleven and sixteen years. The school aims to provide an education for each pupil, enabling them to maximise their potential within a safeguarded environment, which will protect them from risk.

This will be achieved by offering a curriculum designed to provide a broad range of activities and experiences based on the National Curriculum which are balanced and relevant to the pupil's needs. In addition, there is speech therapy from our onsite speech and language team, liaison with physiotherapists, and wellbeing support from our Well Being team. Robust Child protection procedures including Prevent, FGM, CSE, Safe Recruitment practices and an appropriate focus on Health and Safety, relating to all aspects of the child's needs, will help to ensure their safety.

All children admitted to the school are the subject of an Education, Health and Care Plan or Statement. Children can be admitted to Southall School at any stage of their school career. Pupils are only recommended for special schooling after a formal assessment of their educational needs has been made by members of the educational, psychological and medical services, in close co-operation with parents.

Specialist Provision

We aim to offer our pupils the best possible experiences and a high quality of education. Our provision is seen in three areas:

- Universal - The Curriculum
- Targeted - School interventions & programmes
- Specialist - Specialist professional interventions & programmes

Our universal provision is what all pupils will access. Targeted and specialist provision will be identified through pupil's Education, Health and Care plans (EHCs)/statements or through our monitoring of pupil progress.

The school provides a rich range of specialist equipment, rooms, strategies and staff to ensure that pupils ability to learn is maximised. This will include communication aids, adapted curriculum material, ICT access equipment, mobility aids, sensory room and extended school clubs, **nurture and wellbeing areas**. SALT uses a range of approaches and techniques including Colourful Semantics, **Elklan** and Makaton. The SaLT Team provide support for parents and other professionals, as well as the rest of the school staff.

The teaching staff use a range of strategies and approaches such as symbols, music, drama and aspects of TEACCH to meet the needs of the pupils. All staff undergo training in the aspects of professional development they need to work within the school, to meet student's needs. E.g, Makaton, Moving and Handling, MAPA, First Aid and ICT. Advisory teachers for the visually and hearing impaired provide support to individual pupils



The school is committed to providing inclusion for pupils within the school and the local community. At our school, assessment and record keeping are valued and given high priority.

Parents & Carers

The school is committed to working with parents in partnership. Parents with concerns are able to contact teachers or Pastoral Care Coordinator through telephone calls before and after the school day, thus having the opportunity to air any problems quickly and informally. Parents are also kept informed of school activities through regular newsletters, Twitter and the website. More serious issues are directed to the Senior Leadership Team who will where possible investigate the problem that same day. Staff are requested to keep the Head Teacher informed of any possible problems. School policy is to keep parents informed of any actions being undertaken at all stages in dealing with a complaint, with regard to education provision.

The role of parents in securing quality education for their child is a vital one because it is recognised that the information provided by parents about their children is invaluable in setting educational targets. The school expects that parents will contribute to the life of the school by supporting parent's evenings and functions, by maintaining dialogue through home/school contact books or email, by contributing their views for annual reviews or in response to questionnaires and by carrying out agreed programmes with regard to behaviour management and any jointly planned action or approaches. The school will keep parents informed of all aspects of their child's school life, sharing individual plans, achievement evidence and planned curriculum coverage.

Staffing and Multi-Professional Partnership

The staff are supported by a multi-professional team which can include school nurse, consultant paediatrician, physiotherapists and educational psychologists, CAMHS. Other support is provided by social workers and referrals to other professionals.

These professionals and complimentary therapists, if appropriate, are invited to contribute to annual reviews/EHCP's and work in co-operation with teachers and parents in securing the best possible education and services for the pupils.

As pupils reach Year11, a more detailed transition plan is made to introduce the young person into their future placement or employment i.e. college or alternative provision. As well as the year 11 college links programme Southall School's staff liaises with the receiving establishments and set up a programme to ease the transition for the young person and for his or her family with the guidance of Future Focus.

Southall School is committed to providing quality education for all of its pupils and values the contribution of all parents, agencies, support services and professionals concerned in achieving this aim.



Education, Health & Care Plans

Pupils who already have an EHC Plan will require a person centred Review of the EHC plan. The process is:

- 6 weeks before relevant professionals are invited to attend the meeting
- 2 weeks before, information will be circulated: Impact/Progress towards meeting the long term outcomes, any relevant Professionals' reports and child/young person views

At the Review of the EHC plan:

- To discuss Section 4 and the outcomes are reviewed
- New short term outcomes are agreed
- Specific provision details are recorded
- **Live changes the EHCP**

Role of The Local Authority

Within 4 weeks of the Review of the EHC plan meeting the Local Authority will advise that it proposes to keep the plan, cease to maintain the plan or amend it. If the Local Authority proposes to amend the plan it must issue the amended plan within 8 weeks of the original amendment notice.

Transitions

To ensure a smooth and effective transition, Southall's transition team forge links with the schools and students who transfer in year 6 to 7, developing information sharing and identifying specific needs of new students. Student's transition to their new class are carefully planned so that levels of anxiety are reduced and the new term in September is smooth, with students and staff already forming strong working relationships.

The transition programme consists of:

- Welcome events
- **Students attending a range of activities at the school**
- A meeting with parents/carers for all new pupils (existing parent may request a meeting). At these meetings pupil's needs will be discussed and a transition plan will be set.
- Information and Family packs will be given to all new and existing parents, providing all school information.
- Student's packs given to all students with visuals of the student's new class team where appropriate.

To be read in conjunction with

Section 69 of the Children and Families Act 2014.

Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.