

SEND Policy

SOUTHALL SCHOOL

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Introduction

Southall School's SEN Policy is written in conjunction with SEND Code of Practice (2015), Section 69 of the Children and Families Act 2014 and Regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.

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 whilst meeting a range of educational needs.

In April 2022 Southall School opened a specialist hub at Telford Langley School. The provision is for 8 pupils who have communication and interaction needs.

Southall School will maximise the potential of all pupils and meet their educational needs 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 Wellbeing team and Nurture provision. There is robust child protection, safeguarding and health and safety procedures to ensure the safety of all.

All pupils admitted to the school are the subject of an Education, Health and Care Plan, (EHCP). Pupils can be admitted to Southall School at any stage of their secondary 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/carers.

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 pupils' EHCPs 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 lunchtime school clubs, nurture and wellbeing areas. Speech and Language Therapy (SaLT) uses a range of approaches and techniques including Colourful Semantics, Elklan and Makaton. The SaLT Team provide support for parents/carers 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 Treatment and Education of Autistic and related Communication-handicapped Children (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 pupil's needs. For example, staff are trained in, Makaton, Moving and Handling, Safety Intervention MAPA, First Aid and ICT.

Universal

All pupils at Southall School have access to:

- A whole school environment appropriate to their needs
- A whole school environment that promotes diversity, inclusion and the school values. (Include everyone in learning and have fun together. Be kind to everyone and everything. Listen to each other. Work hard in every lesson and let everyone else work hard too. Help each other).
- Sensory rooms
- Key Stage Leads who support and monitor the progress of pupils within their Key Stage
- Key Stage 3 and Key Stage 4 playgrounds and designated key stage areas to play football at breaks and lunchtimes.
- Specialist performing arts space
- Specialist Design and Technology room
- Specialist ICT Suite
- Specialist Food Technology room
- Specialist Science laboratory
- Sensory garden
- Sports halls
- Forest school and outdoor learning
- Wellbeing provision at breaks and lunchtimes
- Access to swimming lessons, offsite
- Access to sporting competitions - Hydrotherapy pool - Active and sensory gym - Each Foundation Stage class has its own toileting and Personal Care area - Appropriate and sensitively designed changing areas for Personal Care.
- Makaton
- Communicate inPrint
- Staff trained in safety intervention
- School nurse
- Total communication environment.

Targeted and Specialist

Pupils can have access to:

- An offsite hydrotherapy pool,
- Appropriate changing areas of personal care, supported by appropriately and competently trained staff,
- Intensive interaction,
- Relevant staff trained in ELKLAN (specialised speech and language training)
- Relevant staff trained in TEACCH,
- Portable and tracking hoists,
- Specialist seating,
- Specialist equipment e.g., high and low tables, iPads,
- Relevant staff competently trained in specific moving and handling of pupils,
- Sensory equipment e.g., vests, gym balls, fiddle toys, wobble cushions, (this list is not exhaustive),
- Staff who are supported by and follow the guidance provided by physiotherapists, occupational therapists, hearing impaired (HI) and visually impaired (VI) specialists, educational psychologists, consultants, CAMHs (Child and Adolescent Mental Health services) BeeU (Shropshire, Telford & Wrekin's Children and Families Emotional Health and Wellbeing Service), speech and language therapists.



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 in partnership with parents/carers. Parents/carers with concerns are able to contact teachers or the Pastoral Care Coordinator through telephone calls before and after the school day, thus having the opportunity to air any concerns quickly and informally. Parents/carers 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 Headteacher informed of any possible problems. School policy is to keep parents/carers informed of any actions being undertaken at all stages in dealing with a complaint, regarding educational provision.

The role of parents/carers in securing quality education for their child is a vital one because it is recognised that the information provided by parents/carers about their children is invaluable in setting educational targets. The school expects that parents/carers will contribute to the life of the school by;

- promoting good attendance,
- supporting parent's/carer's evenings and functions,
- maintaining dialogue through home/school contact books or email,
- contributing their views for annual reviews or in response to questionnaires
- carrying out agreed programmes with regard to behaviour management and any jointly planned action or approaches.

The school will keep parents/carers 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 nurses,
- consultant paediatricians,
- physiotherapists, ~~and~~
- educational psychologists,
- CAMHS (BeeU).
- Speech and Language
- Occupational Therapists

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/EHCPs and work in co-operation with teachers and parents/carers in securing the best possible education outcomes and services for the pupils.

As pupils reach Year 11, 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 Year11 college links programme, Southall School's staff liaises with the receiving establishments and sets 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/carers, agencies, support services and professionals concerned in achieving this aim.

Education, Health & Care Plans

Pupils who already have an EHC Plan will require a pupil-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 pupil/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 to 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 pupils who transfer in Year 6 to 7, developing information sharing, and identifying specific needs of new pupils. Pupil's transition to their new class is carefully planned so that levels of anxiety are reduced and the new term in September is smooth, with pupils and staff already forming strong working relationships.

The transition programme consists of:

- ☒ Welcome events.
- ☒ Pupils 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.
- ☒ Packs given to all pupils with visuals of the pupil's new class team where appropriate.