

# Special Educational Needs and Disability Policy

Summer 2020

Review Summer 2022

Mr J May



**WATERMILL  
SCHOOL**

## **The objectives of the Governing Body in making provision for pupils with special educational needs and disabilities.**

The governors' objectives for all the pupils at Watermill School are within the school ethos:

Our school community respects and values each individual

We are a place of learning, achievement, friendship and fun

Preparing for life's opportunities and challenges

Where we aim high, celebrate success and be the best we can!

The Code of Practice 2014 identifies Special Educational Needs into four areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

All pupils that attend Watermill School have a statement / EHC plan of Special Educational Needs.

### **Special educational needs and disabilities for which provision is made at the school.**

Watermill School is a co-educational maintained special school within Stoke on Trent for pupil's age 3 to 16 years. It is a special school for pupils who have Cognition and Learning needs. Many of the pupils also present with complex difficulties including a severe learning need and severe communication difficulty.

### **Facilities for pupils at Watermill School include facilities which increase or assist access to the school for pupils who are disabled.**

The school is fully accessible with ramps and powered doors. Specialist facilities include an Occupational Therapy gym specialising in sensory integration, sensory rooms, a soft play room, specially adapted play areas, fully equipped hygiene rooms, and mobile hoists and IT equipment and a Hydro Therapy pool.

### **Information about the school's policies for the assessment and provision for all pupils with special educational needs and disabilities.**

Full details are within the school's Assessment, Evaluation and Monitoring Policy, Curriculum Policy and the Teaching and Learning Policy.

### **How resources are allocated amongst pupils.**

Resources are allocated to pupils according to their assessed need. Staffing is allocated to classes/year groups flexibly with some individual pupils receiving more support than others. Pupils have individualised equipment that will enable them to access the curriculum and social environment of the school.

### **How the needs of pupils are identified and reviewed.**

All pupils' statements of special educational needs are reviewed at least annually. From September 2014 onwards all pupils' statement will change to an Education Health Care Plan (EHCP) in accordance to The Code of Practice 2014.

Assessment is a continuous process integral to teaching and learning at Watermill School. It is how teachers gain knowledge of pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. All teaching staff have responsibility for assessment, reporting and recording achievement and progress, as outlined in the 'Assessment, Recording, Reporting and Marking Policy'.

Concern about a pupils' progress is identified through classroom observation, and the assessment cycle. Referrals are made through the Head teacher for additional support from outside services.

### **Arrangements for providing access by pupils to a balanced and broadly based curriculum (including the National Curriculum).**

Watermill School provides a curriculum which inspires, challenges and safeguards our pupils. The curriculum is both broad and balanced, and ensures pupil entitlement, progress and achievement. We promote spiritual, moral, cultural, mental and physical development by promoting positive attitudes, values and relationships characterised by respect for all. Through the carefully planned and structured

delivery of our curriculum, we enable all pupils in the school to develop their personal characteristics, attitudes and values to their fullest potential. Our school aims are as follows:

- to offer a broad and balanced curriculum at a level appropriate to pupil attainment (including the National Curriculum programmes of study)
- to help pupils develop lively enquiring minds
- provide stimulating activities and tasks
- enable access for all pupils
- set challenging, achievable targets for pupils
- ensure continuity and progression
- develop effective communication skills
- develop ICT/computing skills to engage pupils in the advancing world of technology
- encourage the tolerance of opinions and beliefs that reflect the multicultural nature of society
- develop self-confidence and skills towards independent living
- encourage a caring, respectful attitude towards each other within the community
- use extra-curricular activities to enhance the education offered to our pupils
- to engage with professionals within the community, including artists, dancers, musicians and sports coaches

### **How the Governing Body evaluate the success of the education which is provided at the school to pupils.**

Termly reports are made by the Head teacher to Governors about pupil's achievement and quality of Teaching and Learning.

Governors are linked to various areas of the curriculum and/or the school's activities and make focussed visits.

### **Any arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils concerning the provision made at the school.**

Watermill School is committed to providing the highest standards of service. Feedback both good and bad is welcomed as an opportunity to improve, and all complaints will be taken seriously

In the first instance, any issues should be raised with the relevant member of staff as soon as you have a concern. An informal approach is nearly always the quickest and most effective way of resolving your concerns. If you feel that your concerns have not been resolved then the matter can be raised with the Head or Deputy, and an investigation will be undertaken, with a conclusion fed back to parents within 5 working days. Beyond this please write to the Chair of Governors in a sealed envelope and this will be forwarded confidentially.

### **Information about the school's staffing policies and partnership with bodies beyond the school.**

Staffing:

- The school's staffing structure is reviewed annually
- The school has a Senior Leadership Team comprising the Head teacher, two Deputy Head teachers, Assistant Head teacher and School Business Manager.

Links: From July 2019 Watermill School is an academy with the Orchard Community Trust along with other Special Schools in the Stoke on Trent area.

From July 2019 Watermill School is an Academy with the Orchard Community Trust along with other Special and Primary Schools in the Stoke on Trent area.

### **Any arrangements made by the Governing Body relating to in-service training for staff in relation to special educational needs.**

A Deputy Head has responsibility as the school's Continuing Professional Development Co-ordinator, and takes responsibility for overseeing in-service training. CPD is available for all staff, with weekly inhouse meetings on a range of pertinent and targeted issues relating to special educational needs. Staff are also supported by access to external courses as appropriate. Following analysis of school data, information from lesson observations and discussions with staff through the appraisal process,

there is a balance of training delivered. This can be related to the needs of the school as expressed in the School Improvement Plan, individual needs, as well as emerging needs related to the changing needs of the pupils.

Also Reference

## [Special educational needs and disability code of practice: 0 to 25 years](#)

**Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities**  
January 2015

## **SEND code of practice**

- [Reforms for children with SEN and disabilities come into effect](#)
- [SEND code of practice: 0 to 25 years](#)
- [SEND reform: further education](#)
- [SEND: managing the 2014 changes to the system](#)
- [SEND: guide for parents and carers](#)
- [SEND: guide for further education providers](#)
- [SEND: guide for schools and alternative provision settings](#)
- [SEND: guide for early years settings](#)
- [SEND: guide for social care professionals](#)
- [SEND: guide for health professionals](#)
- [SEND: supporting local and national accountability](#)

## **Teaching and learning**

- [Education for children with health needs who cannot attend school](#)
- [P scales: attainment targets for pupils with SEN](#)
- [Residential special schools: national minimum standards](#)
- [Non-Maintained Special Schools Regulations 2015](#)
- [Providing supported internships for young people with an EHC plan](#)

## **Disabled children**

- [Safeguarding disabled children](#)
- [Short breaks for disabled children](#)
- [Supporting looked-after children with communication needs](#)

## **Consultations**

- [Residential special schools and colleges: a call for evidence](#)

# Research and statistics

- [SEND pathfinders](#)
- [Statistics: special educational needs \(SEN\)](#)

## **The use made of teachers and facilities from outside the school including the links with support services for special educational needs.**

- Speech and Language Therapists provided by NHS
- School Nursing staff provided by NHS
- Educational Psychology
- Clinical Psychology – two days per week
- Physiotherapist provided by NHS

## **The role played by parents of pupils.**

The school strives to nurture relationships with parents/carers by frequent and appropriate communication. Engagement with parents/carers and involving them in the education of their child is considered as vital. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help their child at home and at school.

## **Any links with other schools and any arrangements for managing the transition of pupils between schools or between the school and the next stage of life or education.**

Transition to Post 16 education is facilitated through annual meetings, transition plan, involvement of Careers service, visits to colleges, work experience etc.

## **Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs.**

Stoke on Trent and Staffordshire Local Safeguarding Children Board.