

<b>CEDAR HALL SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY 2023</b>
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This document addresses the statutory duties, outlined in the Code of Practice and with reference to Cedar Hall School and its Special Educational Needs Policy.

It covers three main areas:-

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| Section 1 | Basic information about the school's SEN provision   |
| Section 2 | Information about the school's policy for the assessment of and provision for all pupils with special educational needs. |
| Section 3 | Information about the school's staffing policies and partnerships with bodies beyond the school.                         |

The aim of the school is to provide a caring and positive educational environment where pupils are encouraged to achieve their maximum potential, academically, socially, physically, morally and spiritually. We wish to encourage the total development of each pupil so that they become confident, independent, co-operative individuals, able to make a positive contribution both within the school community and subsequently as adults in society.

### **SECTION ONE**

#### **Basic information about the School's special educational needs provision**

Cedar Hall School is an all age day Foundation special school designated by Essex County Council as catering for children with complex learning needs. The school is a member of ESSET – Essex Special Schools Education Trust.

The School is organised to meet this designated need. However, there are a significant number of children in the school whose major educational disability is not Complex Learning Difficulties. These children have been designated as having -

*Severe Learning Difficulties*  
*Severe Communication Difficulties*  
*Emotional and Behavioural Difficulties*

There are another group of children whose educational disability is compounded by additional diagnoses such as-

*Epilepsy*  
*Asthma*  
*Dyspraxia*  
*Visual impairment*  
*Hearing impairment*  
*Autism*

It is to these specific groups of children which this document principally refers.

Many of the pupils are able to enjoy the school environment without special adaptation, but to cater for these additional issues the school provides the following:-

- a) *Additional LSA support for larger groups or individual pupils.*
- b) *Organised additional lunch time activities*
- c) *Residential trips with modified activities.*
- d) *Regular staff meetings to discuss individual pupils.*
- e) *Additional Speech Therapy provision.*
- f) *A staff member who is qualified at BSL Level 2.*
- g) *Staff training in verbal de-escalation techniques and physical restraint*

*h) Staff training in relevant conditions and needs*

*i) Behaviour Support for individual children.*

## **SECTION TWO**

### **Information about the School's policy for the assessment of, and provision for, all pupils with special education needs**

It is the responsibility of the Governors and Head Teacher to allocate delegated funds for the efficient management of the School.

Generally, after the fixed costs concerned with salaries, buildings, etc., have been allocated, money is allocated towards the organisation of the curriculum and for catering for the needs of the children.

It is the School's policy to keep pupil/teacher ratios as favourable as possible and to target LSA support in the Lower School and to core subjects in the Upper School.

Children arriving in the School are accompanied by an Education Health & Care Plan, which states the needs of the individual child. The school has a duty to address these needs.

In the Primary Department class teachers plan daily for each individual child taking account of their special needs.

In the Middle and Secondary departments teachers set individual learning targets for pupils, within their particular subject areas. Individual Education Plans are set in Literacy and Numeracy along with a social target in the Upper School. These IEPs are updated termly in consultation with all the relevant staff in School.

The programmes which the pupils follow are as specified in the National Curriculum Guidelines. However, they also reflect the individual child's particular special needs and ability to cope with particular attainment targets. Generally, pupils will follow courses which take into account their ability and aptitude. However the courses may not necessarily be directly related to their particular key stage.

Schemes of work are devised for all subject areas so that each child has experiences within all National Curriculum subjects, including Religious Education and Personal, Social and Health Education.

Occasionally, where it is thought applicable, pupils can be introduced to an integration programme. Programmes are aimed at giving the pupil "a taste" of life in a mainstream school or aimed at full re-integration. Dialogue for this would be introduced through the Annual Review System or through the school's "Open door policy" for parents.

It is the School's Policy that no pupils will be disapplied from the National Curriculum, and that where possible all children will take part in National Curriculum testing.

If it was deemed desirable to temporarily disapply a pupil, consultation would take place between the teachers concerned, the Headteacher, parents, Educational Psychologist, Governors and any other professional agency which has an interest in the child.

The evaluation and success of the education programmes offered by the School will be the responsibility of the Governors who will delegate this responsibility in the first instance to the Head Teacher. This will be achieved through the discussions arising initially at the Annual Review meeting where proof of success and achievement will be shown. Standardised reading and numeracy tests completed annually will also be used, along with teacher assessment and reports from Speech Therapy, Occupational Therapy and Physiotherapy, where relevant.

National Curriculum Key Stage Testing, if applicable, would also offer an indication of how pupils are progressing.

A whole range of criteria will be used to monitor progress.

Any dissatisfaction would be highlighted at the Annual Review and there would then be an opportunity to discuss this further with the Head Teacher.

OFSTED Inspections and Peer Reviews may also be used as an indicator on the general standard and level of teaching within the school.

### **SECTION THREE**

#### **Information about the School's staffing policies and partnerships with bodies beyond the School**

The School, through Central Government Funding, receives an annual grant to be spent exclusively for training. This may be used in three main ways.

- a) *To pay for course fees incurred by members of staff on training courses.*
- b) *To pay for supply cover for teachers on specific courses.*
- c) *To finance 'in-house' training sessions.*

Money may also be spent on:

- i) *Appraisal*
- ii) *Governor Training*
- iii) *Travelling Costs*
- iv) *Materials (books, etc.) to support teaching programmes.*

The Deputy Head has responsibility for the Staff Development Budget and decides the priorities for spending in consultation with the Head Teacher and Governors where necessary. In line with the priorities outlined in the Staff Development Plan, high priority is given to increasing the personal expertise of teachers and their professional development, where this will be beneficial to the School. Staff development is linked to the School Development Plan which is a Whole School Policy Document.

Special consideration is also given to the training of Non-Teaching Assistants, Administration staff and to Health and Safety requirements.

### **Support Services**

Several Support Services regularly visit the School to provide specialist services for children with particular identified needs. These are:

- 1) *Speech Therapists*
- 2) *Occupational Therapists*
- 3) *Physiotherapists*

It should be noted that these professionals with the exception of the Speech Therapist are employed by the Health Service and not by the school or the Education Authority. Therefore, the School, although fostering good relationships with them, cannot always dictate provision.

The School operates an open door policy and parents are always welcome to visit. However if possible, parents are asked to telephone first to avoid finding the Head Teacher, or member of staff they wish to see, out of school

The Annual Review system is promoted as being the main opportunity for parents to involve themselves with their child's learning. In addition, Open Evenings are organised for more informal discussions and Parent Teacher events occur regularly to maximise involvement.

The School recognises that the education of the children at the School should be a partnership between the School and the parents with co-operation between the two at all levels.

Where it is thought desirable, groups of parents are invited to attend sessions to increase their knowledge of the educational processes. Parents will also, on occasions, be asked to contribute to particular initiatives in the school.

As part of the ongoing monitoring and assessment of the school, parents may be asked to complete questionnaires about the school's performance.

Other services which may be available to pupils and/or parents on request are -

- a) *The School Nurse - available for private pupil matters*
- b) *Social Services*
- c) *School Dental Services*
- d) *Counselling Services*
- e) *Psychiatric Services*
- f) *Careers Service*
- g) *Child Protection Team*

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