

<b>Local Procedure Title</b>	<b>Special Educational Needs and Disabilities Local Procedure</b>
<b>Site</b>	<b>Sketchley School, Forest House and Progression House</b>
<b>ECS Policy number and title</b>	<b>ES36</b>
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<b>Local Procedure Author(s)</b>	<b>SJ Astbury</b>
<b>Local Procedure Ratification</b>	<b>Checked and Approved by:</b>

## Introduction

- 1:1 Sketchley School, Forest House and Progression House are part of the Priory Education Services and are specialist educational settings where the children and young people attending are always in possession of a transitional SEN Statement or a statutory Education, Health and Care Plan which has been agreed by the Local Authority, families and all other agencies involved.

The SEN Code of Practise (2013) states that Education, Health and Care Plans/statement of educational needs are integrated support plans for children and young people with SEN from 0-25 years of age. They are focused on achieving outcomes and helping children and young people make a positive transition to adulthood, including into paid employment and independent living.

Sketchley School, Forest House and Progression House are committed to working in partnership with education, health and care professionals to enable students to achieve their academic potential and successful transition into adulthood.

- 1:2 Sketchley School, Forest House and Progression House makes provision for young people with Autistic Spectrum Conditions based on a needs-led assessment. Our young people may also have associated conditions such as communication language difficulties, Tourettes Syndrome, ADHD, Sensory Needs, Oppositional Defiant Disorder, Acute Anxiety Disorder and PDA. Our students often have compounding complex needs and these can include additional needs such as sensory impairment or mental health needs. Sketchley School, Forest House and Progression House makes provision for students in the age range 8-19.
- 1:3 Sketchley School, Forest House and Progression House believe that:
- All students have the right to access a wide range of learning experiences that reflect their needs, abilities and interests.
  - The learning opportunities and experiences provided for students should allow them to be successful in achieving understanding and skills.
  - All students have a right to access a suitable programme of learning.
  - The views of students about their education and the views of parents and carers about the education their children receive should be sought and taken into account.
  - Each student has the right to be valued for their culture, religion and their different style of learning.
  - All students should be educated in an environment and atmosphere that supports their learning and provides them with safe and stimulating opportunities and experiences.

- 1:4 To enable all our students to achieve, our schools recognise the need to:
- Provide the highest standard of teaching and learning.
  - Promote an inclusive curriculum and learning environment for all students.
  - Value and support all students as individuals and treat them with courtesy, dignity and respect, celebrating their achievement.
  - Create a calm, planned, safe, purposeful working environment.
  - Oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found.
  - Value the voice and views of all students, parents and carers, staff and other professionals attached to the school.

## Processes

- 2:1 Sketchley School, Forest House and Progression House will maintain an overview of the annual review process and will ensure, through consultation with local authorities and parents and carers, that students' needs, as outlined in their Education, Health and Care Plan (EHCP), are met.
- 2:2 Staff will ensure that any changes that need to be made to the EHCP will be notified to the relevant local authority to enable them to make the alterations and seek the views of other professionals involved in the Health, Care and Education of the student.
- 2:3 At key points of transition, before a young person is due to leave formal education or move to training or employment, schools will ensure that a Transition Planning Review takes place, and that all relevant professionals are invited (Careers, Children's Services, Adult Transition Social Worker) to advise the student and parents and carers.
- 2:4 Students admitted to the school will be assessed within a reasonable time frame and educational advice following this assessment will be shared with the local authority and parents and carers.
- 2:5 A Personal Target sheet sets out how the objectives in the statement will be met through short term SMART targets. These will be reviewed regularly (half termly and sooner if necessary) and revised termly. The Personal Targets will be discussed and agreed with parents.
- 2:6 Sketchley School, Forest House and Progression House will ensure that a student's educational needs set out in the EHCP are addressed through learning programmes that focus specifically on the personal targets.

## Resources

- 3:1 All students will be allocated the resources they need to support their learning to include equipment, staffing and learning environment.
- 3:2 Resources will be matched to students' needs and their suitability will be reviewed annually through the annual review process or as required.
- 3:3 Curriculum subject resources will enable all students to effectively access the curriculum. The school will ensure that all students have equal access to the curriculum and will ensure that specialist facilities, equipment and links with outside agencies are used effectively to promote learning.

## Training

- 4:1 Sketchley School, Forest House and Progression House will work to develop new expertise reinforcing existing knowledge and skills. School Principals will contact Learning and Development for information about the availability of training for staff, which can be accessed through a variety of ways including:-
- By attending external courses which have been identified as a training need through performance management or professional development systems.
  - By attending school-based courses and training which address the priorities identified in the School Improvement Plan (minimum of 5 INSET days per year).
  - By teachers from within the school and consultants from other schools, taking the role of mentors, coaches and leading teachers.
  - Robust targets to improve performance, which are set as a result of school monitoring systems.
  - Foundations for Growth e-Learning modules.

## Partnerships and Multi-Agency Links

- 5:1 Sketchley School, Forest House and Progression House are committed to working in close partnership with parents and carers, other professionals involved in the education, health and care of students, other special and mainstream schools and the community. Local authorities have a duty to support all vulnerable young people aged up to 25 years who have an Education, Health and Care Plan to participate in education, employment and training. Sketchley School and Forest House will work closely with the relevant local authorities and professionals to support them in fulfilling this duty.
- 5:2 Sketchley School, Forest House and Progression House have clear principles and guidelines for working with other professionals involved in the education and care of students. We are proactive with our contact and ensure that appropriate levels of professional challenge and support are in place to ensure that the needs of the child and possible transitions are effectively raised within the network of professionals around the child.
- 5:3 Sketchley School, Forest House and Progression House will work in line with the requirements and guidance set out in the DFES document Code of Practice on the Identification and Assessments of Special Educational Needs (2015).

## Maintaining Placement Stability

- 6:1 Sketchley School, Forest House and Progression House believe that children should be educated within an environment matched to an individual's needs. Staff understand the need for a system which can identify when the provision is no longer appropriate for a particular individual and will seek to support a planned transition to an appropriate provision.
- 6:2 When this occurs the school will arrange a review to agree strategies which extend beyond the general day-to-day practice offered by the school. Staff may be temporarily redeployed to support a student whose needs are recognised as requiring additional input. Close collaboration with parents and the local authority will be sought to determine whether the special measures identified and implemented are effective.

- 6:3 Our schools recognise that, for some children, their educational needs may become beyond our regular level and style of intervention, and the school setting may not continue to remain appropriate and this would be discussed with the relevant professionals and parents/carers in the child/young person's life.