



Policy number	TL
Policy name	
Issue Date (Reviewed)	April 2018
Review date (Due)	September 2018
Owner	Senior Leadership Team
Associated policies	

This policy is monitored by The Senior Management Team and will be reviewed annually or before if necessary.

Southern Peninsula Services
Service Model



From the foundation of *safety*, we aspire to support each and every child and young person within our service to develop positive **lifestyles** and **grow** as individuals.

1 INTRODUCTION

- 1.1 Quay View School is part of the Priory Education Services schools and is a specialist educational settings where the children and young people attending are almost always in possession of a transitional SEN Statement or a statutory Education, Health and Care Plan which has been agreed by families and all agencies involved.

The SEN Code of Practice (2015) states that Education, Health and Care Plans/ statement of educational needs are integrated support plans for children and young people with SEN from 0 to 25 years of age. They are focussed on achieving outcomes and helping children and young people make a positive transition to adulthood, including into paid employment and independent living.

Quay View School is 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 Quay View School makes provision for a broad range of special educational needs across within the school setting, based on a needs-led assessment. These include learning difficulties (including Autistic Spectrum Conditions); behavioural, emotional and social difficulties; communication and language difficulties. Our students often have compounding complex needs and these can include additional needs such as sensory impairment or mental health needs. Quay View School makes provision for students in the age range 7-19.

- 1.3 Quay View School believe that:
- (a) All students have the right to access a wide range of learning experiences that reflect their needs, abilities and interests
 - (b) The learning opportunities and experiences provided for students should allow them to be successful in achieving understanding and skills
 - (c) All students have a right to access a suitable programme of learning
 - (d) The views of students about their education and the views of parents (or carers) about the education their children receive should be sought and taken into account
 - (e) Each student has the right to be valued for their culture, religion and their different style of learning
 - (f) 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, Quay View School recognises the need to:
- (a) Provide the highest standard of teaching and learning
 - (b) Promote an inclusive curriculum and learning environment for all students
 - (c) Value and support all students as individuals and treat them with courtesy, dignity and respect, celebrating their achievement
 - (d) Create a calm, planned, safe, purposeful working environment
 - (e) Oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found
 - (f) Value the voice and views of all students, parents and carers, staff and other professionals attached to the school.

2 PROCESSES

- 2.1 Quay View School will maintain an overview of the annual review process and will ensure, through consultation with local authorities and parents (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 LA 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 the relevant professionals are invited (Careers, Children's Services, Adult transition social worker) to advise the student and parents (carers) about post-16 or post-19 opportunities in the county and beyond.
- 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 (carers).
- 2.5 An Individual Education Plan (IEP) or Individual Learning Plan (ILP) setting out how the objectives in the statement will be met through short term SMART targets, will be devised in consultation with parents (carers) (if they are actively involved in their child's education or with the relevant authority / professional if they are not). These will be reviewed regularly (half termly and sooner if necessary) and revised termly. The IEP/ILP will be discussed and agreed with parents.
- 2.6 Quay View School will ensure that a student's educational needs set out in the EHCP are addressed through learning programmes that focus specifically on the IEP/ILP targets.

3 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.

4 TRAINING

- 4.1 Quay View School 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:

- (a) By attending external courses which have been identified as a training need through performance management or professional development systems
- (b) By attending school-based courses and training days which address the priorities identified in the School Improvement Plan (minimum of 5 INSET days per year)
- (c) By teachers from within the school and consultants from other schools, taking the role of mentors, coaches and leading teachers
- (d) Robust targets to improve performance, which are set as a result of school monitoring systems
- (e) Foundations for Growth e-learning modules.

5 PARTNERSHIPS AND MULTI-AGENCY LINKS

- 5.1 Quay View School are committed to working in close partnership with parents (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. Quay View School will work closely with the relevant local authorities and professionals to support them in fulfilling this duty.
- 5.2 Quay View School 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 Quay View School will work in line with the requirements and guidance set out in SEND Code of Practice (2015)

6 MAINTAINING PLACEMENT STABILITY

- 6.1 Quay View School believe that children should be educated within an environment matched to an individual's needs. Quay View School recognises 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 Quay View School recognise that, for some children, their special 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.

7. Equality of opportunity, including English as an additional language

7.1 Quay View School believe in the uniqueness and value each individual young person by providing learning opportunities, which enable children and young people no matter their difficulties or disabilities to achieve their full potential. This applies equally to children and young people who have English as an additional language.

7.2 Quay View School seeks to ensure that EAL students/young people are not disadvantaged by their language difficulties. Our school provides our EAL students with a safe, welcoming and nurturing environment where they are accepted, valued and encouraged to participate in a full curriculum.

7.3 Quay View School provides a range of teaching and learning opportunities which incorporates the curriculum demands and individual learning styles and needs.

7.3 Staff at Quay View School provides students with good language role models for social interaction in learning activities. Staff support; language development through sensitive and informative feedback to encourage and enable EAL students to become independent learners.