

# Jack Tizard School

## SEND Policy



<b>Approved by:</b>	Full governing body	<b>Date:</b>	June 2018
<b>Last reviewed on:</b>	June 2018		
<b>Next review due:</b>	June 2019		
<b>Review Frequency</b>	Annual		

Jack Tizard is a maintained special school in Hammersmith and Fulham for children with complex physical, health and learning difficulties. We believe that all pupils are entitled to a safe, supportive and stimulating environment in which they are happy, healthy and enabled, and are encouraged to achieve as individuals. Jack Tizard School offers a positive, enjoyable, life-enhancing education, and provides a range of opportunities for the development of each pupil.

This policy relates to the following legislation:

- SEND Code of Practice (July 2014)
- Equalities Act 2010
- Part 3 of the Children and Families Act 2014 relating to school systems for responding to the needs of pupils with SEND
- The Special Educational Needs and Disability Regulations 2014.

### **At Jack Tizard we believe it is important to:**

- Establish strong relationships with pupils, their families and their carers, based on mutual trust and respect
- Encourage the development of self-confidence, sensitivity and respect for others. This goes hand-in-hand with our consistent focus on each individual's rights, responsibilities and needs
- Ensure positive inclusion of all pupils by fostering community links and developing the role of the school within the community
- Provide a curriculum that is holistic, accessible and focused on the needs of each individual pupil. We consistently provide a range of activities and opportunities which ensure that learning is fun
- Use a variety of approaches to encourage self-advocacy and independence, including the use of ICT to enable pupils to express their identities, interests and preferences
- Generate attitudes of equal respect and understanding towards all individuals, regardless of background or circumstances
- Promote close working partnerships with parents, carers and external agencies
- Work in a multi-disciplinary way meet to meet the needs of our young people and to support families

### **Aim of the Policy:**

- To clarify access and entitlement for pupils with SEND
- To meet the individual needs of all our pupils, regardless of ability, and enable them to achieve

### **How we meet our aims**

At Jack Tizard we:

- Use effective teaching strategies to develop pupils' thinking and learning
- Make teaching and learning enjoyable

- Demonstrate clear planning and learning objectives
- Differentiate by content (by task and outcome) and by process (intervention, resources)
- Offer a broad and balanced curriculum, relating to the P Levels, leading to the National Curriculum as appropriate
- Take into account children's interests, influences and preferred methods of learning
- Involve children in active learning situations
- Establish routines and communication strategies which enable pupils to feel secure, informed and safe in their learning environment
- Help pupils overcome barriers to learning and to generalise their skills in different contexts
- Encourage creativity and curiosity
- Plan for and ensure equality of opportunity
- Offer an inclusive curriculum
- Have close working relationships with professionals from other agencies who share in the assessment, planning, implementation and evaluation of pupils' needs
- Require everyone to interact with pupils in a way which is designed to promote a positive attitude that is age appropriate to their learning needs and disabilities

We provide educational opportunities for children with a wide range of complex needs including Physical Difficulties (PD), Hearing Impairment (HI), Visual Impairment (VI), Autism (ASD), Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD) and associated behavioural difficulties and complex health needs.

Some pupils fall into more than one of the above categories. We develop individually tailored approaches and respond to individual needs in a structured and cohesive manner.

All the children at the school have an Education, Health and Care Plan (EHCP) or are on an assessment placement.

This policy identifies the physical resources currently in place to meet the needs of the pupils and outlines some of the strategies we use to meet their needs.

## **Resources**

We provide places for 70 pupils. Development priorities are identified in the School Improvement Plan and the allocation of funds is agreed through the Governing Body.

Specialist facilities and resources to support learning include:

- Access to all areas of the school for all pupils including those with physical difficulties
- Music, Dance and Rebound Therapies
- Riding
- Fully accessible hydrotherapy pool
- Hoists with ceiling tracking in classrooms, personal care areas and the hydrotherapy pool
- Multi-sensory room
- Specialised, and secure, outdoor play areas with safety surfacing
- Disabled toilet facilities

- Safe Space
- Access to specialised seating for children with physical difficulties
- Soft Play room for safe active play
- Adapted food technology room
- A Total Communication approach
- A school minibus with tail lift for offsite activities
- Computers, switches, smart boards, VOCAs, Magic Carpet and ipads accessible for all children
- An MSI teacher
- A Family Link Worker

We work in partnership with the local authority and the Health Service to provide access to:

- Physiotherapy
- Speech and Language therapy
- Occupational therapy
- Educational Psychology
- Teachers from the visual impairment and hearing impairment team
- Nursing and medical service
- CAMHS
- Children/Adult Disability Teams

### **Assessment and Admission of Pupils with Special Educational Needs and Disabilities**

Children's Services in LBHF are responsible for all admissions to the school. Pupils attending Jack Tizard School either have an Education Health and Care Plan (EHCP), or they attend on an assessment placement whilst the EHC Plan is being completed.

Parents are an essential part of the admissions process. They are encouraged to visit the school, prior to admission, to see how their child's needs might be met, and to meet the staff who would be working with their child.

Children's Services notify parents and carers of the starting date and any transport arrangements if a place is offered and accepted.

Once a placement has been agreed the school holds a multi-disciplinary admission meeting to enable parents to share all the necessary information to ensure their child's learning, health and wellbeing needs are met.

After 6 weeks we hold a post-admission meeting to discuss how the child is settling in, look at the proposed learning targets, discuss any priority areas parents may want the school to work on, as well as sharing any worries or concerns they may have.

## **Transition Arrangements**

If a pupil is transferring to Jack Tizard from another school, the Headteacher, or another member of the Senior Leadership Team, will arrange to go and meet the pupil in their current school. An introduction programme enables the pupil to get used to the staff, and to the new environment, prior to moving.

Transition between classes within the school is carefully considered to ensure we accommodate learning needs. For example, sensory cues are provided for children with more profound needs and visual cues for pupils with a diagnosis of autism. Pupils moving to a new class spend time in their new room prior to the move.

In accordance with the Code of Practice, we have a person-centred approach to Annual Reviews. The process of planning for transition to post school provision includes support for young people and families to explore appropriate Post-16 placements. We have links to local colleges.

## **The School Curriculum**

The curriculum is designed to encourage the pupils to be active participants in their learning, enabling them to achieve their potential and make progress by expressing preferences, communicating needs, making choices and choosing options that other people act on and respect. We monitor and develop our offer to ensure that we are meeting the changing needs of our population.

The cross-curricular skills identified by the National Curriculum, namely communication, numeracy, cognitive problem-solving, personal and social and I.T. are firmly established within the school's Curriculum Framework, and form an integral part of our individual learning programme approach.

We recognise the importance of our pupils being able to transfer these skills, independent of context, and to develop them in many different contexts across the curriculum. All learning is justifiably linked to a clear functional purpose, i.e. a skill that the pupil can use in their everyday living and is transferable in a wide range of contexts in and out of school, setting firm foundations for the skills needed for living and enjoying life.

Pupil learning is planned around individual strengths, needs and motivators. It focuses on individual targets, which are reviewed regularly in each pupil's IEP and linked to objectives on their EHC Plan. Priority areas of learning in the IEP are cross-referenced to the termly topic plans. The development of communication and interaction skills remains a priority for all our pupils, and is promoted throughout the school day.

Effective assessment of a child's learning is central to the education process and is a critical part of the overall cycle of planning/delivery/evaluation/planning. Our diverse population requires a range of approaches to assessment. Pupils may not necessarily move through a defined hierarchy of skills, and consequently conventional linear assessments may not detect subtle changes in behaviour that may indicate learning and progress. We use BSquared, ImpACTS, MAPP, the Adult Milestones and the ASDAN assessment continuum.

Equality of Curriculum access is achieved by the adoption of specialist approaches to teaching and learning, including specific modes of communication and sensory approaches, as well as adapting the environment. We also have specialist expertise for adapted technology and software programmes and the use of communication aids. Integrated therapy advice supports access to the curriculum.

A variety of teaching methods and techniques are adopted to meet individual needs and allow pupils to access learning at the right level. These may include communication devices such as Big Mack switches; strategies for structured teaching (TEACCH) or Picture Exchange (PECs), Makaton signing and symbol use, Intensive Interaction, Touch Cues, Sensory Diets, etc.

## **Staff and Training**

The staffing of the school is allocated according to the needs of the children within the groups. Some children with very complex needs may require a higher level of staffing for some parts of the day, or even for the majority of the day, in order to access the curriculum and remain safe. This is continually assessed by members of the SLT.

All staff receive comprehensive and ongoing training in meeting the needs of children with complex learning difficulties. We regularly review our training and professional development plan for all staff, to ensure that we are fully conversant with the specialist approaches to teaching and learning that our pupils need.

There is a detailed induction programme for new staff. In addition, there is mandatory training on Safeguarding, Positive Behaviour Management and safe Moving and Handling. The school benefits from having its own trainers in key areas such as Dysphagia, Makaton, First Aid, MSI, PBS and safe physical intervention.

Our Therapy and Health teams also provides regular training updates for staff on such things as posture management, sensory integration, safe feeding techniques and the administration of emergency epilepsy medication.

In addition to the full time teaching/ non-teaching staff, the school also have the support of the following:

- School Nurse and two Health Care Assistants. There is always a nurse on site during the day. The community paediatrician also holds regular clinics at the school.
- Specialist staff from the Sensory and Language Impairment Team are available to support pupils who have visual and hearing impairments.
- Speech and Language Therapist
- Music Therapist
- Dance Therapist
- Physiotherapist and Physiotherapy assistants.
- Educational Psychologist
- Occupational Therapist and OT assistant
- IT Specialist and IT assistant

## **Inclusion and Links with other Schools**

As a fully inclusive school, all pupils participate in whole school, curriculum and off-site activities. The extent to which each child participates, and the levels of support received, will vary according to each child's needs and preferences at that particular time.

Pupils at Jack Tizard have opportunities for inclusive activities either within the school setting or within a mainstream environment. We have been involved in a number of joint projects with neighbouring schools including Mousetrap Theatre Workshops and Art Workshops, and a major production at the Albert Hall.

The Outreach Teacher, in liaison with the Class Teacher, assesses individual children to match the inclusion opportunity to the needs of each child, this may be a social or a functional inclusion programme.

## **Partnership with Parents/Carers**

The most effective learning takes place when parents and schools work together on shared goals. Parents are actively encouraged to play a significant part in their child's education.

The Family Link Worker runs coffee mornings which provide opportunities to meet other parents, as well as information, training and support to parents and families. She also provides support for children whose attendance may be limited by chronic health problems, or recovery from surgery.

Children's individual learning targets, including suggestions for activities at home, are discussed with parents at the Parent Consultation meetings in the Autumn and Spring Terms. Parents also receive an evaluation of the progress their child has made towards their learning targets.

Parents and Carers are welcome to make an appointment to come and see the class teacher, or Headteacher, regarding any issues or concerns they may have at any point during the school year.

In addition to all of the above, communication with parents and carers takes place through:

- Home-school diaries and/or e-mail
- Newsletters
- Workshops on a range of subjects
- Celebrations and special assemblies
- The School's Website
- Parent Governors

Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The contact on the nearest PPS can be located via <http://www.parentpartnership.org.uk/>

The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. The Independent Supporters aim to provide guidance to parents regarding the process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>

For parents who are unhappy with the Local Authority, or school responses, to their child's SEND, may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>

If you would like further information, please contact us on **0208 735 3590**, have a look at our website or email us at [jt@jacketizard.lbhf.sch.uk](mailto:jt@jacketizard.lbhf.sch.uk)

### **Criteria for Evaluation**

The school's success in meeting the Special Educational Needs of its pupils will be measured using the following performance indicators:

- Pupils' progress
- Parent/Carer feedback
- Learning target achievement
- Annual reviews
- Multi-disciplinary assessments
- External assessment including Ofsted inspection.