

Pathways School

Special Educational Needs Policy

Policy Monitoring

Date of last review: December 2022

Reviewed by: Saima Ali Majid, Chair of Governors¹

Neil Jones, Headteacher

Date of next review: December 2023

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures

¹ The Governors of Pathways School are the trustees of Positive Behaviour Support for Learning (registered charity no.1186125)

1. Introduction

This policy is written for the benefit of all members of the school's community to ensure that the potential of every child is maximised irrespective of ability, disability, race, gender, and social origin and to enable equality of access to the curriculum in an environment where every student is valued and respected.

2. Legislation and Guidance

This policy is informed by the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health, and care plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information report.

3. Links to other school policies and practices

- SEN Information Report
- Equality and Diversity Policy
- Curriculum Policy
- Teaching and Learning Policy
- Supporting Children with Medical Conditions Policy
- Assessment Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy

4. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Context

Pathways School is an Independent Special School for students with Autism aged 11 to 19 years old, with a focus on supporting the needs of students with a primary diagnosis of autism. However, our students may have other co-morbid conditions that require consideration when assessing how best to meet their needs. We aim to

create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We recognise that we need to consider the individual needs of students when planning our curriculum. We provide a curriculum, underpinned by Positive Behaviour Support and Applied Behaviour Analysis, which is accessible to the individual needs of our students and maximises the opportunity to integrate students into group learning. All students attending Pathways School will have an Education, Health and Care Plan (EHCP). Students will have a diagnosis of autism and therefore will experience difficulties with language, communication, and interaction. Students may have other needs such as behavioural and/or medical needs. As an independent special schools, every aspect of our provision is designed to meet the special educational needs of our students. Our aims and summarise the principles underpinning everything that we do.

6. Policy Aims

- To have high expectations of all our student's and to provide an individualised education that helps them to fulfil their potential.
- Provide teaching informed by effective target setting based on accurate assessment of the students' abilities.
- To involve parents as an integral part in the education of their child.
- To provide a multi-disciplinary approach to the meeting of students' needs through close working partnerships with speech and language therapists, occupational therapists, and other professionals.
- To provide opportunities for students to be actively engaged in their own learning and the setting of their targets.

Please refer to the Pathways School's Teaching and Learning policy for detailed information about teaching and learning.

Please refer to the Pathways School's Assessment policy for detailed information about how the school ensures the accurate assessment of students' Special Educational Needs.

7. Monitoring of Students SEN

In most instances prior to, or within the first week of joining the school, the school coordinates a meeting at which parents and carers so they can share with the school their knowledge and experience of their child's special educational needs.

An Individual Education Plan and Behaviour Support Plan is written within six weeks of a student joining the school.

There are Parents' Evenings at which parents and carers will have the opportunity to discuss the plans with the student's Teacher and Behaviour Analyst.

The school holds an annual review once a year at which the student's EHCP will be reviewed. Appropriate professionals are invited to the review. Two weeks prior to the annual review parents receive a full school report, aspects of which are to be

discussed at the review. Students are asked for their views and are invited to attend the annual review if appropriate.

The trustees monitor the curriculum and assessment process, ensuring they are appropriate and meeting the students' needs.

8. Training

Training is identified through the school's performance management programme as well as the School Development Plan.

Staff have regular training through twilight sessions, as well as the statutory five training days. In addition, staff access on-line training out of school hours.

All staff have access to an Induction Programme ensuring that they have knowledge of the range of SEN within the School.

All appropriate staff have had Positive Behaviour Support training as well as extensive and on-going ABA training.

In addition to attending relevant courses, staff are encouraged to work collaboratively with other schools and education provisions offering specific skills to continuously raise their own professional knowledge and skills.

All staff access signing training as well as in-house training on communication by the Speech and Language Therapist.

All staff access training from the Occupational Therapist.

Key staff have been trained to help with certain student's medical needs, such as the use of epi pens or seizure related responses.

9. Responsibilities

The Headteacher oversees the implementation of this policy in the following ways:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision.
- Advising on the deployment of the school's budget and other resources to meet students' needs effectively.
- Liaising with parents.
- Liaising with other schools, educational psychologists, health, and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies.
- Liaising with potential next providers of education or employment to ensure a young person and their parents are informed about options and a smooth transition is planned.
- Working with the schools' trustees to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all students up to date.

The Headteacher is responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximise their opportunity to learn. The Headteacher will be informed of the progress of all students and any issues regarding the school's provision in this regard through:

- Acting as the school's Special Educational Needs Co-ordinator (SENCO) and SEND Officer.
- Analysis of the whole-school student progress through the tracking of plans.
- Maintenance and analysis of a whole-school provision for students.
- Regular meetings with the Leadership Team focussed on SEN.
- Discussions and consultations with students and parents as appropriate.

10. Resources

Students at Pathways School are offered a range of specialist facilities including:

- Small classes with 1-to-1 adult/student ratio.
- Staff team with specialist additional qualifications.
- A team of skilled and committed support staff, who have undertaken specialist training.
- School organisation and approaches to teaching and learning designed to take account of the characteristics of students with autism and associated language, communication, and interaction difficulties, reflecting a range of evidence-based approaches.
- Access to a curriculum appropriate to age, needs and abilities, including for some students a modified National Curriculum and a particular emphasis on social interaction and communication skills.
- A physically secure environment with good curriculum related facilities and other specialist facilities.
- Appropriate community based and extended education opportunities that are specifically designed to meet the needs of students with autism and associated language, communication, and interaction difficulties.
- Excellent multi-agency links and close partnership working with associated professionals.
- All our basic teaching, social and administration areas are fully accessible and compatible with all relevant equality's legislation.
- We will make every effort to meet the medical needs of students, for example through implementing a clear and practical policy on the Administration of Medication.

11. Complaints

Parents and Carers with a concern about the curriculum support being offered should approach the teacher in the first instance. If this does not bring about resolution, parents/carers are asked to write to the school's Headteacher detailing

their concerns. All such concerns/complaints will be recorded and (if necessary) progressed in line with the school's Complaints Policy.