



Mill Water School

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Special Educational Needs & Inclusion Policy

A child has Special Educational Needs if he/she has a learning difficulty which calls for special educational provision to be made for him/her.

A child has a learning difficulty if he/she:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority
- is under 5 years old and falls within the definition of a) or b) above or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he/she is or will be taught.

Special Educational Provision means:

- for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
- for a child under two, educational provision of any kind.

(Education Act, 1993 – Section 156)

Definition of Inclusion

Inclusive education takes account of the needs of individuals and makes them feel valued, secure and have a sense of belonging. An inclusive school works actively to promote this process and reduce exclusive practices. Staff members reduce barriers to learning and participation to ensure that all learners can strive for and attain their highest levels of achievement.

Introduction

At Mill Water School, we value every individual pupil. We give all our pupils every opportunity to achieve the highest standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matter. This policy helps to ensure that Mill Water School promotes the individuality of all our pupils irrespective of ethnicity, attainment, age, disability, gender or background, and that they have a common curriculum experience.

Mill Water believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all.

In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for our children.

Mill Water School offers places for pupils from 2 to 19 years old with severe learning difficulties and therefore its Special Educational Needs and Inclusion Policy incorporates the organisation of the whole school.

Much of the content of a SEN and Inclusion Policy is outlined in other policies that the school has developed. Please see list below:

- The ethos of the school - Vision, Values and Aims
- Curriculum Planning - School Curriculum Statement
- Planning, Assessment, Recording and Reporting Policy
- Behaviour - Behaviour Management Policy
- Accessibility Plan
- Equal Opportunities Policy
- Health and Safety Policy (including Risk Assessments)
- Home-School Agreement
- Sex and Relationships Education Policy

Aims

In particular, we aim to:

- enable every pupil to experience success at a level that is appropriate to each individual
- promote confidence and a positive attitude to all aspects of school life
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- ensure equal opportunities for all pupils with SEND to enable them to access all aspects of the school's provision as appropriate to the individual
- identify, assess, record, and regularly review pupils' progress and needs
- involve pupils in reviewing their experiences and learning
- involve parents/carers in planning and supporting at all stages of their child's development and encourage them to actively take part in their child's learning
- work collaboratively with parents, other professionals and support services in order to develop pupils' learning and progress
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Roles and Responsibilities

1. The Head teacher has an overall view of provision and ensures the adequacy of staff support. The Senior Leadership Team (SLT) keeps the governors informed of SEND issues, through the committee structure.
2. The Governors have regard to the requirements of the SEND Code of Practice [available in the main school office], set up appropriate funding and staff arrangements and regularly monitor the SEND provision through the committee structure.
3. The SLT organises class groups annually, ensuring that arrangements meet the needs of all pupils. They also have responsibility for monitoring the quality of teaching and learning across the school and lead the PCR meetings.
4. Subject Leaders plan a broad, balanced and relevant curriculum.
5. Class teachers assess pupil needs, set individual objectives and monitor progress. They are responsible for timetabling, delivering an appropriate differentiated curriculum, leading their class Teaching Assistants (TAs) and liaising with additional professional staff and parents.
6. The Lead TA works with each class team and supports the TAs in their role.

7. Class TAs support the teachers to educate and care for the pupils.
8. Other professionals, such as the School Nurse, Physiotherapist, Occupational Therapist, Speech and Language Therapist, provide regular input. Support is also provided by the LA's commissioned partner, Babcock, who offer advice on disabilities such as autism, C&I, SEMH, physical disabilities, MSI and visual impairment.
9. The School Administration team carry out the detailed administrative duties related to EHCPs, statements, Reviews and the Statutory Assessment process.
10. MTAs work with class staff to support lunchtime feeding and social skills programmes.

As Mill Water is a school for children with special needs, it is not necessary to have a Special Educational Needs Coordinator [SENCO] as all the staff are experienced in working with children with SEND. The SLT ensures that all the procedures identified in the SEND Code of Practice are followed and maintains an overview of how the special needs of every pupil in the School are being met.

Links with other institutions

Mill Water School is situated on an independent FE college site, sharing facilities and some services with Bicton College. We have links with all of the local schools and many of their pupils complete their work experience placements with us. This is coordinated by a member of the admin team.

School Leavers

Although Mill Water School is designated for post 16 provision, where possible pupils will move on to post 16 provision outside the School. The Head of 14-19, Roz Harman, is responsible for coordinating this with the Key Stage 4 teachers.

The School has information on local and nationwide post 16 provision and works closely with the Careers South West Service. Further links are being developed with the local FE Colleges to aid transition.

The process of moving from school to FE, either internally or externally, starts at the Person Centred Review held after the pupil's 14th birthday. At this 14+ review, a transition plan is drawn up, outlining how the needs of the pupil will be met from 14 to 16 and then from 16 to 19.

Evaluating the success of the policy

The successful implementation of the whole of this policy can be taken into account at the time of each child's Annual Review meeting. For the policies to be successful the:

- children should be making progress and their needs being catered for
- parents and staff should be aware of each child's needs and how their individual objectives are being approached
- school reports are clear and concise and show how each pupil is meeting their objectives, as well as highlighting areas of concerns
- staff fulfil their roles and responsibilities
- parents feel they are involved in their child's education.

The success of these policies and the SEND provision is evaluated through:

- the monitoring of classroom practice
- Person Centred Review reports
- data analysis
- the School Self-Evaluation
- the School Development Plan
- feedback from parents, staff and pupils
- Governors' committees.