



## Special Educational Needs Policy

Policy agreed by the Governing Body September 2017

Policy to be review September 2018

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented.

**North Ridge is a mixed, day special school providing education for secondary aged (11- 19 years) pupils with a range of learning disabilities. We aim to:**

- Provide opportunities for all pupils to learn and achieve
- Encourage pupils to enjoy the social interaction of coming to school
- Promote an atmosphere and ethos that encourages pupils' spiritual, moral, social, physical and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life
- Provide opportunities for pupils to access the local community and facilities
- Encourage the pupils to be responsible and caring members of the wider community
- Promote self-esteem by recognising and celebrating the achievement of individual pupils
- Promote the ability to respect other people's points of view regardless of race, gender, religion, sexuality or ability
- Promote, where appropriate, the inclusion of pupils within and outside school, ensuring that such inclusion is in accord with parental wishes and is of benefit to the pupil
- Promote and encourage the involvement of parents and carers in all aspects of school life by welcoming them into school and helping them add to the positive and friendly atmosphere of the school
- Provide the community with opportunities to value our pupils as individuals and recognise their contribution to society
- Work with a multidisciplinary team to meet the individual needs of each pupil

## **The named SEN Co-ordinator.**

It is the responsibility of the Head Teacher to co-ordinate the day to day provision within North Ridge School. It is the responsibility of the teachers to co-ordinate the work, individual educational and behaviour programmes for the pupils they teach. Special Educational Needs are the responsibility of all members of staff at North Ridge.

## **Facilities/ Resources for pupils at the school**

North Ridge is fully accessible to all pupils regardless of their disability. Staff at North Ridge are skilled and experienced in working with pupils experiencing special needs. Each member of the teaching staff has a job description, which includes their role as a teacher, their role as a curriculum co-ordinator and as a SEN specialist working with pupils with learning disabilities.

Teachers experienced in teaching pupils with ASD take responsibility for planning and teaching the curriculum for pupils with ASD. Structured learning environment, use of schedules, use of PECs, distraction free environment, sensory integration opportunities for reinforcement of learning.

Teachers experienced in teaching pupils with PMLD (Profound and Multiple Learning Difficulties) take responsibility for planning and teaching the curriculum for pupils with PMLD. Structured learning, high level of support to meet all personal care needs, stimulating experiential learning opportunities, multisensory environment, small steps, reinforcement of learning, focus on developing communication through alternative needs

Staff are encouraged to undertake further training and support is given to all staff to attend courses related to their areas of responsibility. The annual programme of school based training and meetings are linked to the priorities identified in the School Improvement plan and the individual needs identified in staff review meetings.

Resources within North Ridge are allocated to curriculum areas and departments. Priorities are identified annually within the School Improvement Plan. The needs of the pupils are considered both individually and as groups when allocating resources and staffing. This is reviewed annually.

## **North Ridge has a number of specialist rooms timetabled for use by each class in the school:**

1. North Ridge has fully equipped multi-sensory rooms, fitted with a range of equipment. The rooms also provide an area where quiet relaxation and aromatherapy can take place.
2. There is a soft play room.
3. There is a library that has a variety of age appropriate fiction and non-fiction materials of interest to the pupils.
4. There is a well-equipped Food Technology room. This is fully equipped with the usual appliances found in a kitchen at home. Additionally, there is a well equipped kitchen near the school hall used to run a community café.
5. There is an independence living area with kitchen, bathroom, bedroom and living area. This supports pupils to improve their daily living skills.
6. The school has well – equipped art and design technology rooms.
7. There is a fully equipped science room designed for access by all the pupils.

8. There is a well- resourced ICT suite available to teach a class ICT with several computers linked to the network. Full use is made of mobile technology such as tablet to promote learning through ICT within all lessons
9. There is a large hall used for physical education, dance and drama lessons. It is fitted with a full lighting and sound system. There are shower/ changing rooms fully accessible for wheelchair users.
10. There is a well- equipped gym with exercise equipment to promote healthy living for all pupils.
11. There is a well- equipped music room and radio station.
12. There is a hydrotherapy pool and multisensory equipment. This is also used by the local community.
13. There is a sixth form class base at North Manchester General Hospital where students are based full time for their learning and opportunities for work based placements on a daily basis.
14. There is a café and charity shop based in the local community (Abraham Moss) to provide learning and acquisition of employability skills within a real workplace

### **Assessment and Review Procedures**

Pupils' progress is measured against the outcomes within their Education Health Care plan. We use B Squared small steps and have developed a small step assessment tool through Classroom Monitor to measure the small steps of progress made by our students. We meet regularly with other Manchester Specialist Support Schools to moderate work and rates of progress. Our systems for measuring progress are still being developed and are a priority on our annual School Development Plan for 2017/18

Each pupil has an individual educational plan, which covers core areas of the curriculum as well as PS.H.C.E. Initially these targets have been determined from the baseline assessment and outcomes outlined in the pupils Education Health Care Plan. All IEP's are reviewed and updated twice yearly

A baseline assessment is completed on entry to the school including literacy and numeracy testing, targets set and reviewed regularly.

All pupils attending the school will have an Education Health Care Plan. These are reviewed annually. At the annual review the EHC plan is considered together with progress against individual targets. Parents and other professionals involved with the pupil/ student are invited to attend the review, which is conducted in accordance with the guidance set out in The Code of Practice. The review is completed using a person centred approach. The 3 staff facilitating reviews are all trained in person centred planning. Longer-term outcomes are discussed and agreed at the annual review.

Annual reports are issued in the second half of the summer term. These fulfil the statutory reporting requirements. Parents are invited into school to review the work of their child and discuss issues with staff at the biannual parents' evenings.

Careful preparation is made for pupils/ students moving to a new class at the beginning of the autumn term, with liaison taking place between relevant staff towards the end of the preceding summer term.

## **Curriculum**

The school curriculum is designed to meet the unique individual needs of each pupil and student. Each pupil/ student is taught according to his or her age, ability and special educational needs. All pupils/ students receive a broad and balanced curriculum. Attainment for pupils in Key Stages 4 is accredited through entry level awards and ASDAN awards. All our students engage in vocational learning.

The sixth form curriculum has a different emphasis and is increasingly focused upon preparation for the opportunities, responsibilities and experiences of life. The curriculum has four main elements:

- basic skills of literacy and numeracy;
- independent living skills and citizenship;
- leisure and recreation;
- Vocational preparation.

Accreditation for sixth form students is awarded through the ASDAN awards. Students also have the opportunity to experience home management and extended work experience. All students experience their vocational learning in our school community café, hospital trolley at NMGH, placement at NMGH in Year 14 as well as our off site café and shop.

## **Evaluation of work at North Ridge**

The evaluation of work at North Ridge is the responsibility of Governors, Head Teacher, Deputy Head Teacher, Head's of Department and Curriculum Co-ordinators. We are constantly looking for methods of self- evaluation. The following systems are in place:

- School Improvement plan- involving all staff and Governors
- Annual consultation process with pupils and parents (Big Tea Party)
- Governors are linked to areas of the school – There is a policy for visits to the school.
- Head Teacher's report to the Governing Body meetings
- Staff appraisal
- Staff reviews
- Monitoring of teachers' planning
- Classroom observations
- Pupils' annual review and targets
- Monitoring of IEP's
- Scrutiny of pupils' work and Records' of Achievement
- External Accreditation for pupils
- Pupil Target setting
- The school has achieved Healthy Schools' award, Cultural Diversity Quality mark, Rights Respecting Schools award,
- The school is a National Support School

## **Complaints**

The Governors have adopted Manchester One Education Guidelines for dealing with complaints regarding the curriculum and other related matters. The Governors also have a general complaints policy for dealing with other matters. Copies of both policies are available from the school.

## **Support Services**

The pupils at North Ridge benefit from the support services that work closely with the school. Visiting support staff from the Sensory Impairment Service assesses pupils periodically. We work in close conjunction with the School Psychologist, Community Paediatrician, Community Nurse and Social Care. We commission Occupational therapy and an independent careers adviser.

## **School Nurse**

We have a nurse on site during school hours. The nurse is a full member of the school team, working closely with all staff to ensure child welfare in all circumstances. A consultant paediatrician and a paediatric consultant in audiology have monthly clinics in school. The orthoptist and dental team visit regularly.

## **Speech Therapy**

The Speech and Language Therapy Department provides a service for those pupils or students who require a programme to develop communication or eating and drinking skills. The need for such therapy may vary during the time a pupil attends North Ridge. Therapy may be provided individually or in a group setting. Input may be provided by a speech therapist or by school staff under the direction of the speech therapist.

The school is allocated with 1 day a week speech therapy for the main part of school.

## **Physiotherapy**

Physiotherapy at North Ridge may take place either in the class base or in other teaching areas. Pupils/ Students requiring physiotherapy are referred by their consultant or doctor. All referrals are individually assessed.

The physiotherapy team provides exercise programmes and advice. Either the physiotherapist or a member of the class team as appropriate may deliver these. This helps to extend the agreed care plan into daily management routines.

Pupils requiring hydrotherapy receive this on the school site.

## **The role of Parents and Carers**

Parents are recognised as the main educators of their child. North Ridge School staff value the support given by parents to the school. We aim to work in partnership with parents and carers keeping them fully informed of their children's progress and the life of the school.

Parents are encouraged to attend Parents' Evening and the Annual Review meeting and state their views and aims for the children's future education.

We have a welcoming community room to encourage parents to come into school. We see one of our key roles as providers of support and information services to families. Our family support worker will provide support for families requiring extra help. We run regular coffee mornings and workshops for parents. We hold an annual information day for families to support them in understanding what is available through the local offer. We provide early help for those families requiring this coordinated by our three designated safeguarding leads together with our family support worker.

## **Links with other Schools**

The transition of year 6 pupils at Camberwell Park School to year 7 at North Ridge is very carefully planned. A member of the North Ridge team attends the year 5 and 6 transition reviews and the parents are invited to make two visits to North Ridge to look around. The year 6 pupils follow a planned link programme during the summer term to become familiar with North Ridge. Year 6 and Year 7 teachers meet to ensure all information is passed on.

Where it is appropriate for pupils they are given the opportunity to link with a local mainstream school. North Ridge is a member of the North District High School partnership. As we are co - located with Our Lady's R.C. high most links are with Our Lady's

## **Community Involvement**

Wherever possible pupils use facilities available in the local community. This includes local leisure facilities, colleges and shopping facilities. Students in the Key Stage 4 and sixth form benefit from work experience placements provide by local employers.

We seek to involve the local community in the life of the school by inviting them to attend various social activities and providing them with information about the life of the school through regular newsletters.

## **Equalities statement**

Under the public sector equality duty, all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented.