



# Keelman's Way School

## Special Education Needs Policy

### **Basic information about Keelman's Way School's Special educational Provision**

It is the intention of the school governors that Keelman's Way School should provide a welcoming, supportive environment for pupils, parents and staff, where good communications with the pupils, their parents/guardians, visitors, professionals and the wider community are fostered.

This policy will support us in delivering a high quality provision aimed at:

- Providing every pupil with a curriculum of entitlement to a broad, balanced, relevant and differentiated curriculum that caters for the intellectual, physical, social, spiritual, moral and emotional needs of each pupil within the framework of the school curriculum.
- Creating a caring environment where all are treated with dignity and encourages pupils to respect others irrespective of race, religion, gender, culture, financial status or disability.
- Ensuring that each pupil develops and learns at his/her own pace *with strong evidence of challenge*
- Setting clear behavioural expectations within which pupils can operate, *supported by a behaviour plan if necessary*
- Encouraging pupils to develop into lively, positive and enquiring young people who enjoy learning and who are respectful of and sensitive to other people's needs.
- Helping pupils to develop a sense of self-worth and self-respect, with a capacity to live as motivated adults who have an ability to work and co-operate with others.
- *Play a valued role in their own communities as well as the school community*
- Enabling pupils to acquire values, attitudes, concepts and knowledge that will prepare them for life in the wider community.
- Helping our pupils to acquire knowledge and skills relevant to their adult lives; at work, in leisure and in their home.
- Successfully preparing our young people and their families for the day they will leave us to progress to the next phase of their lives.

Keelman's Way School makes provision for children and young people, aged between two and nineteen years of age, who have been identified within their EHCP as experiencing severe, complex and profound learning difficulties. In some instances the learning difficulty may be compounded by additional sensory difficulties e.g. visual impairment, language/communication difficulties, behavioural difficulties associated with the learning difficulty or physical problems.

*The school is fully accessible to support their needs.*

Pupils work in Key stage groups alongside peers and in some instances in intervention groups that match their needs.

Access is given to alternate or augmented forms of communication: signing/symbols, provision of low-tech aids, provision of a range of communication aids, use of objects of references.

Provision of appropriate positional resources: chairs, standing frames, height adjustable tables are in places if required

Access is supported to specialist support services: Speech and Language Therapy, Physiotherapy, Visually Impaired Service, Hearing Impaired Service, medical guidance.

Assessment:

When a pupil is admitted to Keelman's Way School they either have an Education, Health and Care Plan Needs or are placed with us while necessary information is being compiled (assessment basis). One year after the date of the statement all pupils have an Annual Review to determine if the statement continues to be appropriate and relevant. The report consists of educational advice prepared by the class teacher along with advice from parents and involved professionals. There is a detailed policy for the assessment of pupils.

Provision of resources:

The most significant resource at the disposal of the Governors are the staff that they appoint to the school.

**Breadth of Coverage** (access to a wide range of experiences). Severe learning difficulties must not be seen as a reason for a narrowing of the educational experience. We aim to provide pupils with a wide variety of rich learning opportunities.

**Balance.** We ensure that adequate time is given to the delivery of the curriculum pathways that are identified clearly and meet the individual needs of our children and young people. These individual aims are specifically reported upon at each pupil's EHCP annual review.

**Differentiation** is the key to curriculum of Keelman's Way School in that we respond to each pupil's needs through observation, assessment and the identification of needs. These actions result in the preparation of appropriate individual personal plans that identifies teaching strategies and resources/materials to help pupils achieve success.

**Relevance** in the curriculum must be ensured by offering age appropriate pathway suited to each pupil's needs, abilities, interests and aptitudes. **TProgression.** Work is ongoing to ensure that the prepared schemes of work will embed this principle firmly into our planning and practice. We aim to increase aspiration and expectation for all of our pupils.

Teachers and facilities from outside the school provision include:

- Teacher of the Hearing Impaired
- Teacher of the Visually Impaired
- Community nursing
- Portage and Pre School
- Outdoor and Adventurous staff
- Specialist coaching personnel: football, rugby, judo, golf, multi-sports
- Specialist consultant clinics

Partnerships with bodies beyond the school:

- Part-time specialist – VI, HI, Educational Psychologist and services for young people
- Subject leaders offering advice on specialist advice re resources e.g. ICT
- Connexions
- Further Education Colleges
- Learning and Skills Council
- Health Services
- Services for Young people
- Social Care and Health
- Voluntary Sector

The role played by parents of pupils.

We encourage parents to be as involved with the school as possible by ensuring that we supply information to parents at a reasonable time prior to events. Staff adopt a warm welcoming attitude to help parents feel welcome in our school environment.

Views of parents are valued and actively sought via annual reviews and questionnaires.

A wide range of links have been forged with schools within South Tyneside and beyond.

When pupils leave Keelman's Way School transition is planned to help to become familiar with their new setting through familiarisation visits supported by school staff. These are planned to meet the specific needs of individuals and shaped by the facility they will be moving on to.

Signed .....

Date.....

Head Teacher

Signed .....

Date .....

Chair of Governors

**Autumn 2019**  
**To be reviewed**  
**Autumn 2022**