



TWO RIVERS  
HIGH SCHOOL



# SPECIAL EDUCATIONAL NEEDS POLICY

## Wightwick Hall School

<b>DOCUMENT CONTROL</b>		
<b>Approved for operation within</b>	<b>Wightwick Hall School</b>	
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<b>Reviewed By</b>	<b>Cherry Trees and Wightwick Hall Curriculum &amp; Learning Local Governing Committee</b>	
<b>Recommended to Full Trust Board by:</b>	<b>Trust Policy Oversight Committee</b>	
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<b>13/11/2024</b>	<b>V1.0</b>	<b>Scheduled review</b>

Wightwick Hall School offers provision for children, aged 11-19, with a wide range of special educational needs including those with Profound and Multiple Learning Difficulties (PMLD), Autism Spectrum Disorder (ASD), Severe Learning Difficulties (SLD) and Moderate Learning Difficulties (MLD).

All students have a wide range of special educational needs; all have an EHCP and many have medical conditions. The majority of students are transported to the school.

The main purpose of the Special Educational Needs Policy is to recognise that the provision made for all of our students is appropriate for each individual. Students receive a broad and balanced National Curriculum, which is adapted to ensure that all individual needs are met and students achieve their full potential.

The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The Code of Practice provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

## **Aims**

The school strives relentlessly to raise aspirations and attainment by providing high quality teaching and learning in a safe and secure environment in which the pupils' welfare is paramount and where everyone is valued equally. The school promotes, encourages, supports and celebrates learning by ensuring:

- Excellent relationships between pupils, staff and parents/carers.
- High expectations for learners.
- *A curriculum that encourages curiosity and wonder in all pupils (and teaching staff) to ensure challenge and aspiration.*
- A positive, happy and motivating learning environment and culture.
- A holistic approach to the pupils' learning, health and welfare is achieved.
- Pupils' confidence and self-esteem is nurtured and combined with respect for others and understanding *our school code of conduct to be 'ready, respectful and safe'*.
- Strong links with the community.

## Teaching and Learning

- Our pupils receive a broad-based relevant curriculum which includes access to the National Curriculum at a level appropriate to their needs, age and stage of development.
- Have Individual My Wightwick Way profiles to ensure that their individual needs are identified and addressed.
- Receive support from a range of professionals including:
  - Speech and Language Therapist
  - Physiotherapist
  - Occupational Therapist
  - The Hearing and Visually Impaired Support Service
  - Educational Psychology Service

Our pupils are taught in small teaching groups often based on their stage of development or learning needs.

## Our Pupils

Pupil progress is carefully monitored using school created descriptors, that incorporate the national curriculum expectations, and progress is also measured through Accredited Courses.

In addition to the core subjects of English, Mathematics, Science and ICT, all pupils have access to a full range of National Curriculum subjects, *plus school specific subjects of independent living and outdoor education*

At Key Stage 4 & 5 pupils are entered for a wide range of external accreditation. This includes Entry Level Certificates; Level 1 Certificates (GCSE); Duke of Edinburgh Award and ASDAN Vocational Awards.

## Provision

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's former school years. This information will be used to-

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps on the child's learning

take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education

work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education

The Senior Leadership Team and Governors will:

ensure that staff receive appropriate training

ensure that staffing and funding are allocated in such a way as to maximise the benefits to all students

ensure that staff are involved in the development of school policy and procedures

ensure that schools work closely with parents/carers

ensure that the school works closely with other agencies

ensure that there is regular monitoring of the progress and development of all pupils throughout the school

ensure that high quality teaching is provided and is adapted and personalised to meet the needs of every individual

ensure a comprehensive and structured approach to assessing, identifying and responding to individual needs

## **Our Staff**

The staff working at Wightwick Hall are well qualified with many of the staff having achieved additional qualifications in special needs.

Our support staff also undertake a variety of training to support the work within the classroom, with individuals and small groups.

Members of staff have recently gained qualifications in:

- SCIPr Training
- Counselling and Nurture
- Manual Handling Training
- Designated Teacher for LAC
- Mental Health First Aid
- Makaton Training
- *NPQ's in senior leadership, leading behaviour and culture and staff development*

## **Our Governors**

Governors hold the staff to account to ensure that the provision we offer not only fulfils our statutory obligations but also provides an exciting and stimulating learning experience in our environment that is well resourced.

## **Our Parents**

Success for pupils at Wightwick Hall is based on high quality Home/School engagement.

This is delivered through:

- Regular meetings to discuss pupil progress (e.g. Annual Reviews and Parents' meetings. Due to COVID-19 some meetings may take place remotely via phone or video call.)
- Advice and support through meetings and development opportunities
- Liaison through Inter-Agency Meetings

**We have carefully considered and analysed the impact of this policy on equality, and the possible implications for pupils and protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (see also Equality and Accessibility Plans)**