

Philosophy and purpose

This policy reflects the school values and philosophy in relation to Special Educational Needs. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on practice within school.

Pear Tree School is a County Maintained Day School for pupils with Severe or Profound and Multiple Learning Difficulties.

Provision

The school provides, wholly, for pupils, between the ages of 2 and 19 years, who have a range of learning difficulties including autistic spectrum disorder. Some pupils have more complex learning needs and/or sensory disabilities. Many pupils have additional medical needs, which have direct implications on their ability to access the curriculum and the learning opportunities, which are provided, within the school.

It is the policy of this school to fulfil all that is required under the statutory instrument: **The Education (Special Educational Needs) (Information) Regulation 1994** and to be guided by the advice and guidelines published by the Lancashire Education Authority and any subsequent changes to the statute or advice. The named governor with responsibility for SEN provision is

MISSION STATEMENT

to ensure all members of our school community work in partnership to promote the maximum achievement for all and recognise that all adults and pupils who enter our school have equal worth.

AIMS OF THE SCHOOL

To recognise everyone as being unique and to respect and value each and every member of our school community.

To ensure access to inclusive learning opportunities for pupils appropriate to their needs.

To ensure access for all our pupils to an extended curriculum, including the National Curriculum, designed to meet individual pupil need.

To encourage and develop personal interest, choice and decision making enabling all pupils to become active participants in their own learning.

To have the highest personal expectation of each pupil fostering the maximum amount of progress possible.

To prepare the pupil for transition through each key stage by responding to their changing needs

Facilities

The school is situated in Kirkham and caters for pupils with statements of special educational needs from the Fylde, Wyre and Preston areas. Arrangements for the transport of pupils to and from school are made by the local authority special education transport department at County Hall Preston. The school buildings comprise of a single storey main school building and a separate single storey further education unit.

The main school has:

- 6 class bases
- design and technology room
- library
- hydrotherapy pool
- interactive sensory room
- adventure play area
- sensory garden
- multi-purpose school hall- used both for physical activities and as a dining area.
- fully adapted toilet areas providing hoisting equipment for the safe moving and handling of pupils.

The further education unit accommodates students over 16 years of age and provides facilities for developing independent living skills, continuing with numeracy and literacy, work experience and college link courses. There are fully adapted facilities for the delivery of food technology, including rise and fall work areas and hobs.

The toilet areas are fully adapted for wheel chair users.

Two minibuses, with lifts and provision for wheelchairs, are available for transporting pupils on educational visits.

The school has an outdoor hard surfaced play area, fenced for safety and a large grassed area that accommodates the adventure play equipment.

There is also a separately fenced play area with a safety surface for the youngest pupils in school.

Admission

Applications for admission to the school are made via the Area Assessment Support Officer, Mrs S. Robinson , Area Education Office, Quarry road, Lancaster, following the assessment procedures and consultation processes which result in the issuing of a Statement of Special Educational Needs. An 'Admissions Panel' considers the applications and priority is given to children within the school's area.

Resources

The main resource of the school is the staff and this is set a high level to ensure full access to educational provision and care of the highest order. Each class has a teacher and at least three special support assistants with clearly defined roles and responsibilities. This team plans and works together to meet the individual learning, care and behavioural needs of all the pupils in

the class.

High staff commitment to the School's philosophy and ethos is expected and staffing appointments are made with this as an essential criterion.

The school is well resourced and future planning will always consider the very special needs of pupils, seeking to provide unique opportunities for pupils to benefit from appropriate equipment and facilities, which will allow access to activities and further enhance their opportunities for development.

All pupils have access to all areas and all facilities outlined above.

The curriculum is resourced and funded through budget allocations given to subject area coordinators and priorities for funding are identified in the school's improvement plan.

Recommendations for all specialised seating, equipment and mobility/ communication aids are made by therapists and requests for these resources are passed to the Area Special Educational Needs Officer for central funding from the Exceptional Needs Budget via the annual review.

The school is fortunate in receiving contributions from the local community, and fund raising activities also enhance the range of resources available.

Professional Development-see policy

Professional development opportunities are available for all staff relating to their specific subject areas or other identified areas of personal and professional development. All staff have access to specific training in relation to safe moving and handling of pupils, Makaton, communication aids and first aid training. Some of the staff have completed a course of instruction on the safe driving of the minibus and many of the staff are trained in the use of Team Teach as a means managing pupils behaviour in a safe and appropriate manner.

Staff are encouraged to gain additional qualifications wherever possible.

Support staff

The school seeks to ensure appropriate involvement from colleagues in relation to the provision on each pupil's statement. This support is delivered both within and outside of the class base. The following professionals support the school:

- a full-time school nurse
- educational psychologists
- social workers
- advisory teacher of the hearing impaired
- advisory teacher of the visually impaired
- education welfare officers
- area special educational needs officer
- community medical officer
- input on request from advisory teachers for pupils with ASD
- general and specialist advisers and advisory teachers
- part-time physiotherapist
- part-time occupational therapist

part-time speech and language therapist

The school has established good links with other schools, mainstream and special and local industries, businesses and organisations.

Parental involvement

Parents are encouraged to be closely involved with all aspects of the education of their child. Parents are welcome to visit the school although telephoning beforehand to make an appointment is very helpful and much appreciated.

A detailed Annual Review is prepared each year and parents are invited into school to discuss their child's progress, termly targets identified via the child's Individual Education Plan are shared with parents. A home visit is offered to all parents at least once during the school year. Parent workshops are offered periodically for Makaton signing and parents of younger pupils are invited into school to meet each other socially.

Further information on parental involvement can be found in the school's policy on Reporting to Parents and Guardians

Identification of pupil needs and organisation of access to the curriculum

pupils are assessed upon entry to the school using the P.I.V.A.T.S. (Performance Indicators Value Added Target Setting) Scheme

We are at the early stages of building up an evidence base of data using P.I.V.A.T.S. and have started the process of identifying school improvement targets and pupil achievement targets from analysis of the data. The P.I.V.A.T.S. approach also assists us in tracking pupil performance and identifying curriculum strengths and areas for development.

Curriculum Policy Statement.

The curriculum offered within Pear Tree School is being developed in accordance with the requirements of the **1993 Education Act** in that we seek to address the individual learning needs of all the school's pupils. The **Education, Reform Act 1988** also influences our curriculum planning in that we acknowledge our responsibility to provide a broad, balanced and relevant curriculum which:

*promotes the spiritual, moral, cultural, mental, and physical development of pupils at school and of society.

.....
*prepares pupils for the opportunities, responsibilities and experiences of adult life.

The Whole Curriculum within Pear Tree consists of the ten subjects of the National Curriculum and religious education, enhanced by a range of activities and experiences described below, in order to provide the breadth and balance that the National Curriculum alone cannot achieve.

National Curriculum.

English, Mathematics and Science - core subjects continuing throughout all the key stages and

16+ unit.

History, geography, design technology, information technology, art, music, physical education- foundation subjects offered in a variety of contexts throughout the school.

Modern foreign language- offered to pupils in key stage 3/4

Religious education- offered to all pupils throughout school.

Additional priorities.

Experiences designed to promote early skills and provide sensory stimulation via all channels

Play

Life skills in the community including sex education

Work experience, industrial and college links.

Hydrotherapy where appropriate.

Input and advice from the Physiotherapist, Occupational Therapist, Speech and Language Therapist where appropriate.

Personal and Social Education is viewed as a *“whole school dimension which will permeate all aspects of school life and to which all areas of the curriculum contribute.”* *Primary Curriculum Planner, Lancashire County Council 1996.*

All schools have via the *Education Reform Act 1988*, to provide a broad, balanced and relevant curriculum. Personal, Social and Health Education, is considered to be a Cross-Curricular area, however all pupils have significant needs in this area and thus, require special emphasis to be placed on the development of skills. It will appear, therefore, as a discrete subject for specifically designated areas such as dressing skills, feeding skills, personal hygiene care and skill development etc.

It is the policy of the school to present equal opportunities of access to all pupils in all areas of both the National Curriculum and the developmental curriculum. To select, according to pupil need, the most appropriate material and methods which will facilitate the acquisition of those skills necessary for an independent and full a life as possible.

DELIVERY OF THE CURRICULUM WILL INCLUDE:

CLASSES - presently SEVEN organised, as far as possible, into Reception Class; Key Stages 1; 2 (two classes); 3; 4 and 16+.

GROUPS - based on developmental level or need in other areas. For example: a P.E. lesson organised by ability/needs criteria, across classes, with appropriate resources (particularly staffing levels) and target planning.

SMALL GROUPS - one or two-pupils, with Similar specific needs who will benefit from a more intense staffing ratio. This will include pupils who need physical management in order to access

a particular activity and pupils whose attention span may be very short or who have not, as yet, developed skills of continuing an activity without prompts from adults.

INDIVIDUAL - 1:1 (and sometimes 2:1) attention from staff in order for very specific programmes to be implemented.

The curriculum will also be delivered through out-of-school experiences and activities, shared learning opportunities with mainstream peers within the mainstream school or at Pear Tree, and, for older pupils, work experience placements and courses at Colleges of Further Education, where appropriate.

Appropriate careers education and advice will be included in the curriculum for Key Stage 4 and post 16 pupils.

Appropriate sex and personal growth education will be included in consultation with parents, the Governing Body and Community Health personnel.

Religious Education will be included for all pupils, unless parents indicate otherwise. The RE programmes of study will follow the LEA advice but will be modified accordingly to be appropriate to the conceptual levels of pupils.

The planning of lessons and assessment and recording of progress will differ according to the method of delivery for the subject or area.

Personal and social education -to include:

- Careers Education and Guidance.
- Economic and Industrial understanding.
- Health Education..
- Education for Citizenship.
- Environmental Issues.
- Cubs, Scouts, Brownies and Guides
- College link courses.

Extra-curricular activities.

Residential - school holidays (both in the U.K. and overseas), overnight bungalow stops, camping.

Learning for leisure- outward bound courses, bowling, restaurants.

Educational outings- theatre, museums, SPACE, local interest locations.

Community links- other schools, local colleges

Aesthetic and creative experiences within school- performers, shows, workshops bought in by school.

Pupils with Severe and Profound Learning Disabilities require a curriculum which is designed to fit their very special and individual needs. The school is bound by the legislation of the National

Curriculum in all aspects but, additionally, our pupils require a more refined and appropriate developmental curriculum which, when identified and structured, will take account of the objectives specified in Part 3: Special Educational Provision of the Statement of Special Educational Needs

The planning will, therefore, address:

OBJECTIVES (from SEN Statement

TARGETS - broad targets set at Annual Review leading to small-step targets identified on the Individual Education Plan and assessed every half-term.

Pupils statemented under Part 3 Non-Educational Provision will require therapy input built into their curriculum and learning time.

Medical needs must also be taken into consideration for some pupils.

Care plans are in place for those pupils requiring them

SCHEMES OF WORK in all subject areas of the National Curriculum will be planned and must take into consideration the diverse developmental levels of pupils.

Some areas of the National Curriculum will be addressed through planned topics and themes and may appear on the Schemes of Work, and subsequently, the timetables, as occurring only once or twice during the cycle of the rolling programme.

Monitoring and evaluation of the educational provision by the Governing Body

Governors regularly visit school and one Inset day per year is allocated to the review of the School Improvement Plan by Governors and staff.

Governors are informed of developments in curriculum planning and school policies are discussed and agreed by Governors as they are reviewed and revised.

Revised

June 2008

To be reviewed

June 2012

Signed: _____

Date: 18th June 2008