



## COMBE PAFFORD SCHOOL

### Special Educational Needs Policy

At Combe Pafford School, we promote a positive learning environment, where we provide our pupils with the knowledge, skills and experiences to develop independence and reach their full potential.

#### **The Equalities Act**

The Equality Act 2010 sets out the legal obligations that schools, early years' providers, post-16 institutions, local authorities and others have towards disabled children and young people. Inclusion and equality at Combe Pafford School are aligned with the Equalities Act 2010 and the description produced in the SEND Code of Practice Jan 2015. Our inclusive education provision takes into account the needs of all our pupils, making them feel valued, safe, respected and have a sense of belonging. Combe Pafford actively promotes equality within our provision, we eliminate discrimination and promote equality of opportunity. Combe Pafford recognises that young people are entitled to a broad, balanced, and inclusive curriculum that provides pupils with a wide range of opportunities so they can learn and develop. We ensure our curriculum supports the holistic development of all our pupils developing their: academic, physical, mental and personal well-being, safety, spiritual, moral, social and cultural understanding including British Values.

#### **Our school aims to**

- Create a happy, secure, and stimulating environment that actively promote pupils' health and well-being
- Support each pupil in our school community by understanding their individual needs
- Provide structured and purposeful opportunities, within a broad and balanced curriculum, to learn and develop
- Encourage and support pupils to become independent, responsible, and caring individuals with respect for the beliefs, and values of others
- Promote each pupil's spiritual, moral, physical, cultural, social, and emotional development to prepare them for the opportunities, responsibilities and experiences of adult life
- Support each pupil to develop and achieve their full potential
- Nurture strong partnerships and positive relationships with parents, carers, professionals, and the wider community

## **1. Our Special Educational Needs Provision**

The object of this policy is to further clarify the approaches Combe Pafford takes to fulfil this vision.

Combe Pafford School is Single Academy Trust in Torquay. The Designation of Combe Pafford School is for pupils with moderate learning difficulties (MLD), physical difficulties, Autistic Spectrum Condition or complex needs. We provide a unique educational experience for pupils aged 8-19 (Year 3 -14) and all our pupils have an EHCP. A pupils' diagnosis does not define or limit the educational experiences that we offer them. We provide learning opportunities and experiences within our provision to develop and prepare our pupils for further education, employment, and adulthood. In Key Stage 4, pupils have access to a range of accreditations and GCSEs. After Year 11, many of our pupils move onto our specialist Sixth Form provision, but some will access mainstream post 16 education or apprenticeships.

Every child or young person at Combe Pafford School has an Education, Health, and Care Plan (EHCP), and we recognise that our pupils' needs can be complex and include a diverse range of healthcare and medical needs. Therefore, we have small classes with higher levels of adult support, and relevant training is needed to ensure that:

- All educational needs as identified within Education, Health and Care Plans are met
- All learners access a curriculum that includes high expectations, is personalised and prepares for them for their next steps of learning
- Health & safety is assured for all members of the school community, some learners may also have additional sensory, physical, social or complex medical needs.

Further specialist support such as Speech Therapy, Physiotherapy, Visual and Hearing Impairment support and others are provided when necessary. Each pupil has at least one class tutor who has a pastoral responsibility to their class and is the first link with the parents. Every pupil is expected to conform to the school's Behaviour Policy. Pupils who need help to improve behaviour are given every help and support to improve this.

## **2. Assessment and Provision**

Resources are allocated across the school in direct relationship to the individual needs of the learners; the largest resource is staffing.

Class sizes average 11 pupils. KS2 and Yr 7 pupils spend the majority of their time with their class teacher and teaching assistants. Middle School (Yrs 7 & 8) and Upper School (Yrs 9, 10 & 11) pupils are taught almost wholly by specialist subject teachers and English and Maths classes are set in ability groups. Teaching Assistants support learning all lessons and a team of Academic Tutors support interventions across the school.

Pupils who are identified as needing extra support, either on their EHCP or through the school's assessment process can be supported with extra intervention by our Academic Tutors.

In KS4 pupils are encouraged to work towards accreditations and our Vocational Learning forms an integral part of our curriculum from KS2 all the way through the Sixth Form.

All learners have an Educational Health Care Plan (EHCP) prepared by the Local Authority. An Annual Review of the EHCP is carried out for each pupil and parents are invited and very much encouraged to be part of the process. Professionals from Children's Services are also invited should they have an involvement with the pupil. Towards the end of the Summer Term each pupil receives a school report. Parents are again invited to a meeting to discuss it. At both the Review and Report meetings, targets are reviewed and set with the pupil and parents.

All learners have access to a broad and balanced curriculum based on their next steps of learning, which is achieved through the use of adapted schemes of work prepared by school staff. These schemes ensure continuity and progression through all subjects at an appropriate level. Termly targets are set for each pupil and reviewed regularly.

The Governing Body receives regular reports from the Head teacher on the provision made within school and on progress in all curriculum areas. This enables the Governing Body to fulfil its primary function of evaluating the quality of education received by pupils and to provide support and challenge in this regard. The Governing Body also receives regular reports on other aspects of the school's work e.g. the impact of staff development activities.

### **3. Staffing and Partnerships beyond the school**

The Governing Body is committed to providing in-service training for ALL staff employed at the school. The purpose of this training is to improve the skills and expertise available to meet the needs of the pupils in our provision. Combe Pafford School has specific expertise in the education of learners with a variety of special educational needs.

Where learners have sensory impairments school staff are supported by advisory teachers with specific qualifications in Visual, Auditory or Multi-sensory Impairment. A variety of other professionals including Educational Psychologists, Occupational Therapists, CAMHS, and the Disability Nurse etc., may be contacted to work closely with the school, particularly when additional advice outside the school's own resources is required.

Combe Pafford is committed to working in close partnership with the parents of its pupils and our Governing Body includes parent representatives. Links with other special needs schools, as well as mainstream schools in Torbay help support the provision made at our school. External schools are able to access our vocational provisions, and we have close links with Post 16 provisions, so pupils are fully informed of the options available to them after Year 11.