



## LINWOOD SCHOOL

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Updated May 2021 (Teresa Brennan)

Linwood School's Policy for Special Educational Needs & Disabilities shows how the school has responded to the changing special educational needs of our children and young people. Linwood has continued to respond to local and Government policy including the Equality Act (DfE 2010) and more recently, the revised SEND Code of Practice (DfE June 2014/January 2015).

Our SEND Policy underpins all other school policies but has particular reference to the school's policies for Inclusion, Curriculum, Learning & Teaching, Total Communication and Equal Opportunities

### **Linwood School**

At Linwood School we welcome pupils from a wide geographical area and support a comprehensive range of Special Educational Needs.

Linwood is a School for children with Special Needs, catering for pupils between the ages of 2 and 19 with an EHCP. Our children and young people's learning difficulties are likely to have been assessed within the Categories of Need from the revised SEND Code of Practice (DfE,2014) as

#### **Cognition and learning needs, which include:**

moderate learning difficulties (MLD)  
severe learning difficulties (SLD), and  
profound and multiple learning difficulties (PMLD)  
(Specific learning difficulties (SpLD)

#### **Social, Emotional and Mental Health:**

emotional and social difficulties  
mental health

#### **Communication and interaction needs, which include:**

speech, language and communication needs (SLCN), and  
autistic spectrum disorders (ASD)

#### **Sensory and/or physical needs, which include:**

visual impairment (VI)  
hearing impairment (HI)  
multi-sensory impairment (MSI),

Many children and young people at Linwood have special educational needs that arise from a combination of learning difficulties (e.g. MLD with a SpLD (e.g. dyslexia), or SLD with an SLCN). More recently, Complex Learning Difficulties and Disabilities (CLDD) has been recognised in law and the new definition includes;

*“Children and young people with Complex Learning Difficulties and Disabilities (CLDD) have conditions that co-exist. These conditions overlap and interlock creating a complex profile”.*

Linwood is proactive in responding to the...

*“co-occurring and compounding nature of complex learning difficulties”*

Behaviour itself is not an SEN and has been replaced in the revised SEND Code of Practice with Social, Emotional and Mental Health. There is now a clearer focus on the factors which drive behaviours. Staff at Linwood are increasingly aware of the changing learning needs of our pupils and young people, particularly where pupils' behaviours become inappropriate or they may have issues relating to mental health. Further guidance is available in the school's Behaviour Policy.

Staff at Linwood are engaged in an active programme of Continuing Professional Development which raises their capacity to provide:

*“personalised learning pathways that recognises children and young people's unique and changing learning patterns. Children and young people with CLDD present with a range of issues and combination of layered needs – e.g. mental health, relationships, behavioural, physical, medical, sensory, communication and cognitive”*

As Linwood continues to develop its support role for pupils with SEND within the local mainstream educational community, the school provides quality education for pupils who have been assessed as requiring Education, Health and Care Plans (EHCPs).

The School aims to promote a caring and happy community in which all pupils can thrive and feel valued. We strive to make their learning a pleasurable and rewarding experience which is personalised with opportunities for all pupils to develop as high a standard of achievement as individually possible.

In March 2014 Linwood School was awarded Lead School status from the National College for Teaching and Learning to develop the school as a Teaching School. Linwood School has since become part of the Teaching School Hub South Central and offers outreach, training and support to mainstream schools and colleges across Bournemouth, Christchurch & Poole. This now enables Linwood to work with our partners, including local schools, the LA and Poole SCITT as part of Linwood Training, Support & Advice Service.

## **Facilities**

**Linwood School consists of a variety campuses which are located across Bournemouth.**

### **Main Campus**

The school campus is either side of Alma road. Wheelchair users can access both sides of the campus (there is a lift for access to the first floor corridor on one side of the road), although there are two classrooms, which cannot be reached by wheelchairs on the other. However, the school is conscious of the need to provide full access to all its classrooms and has completed an Access Plan which it regularly reviews and amends (as per the DDA, 2006). There is also a dedicated resource base for the teaching of Science, and a Food Technology room.

This campus is the largest and covers all areas of students needs and diagnosis and runs from Early Years to Post 16 (4 -19 Years). We follow a variety of different curriculums which are personalised to our students needs. The school has a primary and secondary resource bases for pupils with PMLD, which are equipped with appropriate physiotherapy, hoist and changing facilities to assist these pupils with their physical and personal care needs. Where appropriate these pupils are increasingly taught and included with other groups throughout the age appropriate phase, or joined by pupils from other classes. These groups are supported by a planned programme of therapies e.g. aromatherapy

### **Springwood Campus**

Provides for pupils aged 3-19, diagnosed with autistic spectrum condition and associated learning difficulties. The students may also have significant social communication difficulties, high anxiety and sensory needs that may impact on their behaviour.

### **Summerwood Campus**

Provides for students aged 16-19, who have a diagnosis of Asperger's Syndrome, now diagnosed as High Functioning Autistic Condition.

### **CHI - Classroom in the Heart of the Industry based at Marsham Court Hotel, Tesco (Riverside) & Bargates in Christchurch.**

This is an industry based programme to provide quality opportunities for young people to gain the skills they need for employment. It is a provision for students aged 16-19, predominately with more moderate learning needs.

### **Littlewood Campus**

Provides for 12 pupils aged 3-5, diagnosed with an autistic spectrum condition and associated learning difficulties

## **Woodford Campus**

This is a satellite of our Main Provision based within a primary school in Christchurch, and offers the Vita Curriculum to students at Key Stage 1 & 2 with Severe, Specific or Moderate Learning difficulties.

## **Leadership**

There is an Executive Head Teacher who is supported by Head of Campuses and Senior Middle Leadership Team. In addition to the class teachers, we are supported by a team of HLTA's, and a large number of Teaching Assistants. The school has an administrative team who work under the direction of the School Business Manager.

## **A Specialist Provision**

The school has a range of technological hardware and software to enable pupils to access an enhanced curriculum. Interactive Smartboards have been installed in most classrooms, with a range of switch access resources (including Touch screens, Big Macs, individualised switches etc), which enable pupils to access a wide choice of inclusive educational software. Staff at Linwood believe that being able to communicate is crucial to our pupils' learning and have a Total Communication leader and support staff. Manual signing (Signalong) and visual symbols (created using Boardmaker Studio) are used throughout the school with some students who require more intensive support given access to Ipads and eye-gaze. The school also has a well equipped Sensory Room and a Sensory/Therapy Co-ordinator who over-sees the room and provides staff training.

Linwood has resourced provision for Speech and Language Therapy, Occupational Therapy and Physiotherapy. In addition, we have a dedicated room for use by staff from the Health service, plus meeting rooms for use by staff from Social Services and other services ( for example when convening Multi-Disciplinary Team meetings for children and young people causing concern ). This reflects our commitment to supporting staff from Health and Social Services in working together to achieve the better outcomes for our pupils and their families. The school has a School Nurse post which is supervised by Diverse Abilities. We also have a family support team and extended services.

## **Information about the School's Policies for the Assessment and Provision for all pupils with Special Educational Needs.**

The school is formula funded to make provision for pupils with learning difficulties. The budgeting process involves four main stages.

### **1. Preliminary Analysis.**

Objectives and priorities of the school development plan are introduced and considered including curriculum action plans and requirements of Subject Co-ordinators.

## **2. Construction**

The outcome of previous budget is closely monitored in the light of detailed information. Projected costs of staffing, fuel and cleaning etc. are made including costs of curriculum resources.

## **3. Control and Monitoring**

Actual expenditure is monitored against intended expenditure.

## **4. Evaluation**

This involves evaluating the final expenditure and matching against intended objectives and outcomes.

The resources allocation is formulated from the capitation element of the budget. Although the resource budget must be drawn up within the constraints of the overall budget, the principle for allocation is according to need. The resource needs of all pupils are accurately gauged and planned for.

### **How the Special Educational Needs of Pupils are Identified and Reviewed.**

In partnership with parents, outside agencies such as the Educational Psychology Services and Paediatricians from the Health Service, play an important part in helping to identify need. An expression of concern that a child is showing signs of having special educational needs may result in a Statutory Assessment of Special Educational Needs as per the revised SEND Code of Practice (DfE, 2015). This in turn may lead to Linwood being named as the appropriate provision to meet those needs.

An Outreach Team from Linwood continue to work with staff from local mainstream schools to provide advice and support for pupils with SEND. Pupils from mainstream schools can have placements at Linwood for just one or two days a week, or occasionally dual placements but this is rare. This reflects Linwood's role in providing a continuity of provision for pupils with SEND within its local educational community. In addition, Linwood is proactive in raising the profile of children and young people with SEND as part of its work towards community cohesion.

A child should always enter Linwood with an EHCP. Parts B & D of the EHCP will describe the child's learning difficulties identified during statutory assessment, and describe the child's functioning. The EHCP should give clear guidance regarding the needs of the child. The schools own policy of continuous assessment will compliment this original assessment.

Pupil funding is sourced through the High Needs block, with a place value which is then topped up by locator values based on levels of need 2 – 7 (with 7 being the highest level of need). Teachers are enabled to update these locator levels, in consultation with the school's SLT at annual reviews.

Pupils are subject to an annual review of their progress and needs. At such times their EHCPs are reviewed and amended as appropriate, in the light of any further needs that may have become apparent.

The annual review focuses on what the child has achieved as well as on any difficulties, which need to be resolved. Targets & EHCP Outcomes are reviewed & set, but IEPs are no longer written as these targets are managed through personalised learning plans and the child's progress towards the targets are formally reviewed annually as well as monitored throughout the year. For some senior aged pupils functional skills targets in Literacy and Numeracy continue to be set.

Linwood has developed a Person Centred Review format for all EHCP reviews which are now incorporated into the new EHCPs. Pupils are empowered to be at the centre of their own future and planned provision.

Particular concerns regarding factors other than learning difficulties, such as medical conditions, health and safety issues, or behavioural matters are identified, and consideration given to what further provision may be needed. Support may be sought from the Local Authority to ensure appropriate or enhanced provision in the light of identified needs. An expression of concern in any area of a child's development be it educational, social or emotional will trigger the calling of a Case Conference to discuss the issue, integrate a variety of perspectives regarding the concern, and draw up a set of recommendations designed to address the concerns.

The school nurses draw up a programme of medicals to review pupils and provides a report for the school to inform our review of the child. The Educational Psychologist Service support the school through a programme of involvement which may mean a Psychologist assessing a particular aspect of a child's development, or engaging in classroom observation and providing feedback to the teacher. The Speech Therapist, Physiotherapist and Occupational Therapist all play an important role in meeting a child's needs and contributing to a child's learning programme.

### **SEN Policy Objectives**

- To discuss with parents the needs of their child, and seek to obtain their trust, support and help in the education of their child.
- Promote parent partnerships by enabling parents to share their child's learning journey at Linwood
- To identify effectively in consultation with other agencies that have a legitimate interest in the child's welfare, the needs of each pupil and endeavour to ensure that the school provides appropriate provision to meet those needs.

- To develop curriculum planning, in a variety of time scales, so that an effective and appropriate curriculum may be delivered. To provide access to a broad, balanced and relevant curriculum to include the EYFS Curriculum, the revised National Curriculum, Post 16 Curriculum, the VITA curriculum, the ALMA curriculum and the Literacy and Numeracy Frameworks. In addition, pupils aged 14 – 19 have opportunities for Work Related Learning and Business Enterprise. A range of external accreditation opportunities are available to support individual learning pathways. Statutory provision for guidance for students' future options is provided by the school's Information Advice & Guidance (IAG) Team.
- To further develop personalising learning throughout the school and to develop individual programmes of study which reflect the complexities and variety of individual need.
- To ensure appropriate differentiation in all curriculum areas. Individual Education Plan (IEPs) formats have recently been replaced with learning plans to better support pupils' personalised learning needs. In addition, Functional Skills Targets are written for some senior students which show targets for achievement in the core areas Literacy, Numeracy and ICT.
- To generate Communication Passports, integral to the school's ethos of Total Communication, for those pupils who need targeted support to develop their receptive and expressive language skills
- To monitor pupil's progress and revise plans and programmes as necessary.
- To support both teaching and teaching assistants, through appropriate continuing professional development, including whole school and personal INSET.
- To continue to develop and maintain a range of appropriate resources and materials including information technology to meet both individual needs and curriculum requirements.
- To maintain accurate and up-to date records of assessments relating to pupils' progress, both quantitatively and qualitatively.
- To liaise effectively with all appropriate outside agencies, and to work towards achieving better outcomes for pupils and their families.
- To formally review each pupil's Education Health and Care Plans (EHCPs) on an annual basis. To invite parents, and all agencies who have a legitimate interest in the pupil's welfare to attend such reviews in line with the revised SEND Code of Practice.



- To undertake Person Centred Transitional Reviews in line with the SEND Code of Practice on the first Annual Review.
- To maintain links with other establishments and continue to review and develop the school's Policy for Inclusion and to address the Government and LA developments towards inclusion. Class groups in Key Stages 1 & 2 are expected to make links with neighbouring mainstream Primary schools. In addition, students groups in Key Stage 3 & 4 have opportunities for inclusion projects with neighbouring mainstream Secondary schools.

## **Arrangements for Providing Access by Pupils to a Balanced and Broadly Based Curriculum**

We seek to provide access for all children to a balanced and broadly based curriculum, including the EYFS, updated National Curriculum, Post 16 Curriculum, the VITA Curriculum, the ALMA Curriculum and the Literacy and Numeracy Frameworks. Each class teacher should seek to enable children to access the curriculum through a sensitive understanding of pupil's needs, effective differentiation and by offering a variety of teaching styles that match pupils' learning styles. All children have an entitlement to be taught and at Linwood this is through personalising their learning. The school has responded to the changes to the Primary and Secondary curriculum in 2014 by enabling respective phases to develop their own structures/schedules for delivery.

Policy documents for core and foundation subjects offer clear guidance regarding long and medium term planning. Curriculum planning is considered over a variety of time scales at whole school, key stage and class level. Subject Leaders have a clear brief to develop long and medium plans, which take full account of the EYFS Curriculum, National Curriculum, Post 16 Curriculum, the VITA Curriculum, the Alma Curriculum and the Literacy and Numeracy Frameworks, and which provide continuity and progression across the age and ability ranges of the school.

The school recognises that all our pupils are entitled to appropriate access to the curriculum and that this will involve the use of Personalised Learning Plans and enabling pupils to take greater ownership of their own learning. The school has recently started using the engagement profile and scale (derived from the Complex Needs training resources) to enable staff to more accurately plan for and track progress at early development levels.

EYFS, VITA, ALMA and Secondary Phase Leaders assume the role of ensuring appropriate balance and entitlement across their Key Stage. Curriculum development, as a dynamic process in which monitoring and evaluation play an integral part, is orchestrated by Curriculum Co-ordinators with support from the Curriculum leaders.

## **How the Governing Body Evaluate the Success of the Education which is Provided at the School to Pupils**

The Governing Body is acutely aware of its responsibilities and maintains a supportive as well as constructively critical stance in relation to the curriculum and the quality of education provided by the school.

The Governing Body as a whole accepts its duty to evaluate the success of the education provided, but entrusts aspects of this responsibility to the Governors Curriculum Committee (see terms of reference for Curriculum Committee appendix A).

The mechanism through which evaluation takes place involves:

- i. Governors receive feedback from parents on an ongoing basis.
- ii. Governors scrutinise the School Development & Improvement Plan to gauge the extent to which the objectives stated have been fulfilled.
- iii. Governors reviewing samples of work representative of a Key Stage or curriculum initiative made available for consideration.
- iv. Governors receive direct feedback from the Learning & Achievement leader.
- v. Governors receive training from Learning & Achievement (LA) regarding assessment recording and reporting.
- vi. Governors receive direct feedback from Subject Leaders regarding curriculum.
- vii. Governors receive all draft curriculum documentation for consideration and approval.
- viii. Governor's involvement with the school's Governor Pairing Scheme (see appendix B) encourages them to take a closer interest in classroom practice and enables them to make meaningful contact with both pupils and staff.

#### **Arrangement for Considering Complaints from Parents Concerning Provision Made at the School**

The school aims to provide a high quality education and service for all its pupils. Complaints and concerns regarding provision are treated seriously and are seen as a constructive part of school development. Parents should approach the class teacher or Curriculum leader in the first instance. There is a written complaints procedure which can be accessed on the school's website and a hard copy is also available.

#### **Any Arrangements Made by the Governing Body Relating to INSET for Staff in Relation to Special Educational Needs.**

The school is a learning environment for both staff as well as pupils. Staff are keen to continue to develop their range of skills within the field of special educational needs. Subject Leaders draw up an Action Plan, which includes staff development needs. This plan then forms part of the overall School Development and Improvement Plan. Recently, the school has been supporting staff to pursue research interests with a view to completing the research programme from the Schools Network.

A balance of in-house and external support is developed to meet the needs of the staff both teaching and learning support, as a whole. Governors are regularly updated on the nature of external courses attended by staff, and the programme of in-house INSET. Governors are invited to take an active part in all Staff Development Days.

### **The use made of Teachers and Facilities from Outside Schools Including Links with Support Services for Special Educational Needs.**

Outside agencies and support services play a crucial role in the provision offered by Linwood School. Successfully meeting the needs of children requires a team effort with the school best placed to accept the responsibility of orchestrating the many facets of external help. The school welcomes the support of the School Medical Officer and the variety of therapeutic assistance made available. The Educational Psychology Service gives particular support by providing Educational Psychologists to work closely with staff and help the needs of the pupils or respond to behavioural concerns. The Educational Psychologist for individual pupils may also be contacted to give particular advice or assist in assessment.

The Educational Attendance Officer plays an important role. Half termly visits by a team member enable the school to discuss poor or irregular attendance and other welfare issues. The Officer also acts as a link with parents working directly with them to overcome particular difficulties that may be affecting the pupil's education. Advice on Child Protection matters is available from the Designated Senior Person for Safeguarding, the school's Nurse and Parent Support Worker.

Linwood has employed a team of IAG workers (Information, Advice & Guidance), who work closely with a range of outside agencies to provide pupils and parents with relevant information regarding post school options and opportunities. They also plan and deliver future pathways events twice a year.

### **The involvement of Parents of Pupils**

We believe that parents are the primary educators of their children. We strive to build and maintain an atmosphere of mutual respect and dialogue in which the needs of the children are paramount. We believe firmly in the need for the involvement of parents in the education of their children throughout their school career at Linwood.

We have a range of Parent Consultation meetings at regular intervals to discuss progress, issues and keep parents fully informed. Parents are welcome, also to make an appointment with Class Teacher, Curriculum Leader, Head of Campuses or Executive Headteacher at any time of the year. Through this policy of open dialogue it is hoped that parents feel well informed and play a full part in their child's education.

The Parent Consultation Evening takes the form of discussing the proposed long term plans for the child at the beginning of the academic year. Full involvement with Annual

Review and Transitional Reviews, in line with the revised SEND Code of Practice, is also actively encouraged and a meeting to consider the pupil's end of year report and end of Key Stage assessments is also arranged.

We have parent Governors on the Governing Body. The opportunity for parents to have meaningful dialogue and support from the other agencies such as the Educational Psychology Service, Speech Therapist or Physiotherapist can be actioned through the school.

It is the responsibility of all staff for maintaining and improving communication with parents and all outside agencies, and the school will endeavour to ensure the high priority of parental involvement.

The school has developed its provision for parents and community by establishing a family support base. Our Parent Support Workers run Stay and Play programmes during the school holidays, as well as providing advice and support for parents.

#### **Any Links with Other Schools, and Any Arrangements for Managing the Transition of Pupils between Schools, or Between the School and the Next Stage of Life Education**

When a child leaves Linwood all his / her records are sent on to the next school including all test results, individual study programmes and planning material. These records should be sent within two weeks of a request for records being received. If for any reason the school is not given the address of the receiving school, or no request is forthcoming, then the Local Authority are informed, so that the pupil's whereabouts can be traced.

When a child is transferred from Linwood to a mainstream school this will usually follow a successful transition period, which has involved regular and extensive dialogue between staff from both schools. The admission of pupils to Linwood usually follows discussion at a termly panel meeting where all campuses and their applications are considered. Prior to the meeting the opportunity is given to become fully acquainted with all relevant documentation including that arising from the various stages completed in accordance with revised SEND Code of Practice. A decision is then made as to whether Linwood (and its campuses) is an appropriate provision to meet the needs of the child.

The school has strong links with both Bournemouth and Poole College and Brockenhurst College. Pupils, who may transfer to either of them following the completion of their school career, have the opportunity to visit and become involved in a link course, or transition course. As part of their preparation, close contact and dialogue between the school and the college is maintained on behalf of pupils with either moderate or severe learning difficulties. In addition, older students at Linwood can access outdoor courses at Kingston Maurward.

Pupils in Years 10 and 11 (Key Stage 4) across the school, and our Post 16 groups are given the opportunity to undertake work experience where appropriate. The school provides a range of support to parents and young people with transition beyond Linwood, both at Post 16 and/or Post 19. This includes opportunities to seek information through attending Future Pathway / discussions with the school's Independent Advice and Guidance Advisor and subsequent planning through EHCP reviews, from Year 9 onwards that is also supported by the curriculum. In addition there is a Future Pathways annually which enables parents/carers to engage with representative from a range of providers.

There are a range of options for pupils including the school's Post 16 and CHI employment training courses, local colleges and options that are more appropriate for pupils with more significant needs. The school's IAG Support team provide Independent Advice and Guidance for pupils about potential options. This support starts in year 8 exploring the world of work in general with a shifting focus towards individual choices and desired outcomes as pupils work through the secondary phase. Parents are fully informed of the discussions that take place and have the opportunity to engage with the process. There is also a Future Pathways event that takes place annually that parents/carers are encouraged to attend so they can meet representatives from a wide range of provision. In addition to this parents/carers are encouraged to visit potential providers for themselves.

There are a number of ways that the school links with future providers according to pupil needs. For all pupils there are opportunities to visit and where appropriate engage with link courses and a series of visits depending on the course that the young person intends to pursue. Throughout the senior phase, the work related learning programme supports the development of pupil independence at all levels through involvement in Business Enterprise, experiencing work first hand and by developing generalizable skills that enable to successfully make the transition into their next steps and beyond.

**Links with Child Health Services, Social Services and Educational Welfare Services and other Voluntary Organisations, which Work on Behalf of Children with Special Needs.**

The school seeks to maintain meaningful links with a range of outside agencies, as detailed in this policy, for the benefit of the children and their families.

The school works closely with: -

- i. The School Medical Officer, School Nurse, Paediatrician
- ii. The Education Attendance Officer assigned to the school
- iii. Social Services, including the CHAD teams and the Social Workers who are supporting individual children
- iv. The Speech and Language Therapist, Physiotherapist and Occupational Therapist

- v. The Careers Officers
- vi. The Hearing Impaired Service and Visually Impaired Service
- vii. Educational Psychologists
- viii. Dorset Health Care

The school seeks to foster a team approach, including the full involvement of parents, and actively encourages all outside agencies that have a legitimate interest in the child's welfare and development to feel valued.

The school enjoys a tremendous amount of good will from the local community. A range of business concerns have supported the school in a variety of ways, and a number of local charitable organisations such as the Variety Club and Conservative Clubs have fundraised on the schools behalf. The school has positive links with Mencap and Contact a Family.

Linwood has its own Charitable Trust designed to administer its charitable funds on behalf of, and for the benefit of the pupils. The committee comprises of the Headteacher, the Deputy Headteacher, a Parent Representative, a Friend to the school and Chairman of the Governors or a representative of the Governing Body.