

Mountjoy School

SEN Policy

November 2017



This is a Mountjoy School Policy

Adopted by: Pupil Welfare & Curriculum Committee

Date: 22nd November 2017

Date of next review: November 2018

Signed:

Date:



Mountjoy School



SEN POLICY (Revised March 17)

Our SEN Policy helps to promote inclusion for all of our pupils who present with a variety of special educational needs and disabilities at Mountjoy School.

At Mountjoy School, we are committed to offering a range of inclusive curriculums that ensures the best possible progress for all of our pupils whatever their needs or abilities. All pupils at Mountjoy School have a statement of special educational needs. Mountjoy is a day school for boys and girls, between the ages of 2.5 and 19 years, who have severe, profound and/or complex learning difficulties. Some pupils may present with specific areas and/or particular areas of need, such as autism, sensory impairments, physical disabilities, speech and language needs or emotional and behavioural difficulties.

The development and review of the school's SEN Policy contributes to a clear and shared vision of our purpose in learning which enables the school to effectively meet the needs of all pupils in the fulfilment of our aim:

To welcome and develop partnerships with parents, carers and a range of professional and lay people with whom we can share advice and develop best practice, so that we may:

- prepare pupils for successful futures;
- enable pupils to be happy, successful and keen to learn;
- provide our pupils with a variety of quality educational experiences in all aspects of life;
- enable pupils to develop effective communication skills, in order to express thoughts, feelings and choices;
- provide a safe and happy environment in which pupils can work towards achieving their best;
- enable pupils to build in confidence, develop self-esteem, self-reliance and make informed choices;
- offer school curriculums that are well researched, broad and balanced, based on statutory requirements, whilst being appropriately adapted to meet the needs of all pupils;
- to develop the moral, cultural and spiritual awareness of all pupils;
- to encourage the development of good social skills, that enables pupils to develop friendships and to become sensitive to the feelings and needs of others.

The specific objectives within our SEN policy focus upon:

- working with all our pupils in partnership with other agencies, to ensure that needs are met and learning is maximised;

- ensuring that students at Mountjoy School join in with all the activities of the school, to the greatest degree possible (with reference to an individual's particular need);
- ensuring that all learners make the best possible progress;
- ensuring that we work closely with parents as partners, to ensure that there is effective communication and a sharing of information between parents and school;
- ensuring that all learners at Mountjoy School are taught to express their views and are fully involved in decisions which affect their education;
- promoting a range of effective partnerships and involving outside agencies.

The Head Teacher works within the Local Authority admissions criteria for admissions into Special Schools. We do not discriminate against pupils with special educational needs or disabilities: our Admissions Policy has due regard for the guidance in the Codes of Practice that accompany the Disability Discrimination Act 2005.

Admissions to Mountjoy School can only occur through close liaison with the SEN and Inclusion Team at Dorset County Council.

Pupils will be admitted to Mountjoy School subject to the following conditions:

- i) the school has an appropriate place for them;
- ii) an admission will not be contrary to the interests of pupils already within the school;
- iii) a Statement of Special Educational Needs has been completed or EHCP;
- iv) parents or carers request admission of a pupil at Mountjoy School;
- v) an Admissions Panel (chaired by SEN LA representative) agrees to the admission.

Identification and assessment of special educational needs

Mountjoy School is committed to work with a number of agencies in the early support of young people who present with special educational needs. We work with the local Children's Centre, local nurseries, SWIFTS and other multi-agency staff to ensure a smooth transition and sharing of information for our youngest students. We liaise and work alongside multi-agency expertise in the identification and assessment of the needs presented by our young people. We work with our local and wider community in the support of best practice for young people with special educational needs through our Outreach/In-reach Work and wider provision.

Provision that is available to all

All pupils have their 'small learning steps' recorded in the form of an Individual Education Plan (IEP). These are typically written by the class teacher in liaison with the school SENCO, whenever needed. IEPs are written in consultation with pupils, parents/carers and teaching assistants. They make reference to a Young Persons' Statemented/ EHCP Objectives, the shared and agreed areas of focus as outlined in their Person Centred Annual Review (the Action Plan) and the following of advice from, and consultation with, external agencies as appropriate.

The IEP will set targets for the pupil and will detail:

- the short-term targets set for, or by, the pupil;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- success and/or exit criteria.

The IEP will be reviewed twice a year, and the outcomes will be recorded. Pupils will participate fully in the review process. Parents/carers will also be invited to participate in the target-setting and review process. Many of the IEP targets will come directly from the Boxall Profile.

The school will liaise with Ansbury, and other agencies, to arrange Transition Plans in Year 9, and ensures that Transition Plans are thereafter reviewed annually as part of the Annual Review/ EHC Plan process. When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Where specialist services or specialised interventions are needed, we provide nurture and focus areas for individuals and/or groups of young people. This is done alongside the expertise of individuals already within the school staff, or with close liaison with other professionals linked to Mountjoy School.

Facilities at Mountjoy School

- Mountjoy School has re-located to a new, purpose built, single storey site in Beaminster.
- Facilities include a hydrotherapy pool
- A multi-sensory room enhances the education of Mountjoy pupils by providing a safe space for creative, sensory and exploratory learning.
- There is a well-resourced Library.
- Technologies include pupil I-Pads, eye gaze, and interactive whiteboard. Technical resources include computers, laptops and interactive plasma screens, interactive projectors, video and digital cameras, and recording and editing equipment.
- The school owns four vehicles, three of which have tail-lifts and tracking to ensure accessible and secure transport for all. Seat-belts or harnesses are provided for all pupils, and a school mobile telephone is carried on excursions.
- Specialist seating, tables, physiotherapy equipment and hoists are provided to meet the physical needs of pupils.
- The Community Room is the main meeting and conference room within school. Person Centred Reviews, LAC meetings, and coffee mornings take place in this room.
- A Hub Room is situated within the school, which is set up with stand-alone computers and a small meeting table. This room is used by multi-agency professionals who work with pupils in the school.

Behaviour and SEN

We closely monitor and track pupil behaviour within Mountjoy School. Pupils have behaviour management strategies and protocols appropriate to any particular behaviour needs. This serves to

minimise the impact negative behaviour can have upon learning, and ensures that all members of the school community feel empowered to act positively.

Links with Other Schools

Inclusive links with other schools are on-going for all classes at Mountjoy School. These Inclusive links include reciprocal visits with Primary and Secondary schools, and taking part in joint projects with local, national and international schools.

Some pupils are able to attend lessons in a mainstream school and their school week may be divided between Mountjoy and mainstream. Some of these pupils are 'dual registered'.

Student Placements at Mountjoy

Mountjoy offers vocational experience opportunities to students from a variety of schools and further education establishments. Students attend for regular and specific periods of time to work alongside Mountjoy staff, in order to gain experience in connection with their own courses and career aspirations.

Equal Opportunities

At Mountjoy School we believe in the moral, as well as the legal entitlement, of all pupils and staff to have equality of access to teaching, learning, resources and opportunities, regardless of gender, ethnicity, religion, class or disability. In all activities, positive attitudes towards, and respect for, difference, diversity and individuality will be promoted. Resources and subject plans will be differentiated to meet the needs of all pupils and will reflect and celebrate worldwide cultures as well as those of the local community.

SEN Policy and Safeguarding

Mountjoy is a school that ensures strong safeguarding practices. As a Special School, we are aware that the young people who attend Mountjoy School may be particularly vulnerable, due to possible physical, cognitive, communication, sensory and/or intimate care needs. We work safely together in a supportive atmosphere, within an ethos of open, supportive and constructive challenge.

Further Information

The schools' **complaint procedures** are set out in the school prospectus. A pupil's class teacher, or the Family Liaison Officer, and wider team will work closely with parents at all stages in a young person's education, and should be the first port of call in case of any difficulty.

The school will provide information about the **Parent Carer Council** to all parents of pupils with special educational needs. All of our parents can have access to the support afforded to them through liaison with the Dorset Parent Carer Council for independent support and advice.