

Local Procedure Title	Special Educational Needs and Disability
Service	Unsted Park School
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Local Procedure Author(s)	Joan Tobin
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1. Introduction

1.1 Unsted Park School is part of the Aspris Children's Services schools and is a specialist educational setting where the children and young people attending are almost always in possession of a SEN Statement or a statutory Education, Health and Care Plan (EHCP) which has been agreed by families and all agencies involved.

The SEND Code of Practice (2014) states that Education, Health and Care Plans of educational needs are integrated support plans for children and young people with SEN from 0 to 25 years of age. They are focussed on achieving outcomes and helping children and young people make a positive transition to adulthood, including into paid employment and independent living.

Unsted Park School is committed to working in partnership with education, health and care professionals to enable students to achieve their academic potential and successful transition into adulthood in opur provision for students ranging from 7- 20 years

Unsted Park School makes provision for a range of special educational needs within the school setting, based on a needs-led assessment. The site specialises in supporting students with High Functioning Autism or Asperger's. Our students often have compounding complex needs and these can include additional needs such as sensory impairment, speech and communication difficulties or mental health needs. Unsted Park School makes provision for students in the age range 7-20. A professional Therapy team provides for Speech and language Therapy, Occupational Therapy, Music Therapy, Art Therapy and Clinical Psychology, to support students with all aspects of their EHCP requirements and nurture their Social and emotional wellbeing.

1.2 Unsted Park School believes that:

(a) All students have the right to access a wide range of learning experiences that reflect their needs, abilities and interests; (b) The learning opportunities and experiences provided for students should allow them to be successful in achieving knowledge, understanding and skills; (c) All students have a right to access a suitable programme of learning; (d) The views of students about their education and the views of parents / carers about the education their children receive should be sought and taken into account; (e) Each student has the right to be valued for their culture, religion and their different style of learning; (f) All students should be educated in an environment and atmosphere that supports their learning and provides them with safe and stimulating opportunities and experiences.

1.3 To enable all our students to achieve, Unsted Park School recognises the need to:

(a) Provide the highest standard of teaching and learning; (b) Promote an inclusive curriculum and learning environment for all students; (c) Value and support all students as individuals and treat them with courtesy, dignity and respect, celebrating their achievement; (d) Create a calm, planned, safe, purposeful working environment; (e) Oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found; (f) Value the voice and views of all students, parents/carers, staff and other professionals attached to the school.

2. Processes

2.1 Unsted Park School will maintain an overview of the annual review process and will ensure, through consultation with local authorities and parents / carers that students' needs, as outlined in their Statement/EHCP, are met.

2.2 Staff will ensure that any changes that need to be made to the Statement / EHCP will be notified to the relevant LA to enable them to make the alterations and seek the views of other professionals involved in the health, care and education of the student.

2.3 At key points of transition, before a young person is due to leave formal education or move to training or employment, the school will ensure that a Transition Planning Review takes place and that all the relevant professionals are invited (Careers, Children's Services, Adult Transition Social Worker) to advise the student and parents / carers about Post-16 or Post-19 opportunities.

2.4 Students admitted to the school will be assessed within a reasonable time frame and, educational advice following this assessment, will be shared with the local authority and parents /carers.

2.5 An Individual Education Plan (IEP) setting out how the objectives in the statement will be met through short term SMART targets will be devised in consultation with parents / carers. These will be reviewed regularly (half termly and sooner if necessary) and revised termly. The IEP will be discussed and agreed with parents.

2.6 Unsted Park School will ensure that a student's educational needs set out in the statement / EHCP are addressed through learning programmes that focus specifically on the IEP targets.

2.7 All students will be allocated the resources they need to support their learning to include equipment, staffing and learning environment.

2.8 Resources will be matched to students' needs and their suitability will be reviewed annually through the annual review process or as required.

2.9 Curriculum subject resources will enable all students to effectively access the curriculum. The school will ensure that all students have equal access to the curriculum and will ensure that specialist facilities, equipment and links with outside agencies are used effectively to promote learning.

3. Training

3.1 Unsted Park School will work to develop new expertise reinforcing existing knowledge and skills. The school's SLT will contact Learning and Development for information about the availability of training for staff which can be accessed through a variety of ways including:

- (a) By attending external courses which have been identified as a training need through performance management or professional development systems;
- (b) By attending school-based courses and training days which address the priorities identified in the School Development Plan (minimum of 5 INSET days per year);
- (c) By teachers from within the school and consultants from other schools, taking the role of mentors, coaches and leading practitioners;
- (d) Through robust targets to improve performance, which are set as a result of school monitoring systems;
- (e) Through Priory Academy e-learning modules.

4. Partnerships and Multi Agency Links

4.1 Unsted Park School are committed to working in close partnership with parents / carers and other professionals involved in the education, health and care of students, other special and mainstream schools and the community. Local authorities have a duty to support all vulnerable young people aged up to 25 years who have an EHCP to participate in education, employment and training. Unsted Park School will work closely with the relevant local authorities and professionals to support them in fulfilling this duty.

4.2 Unsted Park School has clear principles and guidelines for working with other professionals involved in the education and care of students. We are proactive with our contact and ensure that appropriate levels of professional challenge and support are in place to ensure that the needs of the child and possible transitions are effectively raised within the network of professionals around the child.

4.3 Unsted Park School will work in line with the requirements and guidance set out in SEND Code of Practice (2014)

5. Maintaining Placement Stability

5.1 Unsted Park School believe that children should be educated within an environment matched to an individual's needs. The school will assess all needs in a timely manner to ensure that all provision is fit for purpose and 'planning for success' is in place for every child. The Priory 'Child Centred Framework' – see appendices - will be applied for each learner to ensure that the 'Assess, Plan, Do, Review' cycle is followed.

5.2 When this occurs, the school will arrange a review to agree strategies which extend beyond the general day-to-day practice offered by the school. Staff may be temporarily redeployed to support a student whose needs are recognised as requiring additional input. Close collaboration with parents and the local authority will be sought to determine whether the special measures identified and implemented are effective and regularly reviewed.

5.3 The school recognises the need for a system which can identify when the provision is no longer appropriate for a particular individual and will seek to support a planned transition to an appropriate provision. The School recognise that, for some children their special educational needs may become beyond our regular level and style of intervention and the

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school setting may not continue to remain appropriate. This would be discussed with the relevant professionals and parents / carers in the child / young person's life.

Contents Checklist (Local Services may add additional items – this is a core list)			
The rationale and overall objectives of the procedure		Roles and responsibilities within the school/college to support with SEND	
A definition of SEN, and the four broad 'areas of need' from the SEND Code of Practice, indicating any specialist areas of need provided for within the school/college Or The three definitions of SEN from the Manual Of Good Practice In Special Educational Needs (Scotland), and provision for their special educational needs			
How the school leadership team will ensure staff are aware of and adhere to the procedure's stated aims			
Arrangements for reviewing the procedure			
Systems and processes within the school /college and the training for staff			
Any interventions that are provided to enable pupils to achieve their potential			
Arrangements for review meetings, including annual reviews.			

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions