

SEN Policy

Chiltern Wood School is a co-educational special school catering for a wide range of special needs. It includes the age range 3-19 and the number on roll is 205 (September 2017). It is located on two sites, with pupils who have Profound and Multiple Learning Difficulties (PMLD) and Moderate Learning Difficulties (MLD) on the Downley site; pupils with Severe Learning Difficulties (SLD) and more complex autism are on the Cressex site.

The school provides a broad and balanced curriculum for all our students taking into account individual specialised needs to ensure whole curriculum entitlement and access. This includes the National Curriculum. We are committed to providing the highest quality of education for all students and use our resources efficiently. We work with the community which allows our facilities to be accessed throughout the school year and that brings into additional funds to support our school budget as well as being accessible to our local community.

This policy will reflect the key elements of the Equality Act with a commitment to promoting equality in disability, race, gender, socio economic circumstances, pregnancy, maternity and paternity.

The headteacher has overall responsibility of the school. Deputy headteachers have responsibility for the operational management of their own school site. Day to day operation is the responsibility of all teachers and all support staff. The class teacher also has key responsibility for co-ordinating individual pupil's educational provision in consultation with all who support or provide advice. We seek to ensure that parents/carers are informed through this process.

Admission arrangements are the responsibility of the Local Authority, Buckinghamshire County Council SEN Team. Statements of Educational Needs are in the process of being re-assessed and will become Educational, Healthcare Plans (EHCP) – this process is due to be completed for all by March 2018.

We have a hydrotherapy pool and rebound facility on the Downley site. All specialist facilities are shared across both sites.

Staff Training

The governing body of Chiltern Wood School supports and invests in the professional development of all staff in order to maintain a qualified and trained staff and improve the quality of learning in the classroom.

The headteacher co-ordinates training and individuals are supported through this by identification of suitable external grants. We currently have a School Direct trainee who will join us as a permanent teacher.

All staff are encouraged to help identify and meet their development needs through discussions with the Senior and Middle Leadership Team and through probation and performance management.

Allocation of funds and-on going assessment for future provision

The budget is monitored regularly throughout the year by the Headteacher, School Business Manager and Governing Body to ensure there is efficient and effective management to meet the special educational needs of the students attending our schools. The Friends of Chiltern Wood School often organise events and fundraisers to secure improved outcomes for our students and their families. We believe all children have a right to be heard and be involved in decision making at an appropriate level. Their support is crucial to the future success of our learning programme. In practice students are encouraged to be involved in the following ways:

- Wherever possible being given a choice and a means of communication
- Recognising their achievements and where they need to go next, where appropriate commenting on this
- Where appropriate discussing their own problems, feeling and difficulties with adults and sometimes other children
- Attendance and participation at their Annual Review meeting, as appropriate
- Transition meetings

Inclusion/Integration

The school's aim to be as inclusive as possible in all areas of its work.

Integration is organised as follows:

- Mainstream pupils on placement in our schools
- Trainee social worker placements
- Trainee teacher Special School Placement
- Support at Local Home for the Elderly
- Our own Work Experience placements in the local community and shops

Criteria for evaluation of the SEN Policy

The governing body will seek to ensure the best possible provision for SEN at our school. All governors are aware of their responsibilities for SEN and discuss the issues regularly.

The governing body evaluates the success of the education we provide, using the following criteria:

- Monitoring the allocated budget
- Staff training plan being met
- Views of parents and students inform our Vision statement, self evaluation and school development planning
- Parents feeling involved in their child's learning
- Accurate up to date record keeping
- Regular collaborative meetings involving the whole class team to review pupil progress
- The number and % attendance of parents at Annual Review meetings
- Parental requests to attend the school
- Increase in pupil attainment through our target setting process
- Numbers of pupils who pursue post 17 and 19 education
- Links with community sustained
- Links with mainstream schools and special schools to increased contact/staff development
- Annual SEN policy review
- OFSTED inspection reports
- Oral and written feedback from pupils/parents/visitors

We believe parents and carers play a vital role in the success of their son or daughter's education. We are committed to a close working relationship with parents through newsletters, annual reviews and daily home school diaries.

Parents are encouraged to discuss any problems with the school. These should be raised initially with the pupil's class teacher, then the Head of Department or Deputy Headteacher. Most problems can be resolved in this way. If this does not happen, parents are advised of the official Complaints Procedure.

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