

Special Educational Needs Policy



CAPELLA HOUSE

Committee:	Governing Body
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Review cycle:	Annual
Statutory:	Yes
Required to publish on the website?	Yes

Basic Information about the School's Special Education Provision

Capella House School - *Hear our Voices, See us Shine.*

Every pupil has an entitlement to a broad and enriching curriculum which includes the National Curriculum, promotes pupils' cultural, mental, moral, physical, spiritual and social development (including British values) and prepares them for adult life.

The special needs policy will ensure that the Governing body make provision for the special needs of its pupils through raising the level of awareness and giving regular opportunities for debate during the annual review of the policy. The Governors will monitor the provision through regular reviews and reports from the Headteacher and staff, Governors' sub-committees and observations during visits to the school.

The objectives of the governing body in making provision for pupils with special educational needs, and a description of how the governing body's special educational needs policy will contribute towards meeting those objectives.

The Governors, with the cooperation of parents / guardians, staff and other agencies will ensure that the school;

1. Provides a broad, enriching and motivating curriculum including the National curriculum, differentiated to meet individual pupil needs and which ensures each pupil makes good progress according to their ability.
2. Provides a stimulating teaching / learning environment.
3. Promotes self-esteem, confidence and effective interpersonal skills.
4. Promotes, at every opportunity, integration with other schools, colleges and the community.
5. Promotes the professional development of all staff to enhance their contribution to good practice within the school and education in general.

The kinds of special educational needs for which provision is made at the school

Capella House has been designated to meet the needs of pupils with Speech, Language and Communication Needs (SLCN) between the ages of 4 and 16. Many of the pupils also have additional needs alongside their SLCN these may include:

- o Anxiety
- o Autism
- o Difficulties with attention and memory
- o Difficulties with friendships and social relationships
- o Medical needs
- o Motor dyspraxia
- o Poor problem-solving and independence skills
- o Poor self-image and low self-esteem

- o Sensory impairments
- o Social, emotional and mental health difficulties
- o Moderate learning difficulties

There are 63 places for pupils who have Education, Health and Care Plans (EHCPs). The school is across two sites, a primary center for ages 4 -11 and a secondary centre for ages 11 - 16.

Capella House is a part of the Auriga Academy Trust with Strathmore, Richmond's SLD school and Clarendon, Richmond's MLD school.

Facilities for Pupils at the school including facilities which increase or assist access to the school by pupils who are disabled.

The primary centre has 4 teaching classrooms, two group/therapy rooms, a sensory room, a food technology/science room, a drama/music/play space, a library/resource room, a main hall, a medical room, a hygiene room and an outdoor learning space for the Early Years' classes. There is wheelchair access to all floors via lifts. There are accessible toilets on both ground and first floors.

The secondary centre has seven teaching classrooms, two breakout/therapy rooms, a gymnasium/main hall, access to specialist teaching rooms for science, food technology, design and technology, art, drama and music.

Information about the school's policies for the Assessment and Provision for all Pupils with Special Educational Needs

The school's Assessment, Recording & Reporting Policy is reviewed tri-annually or more regularly as necessary. All schemes of work have details of integral assessment opportunities. Record keeping is in place for all subjects, with records for Maths and English being most detailed. Data from formal assessments (e.g. SATs (both statutory and voluntary), standardised reading tests, spelling tests, maths tests etc.) is analysed and compared to that from other schools and other cohorts, informing our target setting process. This information is reported to Governors and Trustees annually and to parents/guardians in line with statutory requirements.

How resources are allocated amongst pupils

At Capella House most classes have approximately 7 pupils with 1 teacher, 1 higher level teaching assistant. Alongside this the school employs 2 full-time speech and language therapists, a part time occupational therapist (0.6) and a full-time therapy assistant. Some pupils may have additional individual teaching assistant support, depending on need. As the school grows additional staff will be recruited to include a range of specialisms.

The special educational needs of all our pupils are met by having such a high staff to pupil ratio along with opportunities for small group teaching. Specifically targeted support allows

us to teach pupils making less than expected progress and to provide additional teaching for pupils in receipt of the Pupil Premium.

Pupils all have access to computers or Chromebooks. If needed and outlined in their EHCP pupils will have access to Augmentative and Alternative Communication (AAC) devices as assessed by the Speech & Language Therapy Team.

How the needs of pupils are identified and reviewed

All pupils at Capella House School have Education, Health and Care plans which are reviewed annually. Targets are set as part of this process. Ongoing assessment of progress identifies changing needs which are addressed through pupil profiles (and/or through EHCP targets). These are ongoing documents and are shared with pupils regularly and with parents at parent meetings.

Arrangements for providing access by pupils to an enriching and broadly based curriculum (including the National Curriculum)

Our school is inclusive, and all pupils have full access to the curriculum regardless of their educational, medical, sensory or physical needs, gender, cultural or religious differences or ethnicity.

All class teachers are curriculum coordinators. Each curriculum area has a scheme of work for each year group throughout the school. Curriculum coordinators and senior leaders monitor resources, the delivery of the curriculum and its continued development to ensure coverage, breadth, balance, continuity, progression and differentiation. This ensures each pupil gains access to his/her entitlement. Assistant Heads of Centres report to the Headteacher through School Leadership Team meetings.

Curriculum coordinators ensure that programmes of study from the National Curriculum orders are covered. Schemes of work are reviewed regularly to meet the needs of changing cohorts. Class teachers are responsible for ensuring access through appropriate differentiation and support. These documents are on-going and are reviewed very frequently.

Parents have the opportunity to review and discuss individual targets at termly parents' meetings.

How the Governing Body evaluates the success of the education which is provided to pupils at the school

The Governing Body monitors pupil progress through regular briefings by staff to the Pupils Achievement and Curriculum Committee. After discussions with teaching staff, they publish targets for English and maths for Key Stages 2 and 3, and accreditation goals for Key Stage 4. Such targets are realistic yet challenging and aim to ensure that progress for pupils shows value-added in addition to 'adequate progress' as defined by the Code of Practice.

Any arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils concerning the provision made at the school

Parents should, in the first instance, contact the Headteacher if they have complaints about the provision within the school. Should the issue need further consideration, any member of the governing body may be contacted to advise how the complaint might be taken forward. A list of governors and their contact numbers is available from the school. A copy of the Complaints Procedure can be found on the school website.

Information about the schools staffing Policies and partnership with bodies beyond the school

On recruitment all staff have to have had experience in working with pupils with Special Educational Needs or demonstrate an interest through extra curricular or out of school activities. All teachers must lead a curriculum area and have the skills and knowledge to teach a wide range of subjects. The Auriga Academy Trust takes its training role very seriously and each year mentors/tutors students and student teachers from a range of local colleges. The school has close links with National advisory bodies, such as SENJIT, who provide help and advice where necessary.

Any arrangements made by the Governing Body relating to in-service training for staff

The Auriga Academy Trust has agreed a staff development policy. The aims of the staff development policy are to ensure that staff are able to carry out the role for which they are contracted as formalised in their job description and to equip them for future professional and career development.

The school values the development of all its staff to continually improve the quality of teaching and learning. All staff attend Child Protection & Safeguarding training and receive updates. The majority attend Team Teach (de-escalation and physical intervention) training on a rolling programme and Sign Supported English (SSE). Teaching Assistants and some teachers receive ongoing specialist first aid and medical training. The Governing Body make a budget available for INSET. This addresses training in line with the Schools Development Plan and specific training on special educational needs issues.

Use made by teachers and facilities from outside the school, including links with support services

Teachers liaise with both special and mainstream colleagues through subject panels and locality groups.

The Auriga Academy Trust has two Counsellors/Therapists who work in their schools with students whose time can be commissioned on a needs basis.

The leadership team will work closely with similar special schools from Kensington and Chelsea, Hammersmith and Fulham and Westminster and, increasingly, with the other Richmond and Kingston Special Schools in order to ensure consistency of provision and to moderate internal judgements.

The school buys additional support from the Educational Psychology Service to provide support for pupils and advice for staff as appropriate.

The role played by Parents/Carers/Guardians of pupils

Parents and Carers make a difference. Parents' comments are included as part of the annual review process. Education, Health and Care Plans are reviewed and revised in partnership with parents and amendments made where necessary. Parents are able to discuss their son's or daughter's progress and targets at parents' evenings. Ongoing communication with parents/carers is through a number of ways including Tapestry (a primary online learning journal), home/school diaries and email. Workshops are held to address issues identified by the school or parents (e.g. dealing with inappropriate behaviour).

The school works closely with Social Care teams, in particular the 'Children and Families (Disabled Children) team. Information about SEND, Mencap, Me Too and Co etc. is distributed to parents by the school via the Family Partnership Worker.

Any links with other schools, and arrangements for managing the transition of pupils between schools or between schools and the next stage of life or education

Admission forms have been developed to request specific information for pupils coming to Capella House to ensure that individual needs will be fully met as soon as possible. Capella House staff visit schools and units to see new pupils in current settings before transfer. School staff are invited to bring pupils to visit Capella House prior to transfer so that a transition "book" can be made of photographs, names, plans and social stories.

There are close links with local schools who provide integration opportunities for Capella House pupils. Capella House staff can provide outreach and advice to mainstream schools on special educational need issues.

In year 11, pupils will attend a link course one day each week at Richmond-upon-Thames College. In years 10 and 11, students will have increasing contact with their 14-19 Advisor, who may also attend their transitional review. Workplace visits and work experience placements are arranged through the Kingston Business Partnership.

Links with child health services, social services and educational welfare services and voluntary organisations which work on behalf of children with special educational needs

The school receives Physiotherapist time through an LA commissioning process. The school directly employs Speech and Language Therapists and an Occupational Therapist through the Auriga Academy Trust. Some pupils are monitored by the sensory impairment team of their LA.

A school nurse monitors the health of some students on a regular basis and provides a drop in clinic. The school has a full-time HLTA with responsibility for Health and Wellbeing.

An Education Welfare Officer visits the school half termly to check registers and discuss attendance issues. The school's attached School Improvement Partner provides advice and support on a wide range of Special Needs Issues.

Equal Opportunities

We recognise our duty and responsibility to establish equality for all pupils, staff, parents, carers, governors, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation, gender reassignment, pregnancy or maternity, age, religion or beliefs as defined by existing equalities legislation.