



Special Educational Needs Policy

Updated October 2022

Review 2025



Context

Tiverton School is a primary age special school. It provides a high quality inclusive education for pupils from the age of 4 to 11 years. Our pupils have a wide range of special educational needs including physical disabilities, medical conditions, moderate, severe or profound and multiple learning difficulties, multi-sensory impairment, acquired brain injury and autistic spectrum disorder. The school provides an educational and caring environment.

Tiverton School provides a range of modern facilities. These include a swimming pool with a fixed ceiling hoist, a multi-sensory room, Sensory Integration room and a soft play area. We also have a variety of outdoor areas for learning and socialising including garden beds and trim trail. In addition to this we have a specialist room for food technology. As well as our specialist staff we welcome visiting musicians and artists to work with our pupils during the year.

We share a site with Whitley Abbey Primary School, mainstream school and have established inclusive teaching links with them.

Our school also has a welcoming early years area and spacious modern classrooms. Some of our classes are adapted with overhead fixed ceilings hoists.

At Tiverton School the pupils are at the heart of what we do. We are proud that our curriculum is highly differentiated and personalised to meet our growing population.

AIMS/RATIONALE

Working alongside a range of professionals, we endeavor to meet the individual needs of all our pupils. We offer a broad and balanced curriculum, with high expectations for both pupils and staff, that is relevant and differentiated, and that demonstrates progression and coherence. Strong links with mainstream schools further enrich the educational opportunities available to our pupils.

We aim to:

- ensure all pupils receive an appropriate curriculum that meets their needs and supports their development
- enable all children to enjoy the feeling of achievement
- enable all children to develop their self-esteem and resilience for learning and life
- encourage children to develop independence

OBJECTIVES

The objectives of our policy are to:

- organise all our activities to ensure all children are included in the life of the school
- work closely with parents/carers, regularly sharing information on children's progress and their individual needs
- continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available
- meet the requirements of the Education Act 2011 and the Special Educational Needs and Disability Code of Practice (0-25yrs) 2014 (update 2015).
- encompass the local authority's Statement of Policy for Children with SEN
- facilitate a pupil's learning by identifying his/her individual needs within the context of the National Curriculum, and the wider school curriculum
- respond to pupil's flexibly according to the nature of their needs
- provide a school environment that has the necessary adaptations to facilitate access for all pupils.

PRACTICE

We seek to work with parents by:

- consulting them through Annual Review / EHCP meetings
- Regular newsletters
- Communication via Classdojo
- joint planning of pupils' individual learning plans.
- giving parents open access to the school
- providing access to workshops to support parent's/carer's understanding of specific needs/strategies and the teaching learning approaches used at School.
- Learning workshops
- meeting with the parents of prospective admissions to the school to discuss their needs and the support they require
- Holding regular informed events where parents/carers can share experiences and knowledge
- Website
- Working with families to improve pupil attendance.

We recognise that it is vital to provide staff with the skills and knowledge they require to work with pupils with a wide variety of special educational needs.

We seek to support staff through an induction programme for new staff, a rolling programme of whole school staff development, a programme of training days on themes relating to the school development plan and individual training needs identified through performance management.

Working with other agencies is crucial to best support our pupils.

We seek to:

- work with specific agencies to identify/set specific targets
- hold planning/review meetings with other professionals as required
- work alongside other professionals for the benefit of the pupils
- Consult specialist services as needed

MONITORING AND EVALUATION

- We seek feedback from parents/carers, pupils, governors and staff.
- We meet with other therapists to evaluate and develop programmes
- The senior Leadership team and class teachers monitor pupils' progress and individual learning plans.
- We report on pupil outcomes to Parents and Governors

REVIEWING THE POLICY

The policy will be reviewed every three years, unless circumstances dictate that it should be reviewed sooner. The policy will be reviewed and revised by the Head Teacher and approved by the Governing Body.

Signed:

Helen Morris – Chair of Governors

Alison Neale – Headteacher

Next Review – September 2025