

## **Special Educational Needs Policy Statement**

The Governing Body, Headteacher and all the staff recognise the need for all pupils to have their individual needs met and the opportunity to achieve the highest standards of which they are capable.

### **Admission Arrangements**

All admissions to Peak School are of pupils with statements of special educational needs / Education, Health and Care Plan (EHC). Pupils are placed at the school by the Local Authority. The school provides a curriculum to meet the needs of pupils (2 – 19) with severe and complex learning difficulties including Autism. We also offer places on a sessional, split place, or part time basis appropriate to the individual needs of the pupil concerned.

### **Identifying and Reviewing Pupil Need**

The needs of pupils are identified and reviewed through the statutory annual review process, (see also the school's Assessment Recording and Reporting policy). Additional needs may be identified between Annual reviews through consultation with parents, school staff and other professionals at Individual Educational Plan meetings.

### **Curriculum Arrangements**

All pupils have access to a broadly based, balanced curriculum differentiated by age and needs which includes the national curriculum as required. The pupils work within different key stage groups and there is a clear distinction in the way in which work is presented and carried out in these groups so as to make the curriculum age appropriate. It is also differentiated to cater for the different physical environments required by the Autistic, PMLD and Extremely Challenging Behaviour (ECB) pupils.

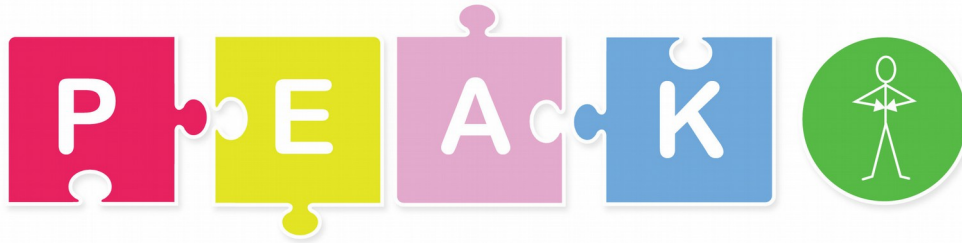
(The school has a full range of curriculum policies available for inspection).

The Governing Body evaluates the success of the education provided at the school by reports they receive from members of staff (for example the October Report which is supported by statistical analysis of assessment data) and through OFSTED reports. The Governing Body has a greater role in this evaluative process. This information informs the writing of the School Improvement Plan.

### **Complaints**

The Governing Body adopts the Derbyshire County Council complaints procedure. A copy is available from the school on request.

### **Continuing Professional Development (CPD)**



The Governing Body monitor staff training in relation to the School Improvement Plan requirements and those that arise from the performance management process and any national or local initiatives. A report is given by the CPD coordinator.

### **Links**

Parents have a vital role to play in the education of their child. The school liaises closely with parents in the planning and delivery of educational programmes. Individual Education Plans are used to plan and monitor small step progress and the planning meeting which is held each term with parents is an opportunity to talk about the formal and informal curriculum including whether differentiation continues to be targeted correctly.

The school (Peak School), endeavours to access off site facilities and staff to ensure optimum curriculum delivery. We work in a multi-disciplinary way with the Health Authority Support Services to best meet the statement needs of the pupils and ensure appropriate medical oversight. We continue to employ school nurses and a therapy assistant to maintain this process.

The Local Authority Support Services are also available for advice to enable pupils' needs, which have been included in their Statement of Special Educational Need / EHC, to be met.

The school links with other professionals involved with the pupil and their family depending on individual need and circumstances. We facilitate relations with Social Care and support others in their delivery of 'short break' (respite care) provision.

### **Transition Plans**

All pupils have transition plans written as part of their year 9 Person Centred Review (PCR). These are written in collaboration with carers, parents and other interested parties. These plans are then reviewed annually. If the need for a change of school is identified through a review of statement, change of address or other appropriate means before the school leaving age specific transitional arrangements are made.