

ICKNIELD SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

'Children with Special needs have the right to Special care' **Article 23 UNCRC**

Icknield School Values Statement

Icknield School is passionate about providing an inclusive education. We value all students as unique and nurture their talents. We enable students to achieve to their best ability in a safe environment and to grow into the finest individuals they can be.

Our inclusive practice can be defined as attitudes, approaches and strategies taken to ensure that all our pupils are included in the learning environment. We ensure that all pupils are listened to, openly valued, safe and have the confidence to participate in all activities.

Icknield School strives to remove barriers to learning, to celebrate diversity and through this we encourage and support a society of equality, acceptance and mutual respect.

By valuing and respecting human diversity, Icknield School fosters a sense of community and belonging, enabling all: children, teenagers and adults, to participate in every area of life possible.

1. The objectives of Icknield Governors provision for pupils with Special Educational Needs (SEN) are that:

- The pupils will be encouraged to realise their full potential through flexible and varied provision with a broad, balanced and relevant curriculum.
- The staff will be confident and adaptable with their skills enhanced by suitable training.
- Parents will work in partnership with the school's Governors and staff.

2. Icknield is a day school for both pupils with severe learning difficulties and for pupils with multiple learning difficulties.

All pupils will have an Educational Health and Care Plan or be on assessment to gain one.

All pupils will have Personal Learning Goals that require individual and/or small group teaching situations. The pupils will follow a developmental curriculum leading them to achieve as independent a life as possible.

3. The school offers the following specialised environment:

- Drum Class for pupils in the Foundation stage and some Key Stage 1 are included within a separate classroom in the school complex. This includes a toilet and shower area, outside fenced in play area with specially designed walk ways, sand pit, water play area and soft play room.
- Provision for pupils with profound and multiple disabilities with ready access to physiotherapy, hydrotherapy and multi-sensory facilities. A range of lifting equipment is available for use with pupils who require it.
- A bungalow has been purchased by the Icknield Trust for the use of pupils with Learning Difficulties, after Key Stage 4, to enable them to follow a course of independent living – Icknield FE Centre.
- All classes have an interactive whiteboard.
- All classes have at least one computer with more than one way of accessing them.

The school is continually upgrading the ICT provision.

All areas of the school and bungalow have level ramped entrances allowing wheelchair access.

The school has minibuses and 2 people carriers that are used by all the students within the school to access the community and the facilities it has to offer (three standard minibuses and two accessible buses.)

The numbers of pupils in a class will vary according to the needs of the pupils within the school. All classes have a high staffing ratio to support the pupils to access the curriculum.

The school is funded by Hampshire's Local County Council. This takes into consideration the nature of the pupils' individual needs and is calculated on a place number allocation agreed by Hampshire County Council.

The Governors have one subcommittee:

Curriculum: Responsible for aspects of the curriculum.

5. Children can be assessed in Drum Class so that a report can be submitted to be included in their Educational Health and Care Plan. This will include observation and working in partnership with the child's parents.

All other pupils have an Educational Health and Care Plan which will have been written with contributions from all professionals involved in a child's assessment plus the views of the parents.

All pupils have Personal Learning Goals (PLGs) which include short term, next step, targets that are reviewed termly. Annually each pupil has a review meeting where school staff, other professionals and parents evaluate pupil progress and set new PLGs. At this meeting the EHCP is revisited and updated where necessary.

Parents receive 2 pieces of evidence, written and or photos which contribute to their child's PLGs or curriculum pathway every half term.

6. Icknield uses the Equals curriculum as a basis for planning in Key Stages 1-4. The Equals Curriculum is subdivided into three curriculum pathways; pre-formal, informal and semi-formal. The Equals curriculum is designed to meet the individual and unique needs of each pupil. This will include working at their individual pace. Work will be differentiated so that each pupil can make step by step progress. Where possible, subjects are linked through topics to ensure relevance for pupils. Teachers take responsibility for planning and monitoring individual areas of learning and coordinate them across the school.

All pupils have opportunity for some or all of the following parts of a wider curriculum that includes:

- riding for the disabled
- integration
- short term residential visits
- work related learning
- sports events
- swimming
- shopping trips
- and therapies which include hydro, physio, occupation and speech and language

7. The Governing Body is able to evaluate the success of the education that the pupils attending Icknield receive by:

- Evidence For Learning
- the response it receives from parents
- visiting classes and speaking to the teachers
- the meeting of objectives set at annual reviews

- the success rate of the school development plan
- the high regard in which the school is held by external professionals from both Hampshire and Wiltshire

8. A weekly newsletter of events is sent to all parents and guardians.

9. All school inservice training is biased towards Special Educational Needs. Inservice (INSET) days are arranged to enhance the whole school's staff ability to meet the needs of the pupils in their care. Governors have an open invitation to attend all school organised Inset days and parents are invited when applicable.

10. Icknield has frequent visits from fellow professionals from both Hampshire and Wiltshire. These include teacher advisors on special needs, educational psychologists, education welfare officers and community nurses.

11. Parents are involved in home school programmes including SHIP, and Triple P, usually initiated through the Personal Learning Goals, which develop from pupils' annual reviews.

Parents also act as advocates on behalf of their own children at meetings held at school on their child's future.

The Governors support the school's Parents/Teacher's association (Friends of Icknield) in fostering opportunities for parents, pupils and staff to meet in informal situations.

12. Icknield Governors have a very positive attitude to integration with schools and colleges in the Andover area and further afield.

All the pupils have opportunities to link with peers in mainstream schools. Post 16 Icknield pupils are encouraged to participate in college links courses. In their final year at Icknield they have the opportunity to visit colleges to investigate options Post 19 with their parents. Post 16 pupils also have the opportunity to undertake work experience where appropriate.

Icknield has a policy on school uniform which allows different uniforms for primary and secondary aged pupils. Post 16 students are not required to wear a school uniform.

13. Icknield has close links with health, social services and voluntary services. All attend meetings as appropriate and contribute to programmes and reviews and ensure a multi-agency approach to dealing with each pupil's needs.

The amount of health authority input into a pupil's individual programmes is dependent on sufficient time allocation being given to the school.

The Friends of Icknield (school's PTA - registered charity), the Icknield Trust (a registered charity concerned with pupils aged 16- 19) and Purple Oaks all support Icknield Governors in providing the best education possible for all who attend the school.

- Icknield School attained RRR gold level in September 2012 – the ethos of a rights respecting school impacts on all aspects of school life
- Icknield School works closely with other Hampshire schools to improve teaching and learning
- Icknield School participated in a Comenius project funded by the British Council. It involved working with special schools from five European countries in a project entitled 'Steps to Inclusion'.

Reviewed and updated by Sean Cannon

01/03/2025

To be reviewed in March 2028