



## SPECIAL EDUCATIONAL NEEDS POLICY

Mabel Prichard School caters for students aged between two and nineteen years of age with severe and / or profound and multiple learning difficulties.

### *Statement of Special Educational Needs*

All students attending Mabel Prichard School have an Education Health Care Plan (EHCP). These are legal documents to ensure the child receives the correct provision to meet their individual needs. This EHCP is reviewed annually at a formal meeting with parents and professionals.

### *Named people*

Kevin Burrell is the member of the Governing Body responsible for Special Educational Needs. They provide support and guidance to parents / carers if and when required and support and challenge the school in meeting their statutory requirements.

### *Philosophy*

Throughout their time at Mabel Prichard School we have 3 key aims for all of our pupils:

- To motivate them to learn throughout their lives
- To prepare them for a meaningful adulthood
- To encourage success as individuals and as part of a community

We have two pathways in our curriculum to ensure each student's needs are met and individual strengths are recognised.

Each pathway focuses on teaching pupils to apply skills that are learnt through:

<b>Pre-formal</b>	<b>Semi-formal</b>
<ul style="list-style-type: none"> <li>• Language and communication</li> <li>• Cognition skills</li> <li>• Physical skills</li> <li>• Independence and social skills</li> </ul>	<ul style="list-style-type: none"> <li>• English development</li> <li>• Mathematical development</li> <li>• Physical development</li> <li>• PSHE</li> <li>• Knowledge and understanding of the wider world</li> <li>• Creative development</li> </ul>

Our **pre-formal curriculum** aims to develop the essential skills for future life with a strong emphasis on engagement and learning. Communication and interaction with the world is a focus, with learners developing skills of initiation, interaction, awareness, curiosity, investigation, discovery and most importantly, persistence.

Our **semi-formal curriculum** aims to develop the essential skills for future life, with a strong emphasis on support to understand and stay safe and healthy in the wider world. Careful sequencing is planned to ensure progress is made as students move through the school. They learn to apply these essential knowledge and skills as they move into adulthood.

We evaluate the impact to ensure we can review, plan and continue to make progress with:

- Learners, parents, teachers and governors
- A variety of evidence types to inform assessment
- A policy of verbal feedback with clear next steps
- Visual feedback to indicate success and next steps
- A plan, do, review -approach to evaluation
- A meaningful, personalised assessment system
- Meaningful data to inform improvements

### *Practice*

- Teachers are responsible for assessing the needs of the students in their class, with the help of other professionals including speech therapists, physiotherapists, occupational therapists and where appropriate LDCAMHS.
- Teachers review progress three times a year in pupil progress reports, which then inform a meeting with a member of the senior leadership team to look at plans for further progress and any changes to be made to ensure further progress. These are shared with parents and carers.
- Teachers keep succinct records of each student's progress including samples of work, photographs and video clips on Evidence for Learning which creates a case study of their progress throughout the school.
- Parents are informed of their student's progress at annual reviews, parents evenings and through an end of year report.
- Students have access to specialist rooms including a sensory room, soft play, jacuzzi and design and technology
- The school uses a variety of teaching strategies to meet the needs of all pupils that include:

### **TEACCH**

- **T**eaching – sharing autism knowledge and increasing the skill level of professionals and practitioners.
- **E**xpanding – increasing own knowledge to provide high-quality services to autistic people and their families.
- **A**ppreciating – appreciating the strengths and uniqueness of autistic culture.
- **C**ollaborating and **C**ooperating with colleagues, other professionals, autistic people and their families.
- **H**olistic – adopting a holistic approach, looking at the person, their family and community.

### **Attention Autism**

- developing natural and spontaneous communication through the use of visually based and highly motivating activities

### **Tacpac**

- drawing together touch and music to create a structured sensory communication between two people.
- We use a variety of communication aides including Makaton signing, PECS (Picture Exchange Communication System), BIGmack (a device on which you can record a single message to support a student to communicate), Proloquo2Go (an augmentative and alternative communication tool) and communication books
  - Extra-curricular activities are provided in the form of After School Club and holiday clubs with other organisations.
  - The school is highly committed to staff training which is done in a variety of ways. These include school INSET days, weekly teacher and class meetings, good practice visits, a teaching and learning hub, shared practice and a range of continuing professional development opportunities.

*This policy is closely linked to the Equalities opportunities and plan*

Agreed: December 2013

Reviewed: September 2021