

## **Dorothy Goodman School**

### **Policy Statement for Pupils with Special Educational Needs**

#### **INTRODUCTION**

We believe that all children are of equal value, and that this school has the responsibility for providing a high quality, well-balanced, coherent and carefully differentiated curriculum for all of our pupils, enabling them to reach their full potential as learners. Students with special educational needs have the same entitlement as all other pupils; and in addition, provision must be made for their identified individual needs. Every Child Matters, and the school seeks to embody a commitment to that principle and to the statements that underly it.

All pupils have the right to be fully included in the life and work of the school, and in order to further this it is understood that teachers and support staff have a responsibility to all pupils – over and above the specific responsibilities that they have for those students based in their own particular class. Children with special educational needs have a right to develop their independence and self-esteem, and they should be supported in developing a positive self-image. Their own views on their learning and progress should be taken into account as appropriate.

Staffing levels in each lesson should be adequate to take full account of individual needs, and should not be a barrier to effective teaching and learning taking place. When planning staffing levels for the school and for each class, consideration should be given to the current staffing levels identified as optimal through the LMSS Bandings process, and to information available in the most up-to-date special schools' PANDA. Final decisions on staffing are co-ordinated through the Senior Leadership Team.

#### **STATEMENT OF VALUES**

- A. The school has a commitment to Inclusion – both within school and outside the school context. The level of Inclusion should be appropriate to an individual's needs.
- B. All children have a right to receive a broad and balanced curriculum. They have a right to achieve success, and to fulfil their learning potential.
- C. Our provision is part of the provision made by Leicestershire LA, and is therefore in line with the overall framework operating in Leicestershire.
- D. The school works in close partnership with the LA, and with pupils, parents, carers and other professionals.

- E. Access should be provided to the full range of educational provision agreed and approved in conjunction with the LA. Specialist education should be provided as appropriate.
- F. Resources should be carefully targeted to achieve the best outcomes for pupils. The school is accountable to parents and others for its allocation and use of all available funding, and for how it chooses to deploy both physical and human resources. The school aims to offer outstanding value for money.
- G. The school will allocate resources on the basis of identified pupil need.
- H. Outside agencies should be accessed for curriculum support, and we will work closely with a range of external professionals in order to guarantee a cohesive service for students.
- I. We believe that the education we offer should reflect the nine areas of experience identified by HMI, as follows:
- Literary and Linguistic
  - Mathematical
  - Scientific
  - Technological
  - Physical
  - Social
  - Moral
  - Spiritual
  - Aesthetic and Creative

This is an entitlement for all pupils, alongside their entitlement to all subjects of the National Curriculum, plus:

Religious Education

Sex Education

Personal, Social and Health Education

Careers Education (Key Stages 3 and 4)

Spiritual, Moral, Social and Cultural Development

Key Skills: Communication; Application of Number; Information Technology; Working with Others; Improving own Learning and Performance; Problem-Solving

Thinking Skills

Other Aspects: Financial Capability;  
Enterprise and Entrepreneurial Skills;  
Work-Related Learning (Key Stages 3 & 4 and  
Post-16)  
Education for Sustainable Development

## **PROVISION**

Dorothy Goodman is an all-age (3 – 19) school for pupils with a specified range of needs, these being:

- Pupils with severe learning difficulties
- Pupils with moderate learning difficulties
- Pupils with autism, and associated learning difficulties
- Pupils with profound and multiple learning difficulties
- Pupils with complex learning difficulties

The common factor is that we provide education for those children and young people who require high staffing ratios and an individualised teaching approach.

Should the Governors and the Head Teacher feel that an individual pupil is ill-placed at Dorothy Goodman, then it is their duty to report the matter to the parents and to Leicestershire Authority.

All students here have a Statement, and an Individual Education Plan.

## **STATEMENTS**

All pupils at Dorothy Goodman School have a Statement. This Statement, in Sections 2 and 3, details their special educational needs, describes key objectives, and specifies the provision that must be made in order to meet these objectives.

When a pupil is first admitted the advice in these two sections, together with information received from the previous school (where this is applicable) and our own baseline assessment data, is used to construct an Individual Education Plan. This follows the format proposed in Section 5 of the Code of Practice for Special Educational Needs (DfES 581/2001), and in particular identifies a small number of

key targets. Progress towards these targets is assessed half-termly and is reported upon at Annual Review, when a new IEP, including new targets, is devised.

## **ANNUAL REVIEW PROCESS**

Each year an Annual Review is held for every pupil, the purposes being to:

- Assess the child's progress towards meeting the objectives specified in the Statement
- Assess progress towards the targets specified in the IEP
- Review the special educational provision made for the child, including the appropriateness of any special equipment provided
- Consider the continuing appropriateness of the Statement
- Consider the continuing appropriateness of the placement in a special school
- Set new targets for the coming year

As part of the Annual Review submission from the school a report is made for each curriculum area, to include a comment on work covered and on attainments reached. National Curriculum levels / P-Levels are reported for all National Curriculum subjects.

The targets that are set at Annual Review are annual ones, and relate back to the longer-term objectives set out in the Statement. From these annual targets the short-term IEP objectives are selected, and reviewed half-termly (when they may or may not be altered depending upon the progress that has been made). Targets are grouped according to key curricular areas, but personal targets are also set, relating to pupils' individual needs, and – especially at Key Stages 4 and Post-16 – meeting the requirement for a more personalised approach to learning.

All professionals who work with an individual student are invited to the Annual Review, plus parents and guardians, as appropriate. Key Stage 4 and Post-16 pupils have a Person Centred Planning Review, co-ordinated through Connexions. They attend the Review (and have an input into their targets); all other pupils forward a written contribution. Where pupils are unable to write this contribution themselves they are assisted to do so, and where this is not possible, then the contribution is made through photographs. Parents are also asked to make a written submission if they wish to do so.

Information received is circulated two weeks in advance of the Review.

## **WORKING WITH PARENTS AND WITH EXTERNAL AGENCIES**

It is of paramount importance that all people concerned with an individual pupil's education work closely and co-operatively. Only in this way can pupils receive their entitlement to a broad and balanced education. Links include the following:

**Parents.** Parents have a right to information and full involvement in the education of their children. Parents have the right to have their views respected.

**Governors.** Governors have the right to full involvement in, and oversight of, the work of the school. The day-to-day running of the school is delegated to the Head Teacher, but Governors set the strategic direction, and are responsible for major policy decisions.

**Pupils.** Pupils at all Key Stages should be involved in appropriate ways in decisions relating to their own learning.

**Other Professionals.** The involvement of a wide range of professionals in the work at Dorothy Goodman is vital if we are to offer the highest quality education possible. This will include educational psychologists, speech therapists, physiotherapists, occupational therapists, music therapist, social workers, school nurse, specialist health visitor, specialist teachers, connexions workers etc.. In order for this input to be as effective as possible, there must be an integration of all the relevant services. This happens through the Annual Review process. All those involved are invited to either attend the Review meeting or submit written comment, and in this way a coherent Individual Education Plan can be discussed, agreed, circulated and put into effect.

## **INCLUSION**

The students at Dorothy Goodman have all been assessed as needing special school provision. However, this does not mean that they require to be segregated from mainstream settings all of the time. Indeed, inclusion for part of the time with their mainstream peers will offer a number of benefits, ranging from enhanced curriculum access to social interaction. All pupils should benefit from participating in an inclusion link at some point during their school career. This could be in a mainstream setting, or it could be at College, or it could be here at Dorothy Goodman, with other pupils coming here to take part in certain lessons.

Increasingly inclusion links focus wherever possible on specific aspects of the curriculum. This is either to provide work that cannot be provided on the Dorothy Goodman sites (e.g. Science at Redmoor High School, where we have access to equipment that we do not possess), or to extend opportunities in subjects where pupils have a particular aptitude (e.g. some of the Maths links that we have organised).

***Within school, all pupils have the right to be included fully in all learning experiences.*** There are occasions when grouping occurs (in order to take account of individual needs); there are occasions when pupils are withdrawn from the classroom (e.g. because they require a stimulus free environment for part of the day); and there are occasions when pupils will not go on trips that other students attend (e.g. for Health & Safety reasons, or because it is known that the trip would cause distress). But decisions over such matters are taken in full consultation with parents and with young people, and in the context of the first principle specified above:

***Within school, all pupils have the right to be included fully in all learning experiences.***

## FINANCES

The budget allocation should be made in such a way as to guarantee curriculum entitlement and access for all pupils. The monitoring of this is carried out in a variety of ways:

- The Annual Review process, since pupil progress against set aims is monitored on an annual basis
- Individual Education Plans, since these specify pupils' entitlements, and are again monitored annually
- The School Improvement Plan, which identifies each year the school's targets, and then the following year reviews progress against them – in terms of planned expenditure on equipment, curriculum resources, in-service training, buildings etc.; within the Plan it is the practice for all major groups of pupils to be represented in terms of an annual development item
- The Strategic Plan, which sets out the longer term vision
- Standards Fund expenditure, which is planned year on year to meet school priorities
- Whole School Targets, these being set by governors annually in order to address key priorities
- Governors' Finance Sub-Committee, on a termly basis
- Regular consultations with parents at Parents' Meetings

Sufficient funding needs to be made available to meet agreed targets and priorities. In this way efficient use will be made of the funding available because it will be linked to developments that the school has decided are necessary in order to enhance the quality of education that we provide.

Decisions on planned spending are at all times open to inspection by governors, parents and the Local Authority.

*Dorothy Goodman School April 2007*

*Devised September 1996  
Reviewed April 1998,  
November 2000,  
January 2002  
November 2004*