



Special Educational Needs and Disability Policy

1. The objectives of the Governing Board in making provision for pupils with special educational needs and disabilities.

The Governors' objectives for all the pupils at John Chilton School are within the school ethos i.e.:

At John Chilton School, we strive to promote the development of confident, motivated and independent learners in a sociable, safe and accessible environment; supported by communication and engagement between home, school and partnerships.

2. The kinds of special educational needs and disabilities for which provision is made at the school.

John Chilton School is a co-educational maintained special school in the London Borough of Ealing for pupils age 4 to 17 years. Students have moderate to severe learning difficulties as a primary need, or as a dual diagnosis to their medical or physical needs. According to their age and stage of learning, students will have National Curriculum attainments at P3 level or above.

3. Facilities for pupils at the school including facilities which increase or assist access to the school by pupils who are disabled.

The school is fully accessible with stairs, lifts, ramps and powered doors. Specialist facilities include a hydrotherapy pool, fully equipped hygiene rooms, wheelchair accessible play equipment, fixed and mobile hoists and standing frames

4. Information about the school's policies for the assessment and provision for all pupils with special educational needs and disabilities.

Full details are within the school's Assessment, Recording and Reporting Policy, Curriculum Policy and the Teaching and Learning Policy.

5. How resources are allocated amongst pupils.

Resources are allocated to pupils according to their assessed need. Staffing is allocated to classes/year groups flexibly with some individual pupils receiving more support than others. Pupils have individualised equipment that will enable them to access the curriculum and social environment of the school. In a small number of cases, specific pupils have additional resources (including staffing support) paid for by their Local Authority. The school ensures that that these pupils receive the support of these resources. Pupil Premium funding is allocated to resources and activities who attract this finance.

6. How the needs of pupils are identified and reviewed.

Refer to Assessment, Recording and Reporting Policy

- Pupils' Education, Health and Care Plans are reviewed at least annually
- Concern about a pupil's progress is identified through classroom observation, and the assessment cycle. Referrals are made through the Headteacher for additional support from outside services.

7. Arrangements for providing access by pupils to a balanced and broadly based curriculum (including the National Curriculum).

Refer to the Teaching and Learning Policy and Curriculum Policy

8. How the Governing Board evaluates the success of the education which is provided at the school to pupils.

- Termly reports are made by the Headteacher to full Governors and the Pupils, Teaching and Learning Committee.
- Governors visit the school for focused activities and school activities.
- Benchmarking tools are available to Governors.

9. Any arrangements made by the Governing Board relating to the treatment of complaints from parents of pupils concerning the provision made at the school.

Refer to Complaints Policy

10. Information about the school's staffing policies and partnership with bodies beyond the school.

Staffing:

- The school's staffing structure is reviewed annually by the Governors.
- The school has a Senior Leadership Team comprising the Headteacher, two Assistant Headteachers, and two Senior Leaders

Links:

- The school is situated within the Alec Reed Academy and works closely with them on integrated provision for its pupils where appropriate. There are further links with other mainstream and special schools and JCS is a key partner in and contributor to the Ealing Schools Primary Teaching Alliance.

11. Arrangements made by the Governing Board relating to in-service training for staff in relation to special educational needs.

The school's Continuing Professional Development (CPD) co-ordinator takes responsibility for in-service training. CPD is available for all staff. Staff access training through a balance between the needs of the school as expressed in the School Improvement Plan and an individual's needs as well as emerging needs related to the changing needs of the pupils and changes in legislation. All CPD is in line with the Standards for Teachers' Professional Development (DfE 2016)

12. The use made of teachers and facilities from outside the school including the links with support services for special educational needs includes:

- Therapists and Nursing staff
- Peripatetic teachers for Visual and Hearing Impairments.
- Ealing Services for Children with Additional Needs (ESCAN)
- Independent Specialists and Consultants
- Educational Psychology
- Clinical Psychology
- Alec Reed Academy
- MENCAP
- Community Groups for club and leisure activities

13. The role played by parents of pupils.

The school strives to nurture relationships with parents/carers by frequent and appropriate communication. Engagement with parents/carers and involving them in the education of their child is considered as vital. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help their child at home and at school. Information is given about the curriculum and ideas for home learning; workshops are organised, as well as information about future pathways.

Parents volunteer to help in the school e.g. swimming, reading, library, curriculum events.

14. Links with other schools and arrangements for managing the transition of pupils between schools or between the school and the next stage of life or education.

- The school aims to visit new pupils and their families at home at admission at EYFS and at their current school in other years.
- Transition to Phase 3 is facilitated by a focused programme involving parents and pupils.
- Transition from year 8 to year 9 and Foundation Learning is facilitated by meetings with pupils, parents and carers.
- Transition to Post 16/17/18 education is facilitated through annual meetings, information fairs, transition planning, involvement of Connexions, visits to colleges, work experience etc. Pupils in sixth form spend two days a week in structured community activities.
- Close links with ARA which provides two way integrated provision for a small number of pupils
- The school provides an outreach service giving advice and support to other schools that have pupils who have physical/medical difficulties.

15. Links with child health services, social services and educational welfare services and voluntary organisations which work on behalf of children with special educational needs.

- ESCAN (including therapies, social services, nursing services, CAMHS) and equivalent services for pupils whose home Local Authority is not Ealing
- Commissioned therapies
- MENCAP

Revised Oct 2018

THIS POLICY WAS AGREED AT GOVERNORS' PUPILS, TEACHING AND LEARNING COMMITTEE