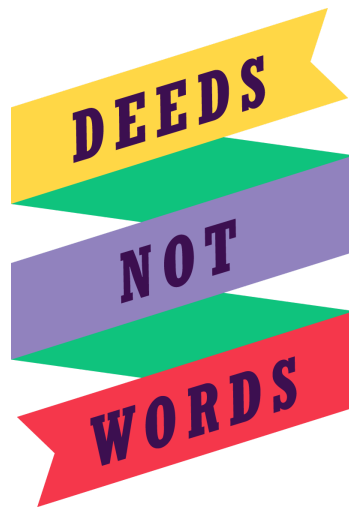




# EMILY DAVISON SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



DATE CREATED	NOVEMBER 2024
DATE OF REVIEW	NOVEMBER 2025
HEADTEACHER	MICK HUTCHISON
CHAIR OF GOVERNORS	DAVID HARRISON





### Emily Wilding Davison beliefs:

- We believe that every person in our school is an individual of equal value and deserves to be treated with respect
- We believe that every decision we make and everything we do is to make life better for our pupils. We believe that our role in managing behaviour is to enable our pupils to manage it for themselves
- We believe that every pupil must get the very best education so that they can reach their potential and have the future they deserve
- We believe that our school is exceptional and our pupils deserve to have this recognised

### Ethos and Aim

Our aim is to work with pupils experiencing barriers to learning related to SEMH and other needs so that they take pride in learning, communicate effectively and develop pro social and independent **life** skills.

We want our students to be responsible, regulated, respectful and ready for the next stage in their education, training or employment. Emily Wilding Davison supports pupils **with a curriculum that meets their needs** in ~~functional English and Maths~~, equipped with a skill set that allows them to meet new people with confidence, work well within a team and see challenges as possibilities. **This is underpinned by our core values of Respect, Integrity, Compassion, Honesty and Trust (RICH-T)**

In making provision for pupils with special educational needs our policy objectives are:

- To take into account current and updated legislation related to SEN and Disabilities.
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their specific needs.
- To assess the needs of pupils and to use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils.
- To develop and maintain a positive and supportive partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children.
- To listen to pupil views and incorporate those views into plans for and delivery of support.
- To ensure effective collaboration with Local Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with special educational needs.





- To ensure that all staff are aware of their responsibilities towards pupils with special educational needs and are able to exercise them.
- To monitor our effectiveness in achieving the above objectives through measuring holistic attainment and progress.

## Definition of Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: - has a significantly greater difficulty in learning than the majority of others of the same age, or - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A disability is defined by the Equality Act 2010 '...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities'.

This policy has been written with regard to the Special Educational Needs and Disabilities Code of Practice: 0-25 years (Sep 2014) and the Equalities Act (2010).

## Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. Families are welcome to visit the school, however, a panel within Northumberland Local Authority makes the final decision on which children will attend Emily Wilding Davison School. The headteacher will read all paperwork sent regarding a child with SEND and will respond to Northumberland Local Authority to advise if Emily Wilding Davison can meet the SEND need.

If Emily Wilding Davison School can meet your child's needs but all places are filled you will be advised when a place would become available or that your child is on the waiting list

## Responsibility for the coordination of SEND provision

The person with overall responsibility is the headteacher. SEND provision is coordinated by the Inclusion manager and SENDCo, Dr Cath Taylor, supported by the Pastoral Team.

All staff are responsible for supporting pupils' additional needs at Emily Wilding Davison School. Link Workers directly liaise and communicate with families.

The SENDCo's responsibilities include: overseeing the day to day operation of the school's SEND Policy, coordinating provision for children with special educational needs, liaising with and advising colleagues, overseeing the records of all children with special educational





needs, liaising with parents/carers of children with special educational needs when needed, contributing to the in-service training of colleagues, liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

### **Identification of SEND**

The majority of pupils accessing Emily Wilding Davison for their education will have an Education Health Care Plan.

Early identification of specific needs is vitally important and the school makes every effort to identify these needs and target support as quickly as possible. Identification is achieved through any of the following means: use of transfer records, contact with parents/carers who express concern over their child's progress, classroom monitoring and observation by staff, use of standardised tests taken throughout the school, other assessments made by staff working with the pupil and pupil views. We feel very strongly about understanding the holistic needs of the young person and this includes working with the whole family. We use a range of data bases to collect information about our children, plan and track and set aspirational outcomes. Information is gathered from the following areas:

- Education Health Care Plans outcomes
- Pupil Data Dashboard and Provision Maps, Arbor and CPOMS data which tracks attendance, number of significant incidents
- Individual Behaviour Learning Points, progress and attainment
- Special Educational Needs and Disability (SEND) status
- Looked After Child (LAC) status, adopted, in care, Special Guardianship Order (SGO) etc.
- Social Care status e.g. Child in Need, Child Protection Plan
- Agency involvement
- Adverse Childhood Experiences score (ACEs)
- Thrive Assessments
- Risk Assessments
- Low Level Log which tracks incidents, child protection concerns, significant information and patterns of behaviours

### **Access to the Curriculum**

Emily Wilding Davison curriculum encompasses Early Years, KS1, KS2, KS3 and KS4. We deliver a curriculum that includes the Thrive Approach, Forest Schools, Outdoor Education and Physical Intervention to facilitate and support our pupils to take their place in society as successful adults.

Our curriculum is not just an academic offer, its function is to guide and educate so that students address and heal any disruptions in their emotional and social development before channeling their energy and focus into achieving qualifications and skills, to equip them for the workplace. Students needing **who need alternatives to our main provision can be**





referred to our on-site 1:1 tuition service, EWDS Tuition. ~~additional support may be taught at the Learning Centre which offers places for vulnerable students who are unable to cope with accessing the main site.~~ They receive a bespoke curriculum focussing on building social skills and resilience delivered by a highly skilled staff working.

### **Inclusion at Emily Wilding Davison**

Pupils are taught **at their** stage not age and are grouped according to needs, friendship groups and academic abilities. This means teachers may have to teach learning objectives from different year group planning within one lesson. The curriculum is a balance of delivering academic skills, pro-social skills, engagement and fun following personal interests, nurture and confidence building and every opportunity to reduce anxiety and build strong relationships with both staff and peers is taken. A basic skills model for the core subjects is in place with opportunities for stretch and challenge. Any pupils experiencing gaps in their learning have the opportunity to catch up fast and more able students are able to work at a higher level.

### **Evaluation of provision**

Governors play a key role in the support and development of the school and oversee and monitor the provision on offer through sub committees, learning walks, book looks, audits and interaction and feedback from families and pupils.

The Management **Senior Leadership** Team of the school work tirelessly with other partners and agencies monitoring, evaluating and improving provision to ensure that students have the best opportunities and that staff are highly trained in delivery of teaching and learning in all areas as well as specialist in supporting children and young people with additional needs. Review of the quality of provision is also carried out through the annual Education Health **and** Care Plan Review meetings.

### **Staff Training**

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities. Our Special Educational Needs Coordinator (SENDCo) provides advice and guidance to staff. We follow the Local Authority policy to ensure all staff are trained to the expected standards.

All staff have a high level of understanding about how best to support children with a range of needs. All staff are trained in Price Training so that they can positively handle children who are in crisis and have lost control of their own behaviour. Positive handling is a holistic approach involving policy, guidance, management of the environment and deployment of staff. It also involves personal behaviour, diversion, defusion and de-escalation. Restraint is a small part of the frame work. Please contact the school if you wish to know more about our staff training, knowledge and skills.

### **Multiagency Links**





The other people / agencies and teams providing services to children with a special educational need/ disability in school include:

- Educational Psychologist
- CYPS Practitioners
- Language and Communication Team
- Occupational Therapists
- Speech and Language Therapists
- Hearing/Visual Impairment Sensory Team

#### The Autism Support Team

- Professionals from other schools
- The School Nurse
- Health Visitors
- Family Partners
- Children's Services
- Community Disability Team
- GPs
- And anybody else who can help the child/young person.

### Calming and Sensory Rooms

In the bustling environment of a school, filled with activity and noise, it can sometimes become overwhelming for certain learners. This is particularly true for students with autism spectrum disorder and other special educational needs. In addition, social, emotional and mental health difficulties can equally result in pupils becoming dysregulated.

#### Calming Rooms

We have two calm rooms at EWD which enable students to regulate and compose themselves, with dignity and privacy. The Calming Rooms are a safe, quiet space for pupils to use when they feel overwhelmed or dysregulated. The calming rooms have soft padded walls and are low-stimulus environments which allow students to calm and regulate. Our calm rooms can be accessed with adult support to help regulate. On some occasions it may be more appropriate, for student and staff welfare to access the space independently. Our doors have windows so students are supervised throughout, but due to the nature of need, are able to regulate without external intervention. Calming Rooms are to be used as part of planned de-escalation strategies, for pupils during and post crisis.





This practice follows guidance from HM Government *Reducing the Need for Restraint and Restrictive Intervention*, paragraphs 5.15 - 5.25, in conjunction with DfE briefing *Reducing The Need For Restraint and Restrictive Practices*.

### **Sensory Room**

We also have a Sensory Room which provides a safe, relaxing environment in order to calm or stimulate children through their senses. These include ~~sound (music)~~, visual effects and tactile experience in order to heighten awareness and promotes relaxation.

The Sensory Room is used by pupils as part of pre-planned interventions towards addressing outcomes in their Education, Health and Care Plan (EHCP) and/or to promote sensory and emotional regulation and wellbeing. The Sensory Room is not used for pupils who are dysregulated or in crisis.

When in use, the Sensory Room is monitored at all times by a member of staff and is never locked. When working alone with a child or young adult inside the room, the door is left ajar.

### **Complaints Procedure:**

The parent/carer of a child with SEND has the right to make a complaint about the provision made for their child at the school. If any issues arise please contact school for a copy of the Complaints Policy.

The policy documents of EWDS are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

