

# THE ST. CHRISTOPHER SCHOOL

## Academy Trust - Special School

Mountdale Gardens, Leigh-on-Sea, Essex SS9 4AW

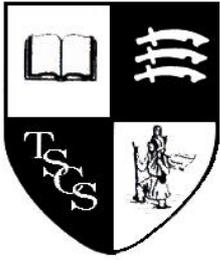
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### THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST - SPECIAL NEEDS POLICY STATEMENT April 2012

**First Written: April 2012**

**Revision:**

#### SECTION 1 – EDUCATIONAL PROVISION

##### 1. Provision Objectives

As a special school the majority of pupils are subject to a statement of special education need with the remaining minority of pupils attending on temporary placements pending the completion of assessments.

Teaching at this school recognises the individual pupils' needs as described in their statements and their right to the maximum possible access to the full National Curriculum delivered in a manner appropriate to their needs.

The school is an all-age mixed school with caters for pupils with moderate learning difficulties, Autism and ADHD. The learning difficulties of many of the pupils may be attributed to slow cognitive or language development, compounded in some cases by speech and language disorders or sensory impairment. Pupils with additional severe and complex difficulties, speech and language difficulties and behavioural difficulties also attend the school in small numbers. Specialist resource bases for pupils with Autism also operate as part of the school.

The needs of the pupils are met by creating favourable pupil/teacher ratios using teachers and special support assistants who have chosen to specialise in working with pupils who experience learning difficulties.

##### 2. Range of Provision

The main focus of the school is to meet the teaching and learning needs of the majority of its pupils who experience a complex range of learning difficulties, often in combination. This can be for ASD, Global Development Delay (moderate to severe) ADHD and associated behavioural difficulties. A smaller number of pupils whose learning difficulties are seen to be compounded by severe communication and Autism Spectrum Disorder or severe developmental difficulties also attend the school. A significant number of pupils also experience behavioural difficulties in addition to their learning difficulties.

The resource bases for pupils with severe Autism offers specialised provisions for pupils whose autistic features are seen as such that with careful structured teaching they can move into their age appropriate teaching group within the main body of the school if possible.



### **3. Specialist Facilities Available**

The school has a variety of class base areas and a number of specialist teaching areas. The specialist teaching areas include:

- Purpose built full sized sports hall
- Cookery room
- Swimming pool
- Creative block of music/drama and art room
- Design and technology room
- Science room
- Multi-sensory room
- 4 x 1 to 1 rooms for individual specialist work
- Parents/outside groups meeting room
- Training room

The school works closely with educational psychologists, speech, physio and occupational therapists to ensure the fullest consideration of pupils needs can be taken into account when planning teaching and learning programmes for pupils.

## **SECTION 2 – FUNDING AND ASSESSMENT**

### **4. Funding**

Funds are allocated via the Local Authority through a special school formula. The funds are intended to enable the school to meet the needs of the range of pupils within the school. The precise amount of funds and nature of the formula is discussed each year with the Headteacher.

Staffing resources are allocated to provide a teaching and learning structure appropriately staffed to allow children to take an active part in their learning.

Responsibility for resourcing the various area of curriculum delivery is delegated to Responsibility Post Holders who are budget holders with full responsibility for the resourcing, planning and delivery of teaching within their area of responsibility.

### **5. Identification of Pupil Needs**

The needs of individual pupils are initially identified in their statement of special needs. These are taught to and then reviewed annually to determine which areas of each pupil's development should be addressed next.

### **6. Arrangements for Appropriate Curriculum Access**

National Curriculum content is modified to ensure that appropriate curriculum access is available to all pupils and varying levels of staff support and differentiated work are used to ensure meaningful participation by all pupils in the teaching and learning process.

### **7. Governing Body Evaluation of Pupil Progress**

The Governing Body receives reports on the progress of the pupils in the termly report to the Governing Body. Specific information is provided on an annual basis for the Annual Governor/Parent meeting. Individual governor visits to the school supplement the work of the Governor Pupil Curriculum Sub-Committee. Regular updates of pupil progress are given to Governors via the CASPA data.

### **8. Complaints by Parents**

Parental complaints or expressions of concern are dealt with promptly. Initially response is via the Headteacher or the appropriate teacher. If any issues cannot be resolved, parents are aware of their ability to contact the Chairman of Governors as outlined in the school brochure. School response to a complaint is intended to be within 24 hours, weekends allowing.

### **SECTION 3 – STAFF AND EXTERNAL SUPPORT**

#### **9. Continuous Professional Development (CPD)**

The annual budget for CPD will be determined by the Governors. Priorities will be determined according to the needs of the School Development Plan

#### **10. External Support**

The school is supported in its work by specialist input from education psychologists, community specialist paediatrician and Transition Pathways service officers. All support Agencies work directly with teachers identifying needs and developing teaching responses.

#### **11. Parental Involvement**

Contact with parents takes place in the following ways:

- Daily home/school books for some children
- Individual Education Plans
- Annual Reports to Parents
- School Open Evenings
- Parent Support Groups
- Parent Courses

In addition, the school works hard at making parents feel comfortable about coming into school to discuss any concerns by making it clear to parents when teachers are available to see them before and after school.

#### **12. Educational Contacts**

Return to mainstream on a full time basis is a significant feature of the schools education programme. The school having a long standing reputation for transferring pupils back to full time mainstream education.

#### **13. Extra Curriculum Contacts**

The school has significant contacts with Social Services concerning support for pupils outside of school.

National voluntary organisations such as Mencap, Variety Clubs, Lions, Rotary International work along with the school to support the needs of the children.

This policy will be reviewed on a 2 yearly basis by the full Governing Body

Adopted by the Governing Body at the meeting on: 12 June 2012

To be reviewed: June 2014