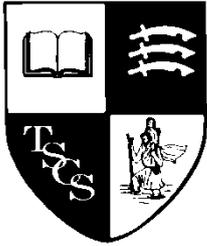


THE ST. CHRISTOPHER SCHOOL

SEN Trust Southend



Academy Trust - Special School

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

First Written: April 2012
Revision: April 2017
April 2018

SECTION 1 – EDUCATIONAL PROVISION

1. Provision Objectives

As a special school the majority of pupils are subject to an Education Health Care Plan (EHCP), with a small 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 or EHCs and their right to the maximum possible access to a full curriculum delivered in a manner appropriate to their needs.

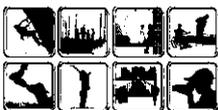
The school is an all-age mixed school with caters for pupils with moderate learning difficulties, Autism and ADHD and combinations of these difficulties. The learning difficulties of many of the pupils may be attributed to slow cognitive or language development, compounded in some cases by speech and 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, with teachers and special support assistants who have chosen to specialise in working with pupils who experience learning difficulties. Staff access regular training/courses to develop specialist knowledge/expertise.

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.

There are also specialist classes for pupils with more severe or profound Autism, offering a specialist route for pupils whose autistic features are seen as needing a special function/life and social skills pathway/curriculum alongside academic skills.



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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
- Therapy Suite with multi-sensory room and 1:1 rooms for individual specialist work/speech therapy/counselling
- Family room used for meetings, parenting groups, training & small group work.
- 16 – 19 Annex – a separate building close the school for a small number of pupils aged 16 – 19 with additional learning and special educational needs, who require further work in preparing them for independent college post 16 placements.

The school employs speech & language therapists and a special occupational therapist and works closely with and other agencies 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 Local Authorities through a special school formula. This formula is a 'top up' amount based on a banding system. Funds are also given via a place value element from central Government. We are funded for 212 pupils this way. The funds are intended to enable the school to meet the needs of the range of pupils within the school.

Staffing resources are allocated to provide a teaching and learning structure appropriately staffed to allow children to take an active part in their learning, making the best outcomes possible.

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 the curriculum.

5. Identification of Pupil Needs

The needs of individual pupils are initially identified in their Education, Health Care Plan. 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

The 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 Local Governing Body receives reports on the progress of the pupils in the termly report to the Governing Body. Individual governor visits to the school are arranged each term to observe various aspects of the

curriculum. Regular updates of pupil progress are given to Governors via schools comparative assessment systems.

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 Chair of Governors as outlined in the school's Complaints Policy. School response to a complaint is intended to be within 24 hours, weekends and school holidays 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, the community specialist paediatrician, external services such as Emotional Wellbeing and Mental Health Service as appropriate. All support agencies work directly with teachers identifying needs and developing teaching responses to enable pupils to reach positive outcomes.

11. Parental Involvement

Contact with parents takes place in the following ways:

- Daily home/school books for some children
- Individual Education Plans
- Review of EHCP targets and setting of new targets
- Annual Reports to Parents
- School Open Evenings
- Parent Support Groups
- Parent Courses
- Tapestry – a web based programme which allows school and home to share work/photos/achievements on their own child. All primary groups and some secondary use this programme.

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 an individually designed feature of the school's education programme for individual pupils. The school reviews requests carefully to enable pupils back to full time mainstream education if and when appropriate. Individual pupils also access mainstream environments for individual curriculum areas or courses where appropriate.

13. Extra Curriculum Contacts

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

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

This policy will be reviewed on a 2 yearly basis.

Jackie Mullan
Headteacher