

This is a statutory policy.

Saxon Wood School is a special school for pupils with physical disabilities, and a range of associated learning difficulties and medical needs, and all the school policies reflect this.

Saxon Wood School aims to:

- **Make a broad, balanced and relevant curriculum accessible to all its pupils**
- **Provide the additional specialist help needed to enable its pupils to become as independent and confident as possible.**

We aim to provide an environment in which pupils with complex disabilities can thrive.

Provision

The school caters for up to 34 FTE pupils aged from 2 to 11 from North Hampshire and adjoining counties. The range of needs that can be met by the school is as follows:

- Physical disability (e.g. due to cerebral palsy)
- Complex medical condition (e.g. epilepsy, epidermolysis bullosa)
- Deteriorating conditions (e.g. muscular dystrophy, Huntingtons)
- Non vocal pupils who require an augmented communication system
- Additional sensory loss (e.g. visual impairment, hearing loss)
- Mainstream curriculum
- Curriculum modified for pupils with moderate learning difficulties or complex learning difficulties
- Behaviour difficulties associated with physical or medical conditions.

The school is totally accessible to pupils using mobility aids such as wheelchairs and to pupils with limited walking ability. As well as teaching areas, there is a therapy room, a medical room, specially designed play areas and garden areas, a hall, an outdoor classroom, a soft play room and multi sensory room. The school has two accessible minibuses and is able to make provision for pupils to travel safely in their wheelchairs or on a seat with a harness.

There is a wide range of computers, interactive plasma screens and other technological aids, many specially designed or adapted for disabled users. The school aims to offer the most powerful technology to the most disabled pupils, to enable them to achieve things that would otherwise be physically very difficult or even impossible.

Organisation

The Head Teacher manages the school, having direct responsibility for all the education and support staff. The Local Education Authority fund the school for an agreed number of places each year. At the beginning of each financial year the Head Teacher prepares a draft budget which is discussed and formally agreed by the Governing Body. The majority of the budget is spent on staffing (over 90%) and other expenditure is determined by need and priorities in the School Development Plan.

The Head and Deputy Head Teachers comprise the Senior Management Team. Class Teachers are the 'key workers' for pupils in their class. They manage the classroom support staff and co-ordinate all aspects of each pupil's provision.

There is a high staff/pupil ratio due to the complex nature of the pupils' needs. In an average class of eight pupils, there would be a teacher, a full time Senior Learning Support Assistant and one or two Learning Support Assistants, depending on need.

Organisation of teaching groups needs to be flexible because the size of age groups varies. The classes are currently organised as follows:

Foundation Stage	Willow - 2-3 year olds attend 9 a.m. – 12 noon 3-4 year olds attend 9 am. – 1.30 p.m.
Key Stage 1	Oak One class
Key Stage 2	Two classes.

The school also hosts a Pre Nursery Group for very young children with a physical disability, and their parents.

Admissions

Also see Admission Procedures

Pupils are referred to the school by the Principal Special Needs Officer based in the Education Department at Winchester. All school aged pupils must have a Statement of Educational Needs before they can be considered for a place. Pre-school children can be admitted for assessment without a Statement.

Curriculum

Also see:

Aims of the Curriculum

Foundation Stage Policy

Learning Policy

All Curriculum Policy Statements

Spiritual and Moral Development Policy

Behaviour Policy

Collective Worship Policy

Offsite Activities Policy

Physical Management of Pupils Policy

For Willow and Oak pupils the school offers a full curriculum based on the Curriculum Guidance for the Early Years Foundation Stage.

Pupils in Cherry, Hazel and Beech Classes follow the National Curriculum differentiated to meet each learner's individual needs. A variety of teaching approaches is used including multi sensory elements.

The school also aims to provide the extra support and teaching to help pupils to overcome or minimise the effects of their disability. This aspect of the curriculum aims to develop pupils' independence, especially in mobility, communication and learning. Each pupil has a physical management programme which may involve physiotherapy, occupational therapy, classroom positioning and seating changes, P.E./therapy activities and other class based activities. Education staff and Health Authority staff work very closely together, and with parents, to ensure that pupils' needs are met in a planned and co-ordinated way.

Staff have developed particular expertise with respect to teaching communication skills to non vocal pupils. There is a Communication Support Teacher and Communication Support Assistant whose primary roles are to support pupils with complex communication needs. These pupils will be using augmented communication systems, and will be introduced to speech output communication aids as soon as they are able to use them. Staff aim to ensure that all pupils have as many opportunities for real communication as possible.

Importantly we believe that children learn best where there is care, tolerance, security, praise and high expectations associated with clear, realistic learning goals.

Assessment, Planning, Evaluating, Recording and Reporting

See also APRER Policies and Procedures

The school follows the SEN and Disability Code of Practice when organising Annual Reviews. Annual reports for parents are distributed prior to a pupil's Annual Review, to form a basis for the discussion at the review meeting. Reports from parents are requested and older pupils' views are canvassed. At the meeting progress, priority areas and long term objectives are agreed with the parents. Older pupils can be invited to part of the meeting.

Following the review meeting, staff translate the long term objectives into short term targets which are summarised on the children's IEP targets. These targets are shared and reviewed by all disciplines at termly class discussions.

Staff Development

Also see Staff Development Policy, Induction Procedures and Performance Management Policy.

The school is committed to maintaining a high level of expertise in all staff. A skilled and dedicated staff is the school's most valuable resource. The school has achieved Investors in People accreditation.

All teaching staff are expected to have undergone further training in teaching pupils with special needs and to keep up to date with progress in curriculum development and special education.

There is an induction programme for all new staff and an ongoing programme of staff development overseen by the Staff Development Co-ordinator. Staff development occurs through a range of informal and formal activities including 'in-house' activities, day closures, work with outside agencies and attendance at courses.

Staff development activities are closely related to the performance management system which involves all staff. Performance management generates professional development needs for each member of staff, and these are taken into account when planning future activities.

Links with Outside Agencies

Also see Transfer of Pupils Policy and Procedures, Attendance Policy, Behaviour Policy

Working in Saxon Wood, and very much part of the team, are Health Authority staff, Associate Practitioner, Physiotherapists, and Occupational Therapist. (The Speech and Language Therapist is available for assessment and advice on request.) They are involved in day to day joint working and liaison with education staff and are routinely involved in Annual Review meetings and interdisciplinary class discussions.

The school's Educational Psychologist (EP) is a regular visitor. The number of visits is determined by the service level statement. Teaching staff are involved in determining priorities for the EP and visits are planned in advance, termly. The EP may be involved in helping to monitor pupil progress, advising staff on intervention or integration programmes, or in assessment (including Statutory Assessment), as well as work less focused on individual pupils (e.g. staff training).

Other psychologists from Education or Health visit the school to advise about particular pupils or needs. Pupils transferring to the nursery may also be receiving input from the Portage Service and a Home Teacher or the Psychologist involved will liaise with the school in these cases.

The school has good links with the Teacher Adviser (Physical Disability) who becomes involved in the transfer of a pupil to or from mainstream. The school also benefits from regular visits from Advisory Teachers for Hearing Impairment and Visual Impairment, who help us to meet the needs of those pupils with sensory impairments.

Various agencies hold clinics at the school, including Consultant Paediatricians, the Orthoptist, the Audiologist and the Orthotist.

The school also has links with various voluntary agencies and other groups working on behalf of children with disabilities, for example SCOPE, Basingstoke Schools Sports Partnership, the Round Table and the Rotary Clubs, and Basingstoke Community Transport.

Links with Other Educational Establishments

Also see Students Policy and Guidance, Transfer of Pupils Policy and Procedures

The school has a number of links with other schools. Head Teachers from the local pyramid schools meet regularly and some joint INSET activities are arranged. Links with other primary schools tend to be determined by local need, for example the movement of a pupil from Saxon Wood to another school may involve one or more visits by pupils/classes/staff of one or both schools.

A number of the nursery pupils spend time in a local playgroup or nursery and Saxon Wood staff visit and give advice if required.

Outreach and in reach are provided by teachers at Saxon Wood.

There are also links with the other schools for pupils with physical disabilities in Hampshire. The senior staff meet regularly and joint INSET activities take place involving all staff. There is a local secondary school which is resourced to meet the needs of mainstream pupils with physical disabilities with which Saxon Wood maintains good links, especially when transferring pupils.

The school is in demand as a placement for students on a range of nursing and childcare courses and students are accepted on placements for a minimum of two weeks.

Parental Involvement

Also see Home School Agreement, Homework, Complaints Procedures

The school has an open door policy as far as parents are concerned. Many families live a long way from the school and may wish to visit when they are passing. A room is to be made available on Mondays for parents to use when visiting the school to attend clinics or meet with staff.

Parents are formally invited to an open evening early in the Autumn Term and to their child's Annual Review Meeting. They are also invited to other events during the school year such as special assemblies, concerts, celebrations, sports day etc. Parents provide voluntary help to the school in a number of ways including helping with swimming and outings. Coffee mornings are organised regularly and all parents are invited.

Staff visit pupils' homes to liaise with parents on a regular basis. Therapy staff may visit any pupil, as required, and occasionally education staff will make a joint visit with them.

If parents have a complaint about any aspect of the school they are encouraged to talk to the Class Teacher or to the Head Teacher. There is a system for recording complaints received in school.

The Saxon Wood Association involves parents, staff and other friends of the school. It is a registered charity. The SWA organises social and fundraising events for families and parents and provides a degree of mutual support for families.

Arrangements for Review

This Policy will be reviewed annually.

NOTE - The Governing Body is responsible for monitoring this Policy and evaluating the success of the Policy.

Policy agreed by Governors

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