

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **1. Introduction**

St Catherine's School is a non-maintained residential special school for students with specific/severe speech, language and communication needs, (SLCN). Ordinarily, each student will have a statement of special educational needs/EHCP which lists the necessary provision and objectives. As such, class groups are kept small (maximum 12), teachers are trained/experienced in teaching students with SLCN and therapists, (SLT and OT), are employed to work as part of a multi-professional team. All teachers, therapists, care staff and medical staff accept their corporate responsibility as co-ordinators for students' special educational needs. The curriculum is modified to meet the needs of language disordered students and programmes are put in place which will give them the necessary tools and skills to access this curriculum. The school helps students to reach their full potential and encourages independent learning. The residential facilities are an essential element in enabling students to develop their social and life-skills. To facilitate the best use of the community, teachers, therapists and residential care staff work together to ensure a consistent approach to developing skills in a real life setting.

### **2. Speech and Language Therapy**

Each class group will have a speech and language therapist assigned to it with responsibility for the delivery of speech and language therapy as individual needs require. This will entail individual 1:1 withdrawal as well as in-class support. The therapist is responsible for the delivery of Social Interaction as well as Functional Communication as part of the school's curriculum, in order to support the students' needs for social communication. (See the relevant policy for more details.)

### **3. Occupational Therapy**

Many students have OT needs detailed on their statements of special educational needs/EHCPs. Other students are assessed when they start at St Catherine's. As necessary, a programme of occupational therapy intervention will be developed by the occupational therapist and delivered by the therapist, by an occupational therapy assistant under direction or by a combination. The intervention may involve individual withdrawal, small group work or in-class support. In addition, occupational therapy activities/resources are developed which all staff can use to the benefit of all students. (See the relevant policy for more details.)

### **4. Education**

A modified curriculum is in place (which is based on the National Curriculum for main school students). The pace, the content and delivery styles are adapted to ensure access for all. In the Sixth Form Centre individual programmes are developed according to need, ability and interest. Classes are small (usually between 4 and 10 students). IEPs are written for each student and reviewed on a termly basis.

Teachers, therapists (SLT and OT), and assistants work together in the classroom to ensure an integrated approach. This is complemented by work by the care staff.

Students have the opportunity to work towards exams at an appropriate level. (See the relevant policy for more details.)

## **5. Residential Care**

A team of qualified care staff work with students in the residential setting. Care Action Plans are developed with each student to ensure relevant targets are set and reviewed. A key-worker system ensures individual work and support for each student. Much emphasis is placed upon life skills and independence skills. For some students in the Sixth Form Centre an off-site residential house allows further development of independence skills for those who are preparing to leave as appropriate. (See the relevant policy for more details.)

## **6. Medical Care**

Students may have a range of medical needs. Qualified nursing staff allow appropriate medical care plans to be developed as necessary. With parental consent, students are registered with the local GP who is the Medical Officer for St Catherine's. Care staff are trained in safe administration of medication. A range of staff from all disciplines are trained in first aid. Staff are given training on supporting particular needs as necessary, (e.g. epilepsy, nut allergies). (See the relevant policy for more details.)

## **7. Other Support**

There are a range of other support services which can be called upon as necessary and subject to funding requirements. These include:

- Child and adolescent psychotherapist who works part-time at St Catherine's;
- The Youth Trust;
- Adult Mental Health Services;
- Child And Adolescent Mental Health Services;
- Physiotherapy;
- Bereavement counselling; and
- Any other therapy as required.

Additional staff support (as determined by a student's statement of special educational needs/EHCP and funding) may also be provided.

## **8. Review**

The statement of special educational needs/EHCP is reviewed annually. A report is prepared by St Catherine's detailing progress to date and areas of continuing need. Contributions to the report are sought from the student and the parents/carers. A meeting is held, usually at St Catherine's, to which all relevant parties are invited. Aims for the future are agreed and any transition plans are put in place.

## **Related Policy**

Special Educational Needs Information Report

Reviewed Apr 2010 / Oct 2012 / July 2015 / July 2017