

Samuel Cody School

POLICY STATEMENT FOR SPECIAL EDUCATIONAL NEEDS



The aim of Samuel Cody School is to see that every student reaches their full potential so that when they leave school they are able to lead a life that is as full and active as possible and that they should be able to make a positive contribution to the society in which they live. We achieve this through the development of intellectual, social, emotional, moral, aesthetic and physical educational programmes. These take place within small groups in a safe and caring, but challenging environment. It is important that any programme of activity in a special school embraces the acquisition of all these skills.

Management and organisation

The Headteacher is ultimately responsible for the management of all programmes and activities that take place within the school across all three sites.

The senior leadership team (SLT) of the school consists of Headteacher, Deputy Headteacher, Assistant Head and Key Stage 4 Lead, Assistant Head and Key Stage 3 Lead, Assistant Head and Key Stage 1, 2 and EYFS Lead, Assistant Head Cody Oaks Lead and Assistant Head KS2 Lead at Cody Oaks. Additionally there are 2 Associate Senior Leaders who have responsibility for Teaching and Learning and curriculum, one in the main building and one in the primary department of the school. The wider SLT ensure that policies are in place and operated in line with National guidelines and directives and that these are applied appropriately to meet individual needs.

Assistant Heads have responsibility within their respective age ranges for all curriculum and pastoral/welfare needs.

Subject Heads are responsible for planning and overseeing the delivery, assessment and recording of their subject across Key Stages.

Subject Teachers are responsible for delivering, assessing and recording as per the subject policy and guidelines drawn up by the Subject Head.

Support Staff are used to assist teaching staff with the delivery and implementation of the curriculum and issues which effect pastoral and welfare matters.

Age range and capacity

The school admits day students from 4-16 years who have an Educational Health Care Plan (EHCP) issued by the LEA stating that they have a learning difficulty.

The school is currently funded for 267 places. In addition we have an SEMH provision called Cody Oaks which opened in Sept 2022. By 2025 this will grow to accommodate 90 SEMH students in years 5-11.

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Resources

The school has a budget allocated on a formula basis by the LA and the school governors approve a budget plan which takes into account staff salaries, building maintenance, grounds maintenance, caretaking and cleaning, educational equipment and community education use. All admin staff equipment and resources are also included in the budget allocated. Governors need to take account of the future developmental needs of all aspects of the school.

The school has its own Speech and Language Therapist for the equivalent of two days a week. Physiotherapists and occupational therapists regularly visit the school to provide clinical support to youngsters with identified needs. In addition, qualified teacher advisers attend school regularly for those who are visually impaired and students suffering from hearing loss.

Monitoring and progression

All students have an annual review of their EHCP. Appointments are made for parents to discuss and contribute to the annual review at least 14 days after they have received a draft copy of the document.

Staff look to record and celebrate positives rather than negatives and each student is assessed against their individual capabilities as well as skill acquisition.

Every student follows the full National Curriculum resulting in a broad and balanced curriculum. All aspects are differentiated, both academically and socially as appropriate for each individual.

Complaints

All parental concerns about any aspect of the school, its provision or effectiveness should be communicated in the first instance to the Key Stage leader. Parents may also communicate their concerns to the Chairperson of the Governing Body and/or the LA. If such a concern is reported, a meeting will be arranged between the Headteacher, other relevant staff and the parents to fully discuss the concern and to seek mutually agreed solutions.

Supporting Agencies

The school makes arrangements for relevant Continued Professional Development on curriculum, pastoral and management issues on the five statutory CPD days per year. In addition, individual staff take part in subject specific or general CPD relating to personal development and enhancement or updating of curriculum matters. Further details are contained in the Staff Development Policy.

The school welcomes the support and advice it receives from professionals in education and health.

The school has well established links with Children's Services and Hampshire Constabulary. All of the above agencies have been found to be very supportive of our students as individuals and the school as an institution

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and are mindful of the individual and varying needs of our young people. The school makes use of the services provided by the Hampshire Inspection and Advisory Service and the school's Leadership Learning Partners.

Liaison with parents and other professionals

The school values the involvement and input of parents in all aspects of student development. Parents are encouraged to attend annual review meetings and termly open evenings. In addition, parents are encouraged to contact the students' tutor as often as they feel necessary, particularly if they have concerns regarding any aspect of placement and/or progress. Also the Home School Link Worker is available to support parents with all aspects and queries regarding students' education.

In addition to the above the school sends out half termly newsletters on general matters that may be of interest to parents as well as a calendar of events for the coming half term.

There are very well established links with feeder schools both mainstream and special, they co-operate and are fully involved in our induction programme for new students. The school also works closely with all Further Education establishments. In years 9,10 and 11 as well as an annual review the school draws up a transition plan which specifically looks at students' needs in preparation for life after school whether this be in college, employment training scheme or some other form of post 16 provision.

This policy statement is regularly monitored by the Governing Body and the Senior Leadership Team. This monitoring takes the form of a review meeting when account is taken of changes in legislation/directives/advice, staff views, parental views, pupil views and needs and changing circumstances and working practices both internally and with outside agencies and establishments.

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