

SRS Special Educational Needs Policy

1. Context

Samuel Rhodes is a school for pupils with moderate learning needs from Year 7 to Year 14. Pupils have one or more diagnoses of a learning need including ASC, ADHD, GDD etc. Increasing numbers of pupils present with more complex needs. All pupils have some communication and processing difficulties. A few have medical complexities. Some pupils present with some trauma and require support with their mental health. A large proportion of families receive high levels of multiagency support including social care. The school's general practice ensures pupils access multi-disciplinary approaches as part of their everyday provision.

2. The SRS Values

Independence

- Engaging in the community and making informed choices.
- Developing problem solving and risk assessment skills.
- Always taking steps towards independent living.

Ambition

- Supporting everyone to achieve their full potential.
- Building the desire to achieve future goals.
- Growing confidence and feel good about success.

Safety

- Feeling safe to make mistakes and learn from them.
- Learning appropriate social skills in a secure environment.
- Building knowledge of how to keep safe in the community and online.

Resilience

- Taking on increasing challenge.
- Developing emotional regulation skills.
- Overcoming barriers to life and learning.

Respect

- Developing healthy and meaningful friendships.
- Feeling appreciation for self and others.
- Speaking and listening to each other with kindness and patience.

Equality

- Approaching diversity with tolerance & acceptance.
- Celebrating uniqueness
- Growing an understanding of human right.

3. Our School's Core Purpose: 'Learning for Life'

- To provide an inclusive, secure, engaging learning environment which will enable pupils to develop the competencies necessary to find a meaningful place in their community & the work place.
- Providing bespoke high quality teaching and ensuring the therapeutic and holistic support supports their development + access to learning.
- Providing equal access to a broad and balanced curriculum which: meets statutory requirements + the needs of all pupils, reflects the cultural diversity of our community, develops independence and forms a pathway to an active role in society.
- Ensure decisions are informed by the views of the pupils + the insights of parents to develop and sustain close contact with the home: making parents welcome in the school and to enable them to play a full part in the education of their children.

4. Aims of the Special Educational Needs Policy

To outline how:

- Pupils are supported to make progress and their progress is tracked and reported to parents and families as appropriate, shared with professionals and within our trans-disciplinary team context.
- How practice & pedagogy reflects our school vision, ethos and values.
- Pupils receive the provision set out in their Statement of Educational Need/ Education Health and Care Plan.

5. Information about the school's policies for the assessment and provision for all pupils with special educational needs and disabilities can be found in:

- Equalities Policy
- Admissions Policy
- All school policies refer to pupils with SEN as Samuel Rhodes is a special school.

6. How resources are allocated amongst pupils

Resources are allocated to pupils according to their assessed need and the needs identified on their Education Health & Care Plan (EHCP). Staffing is allocated to pupils/classes/year in line with this assessment.

Pupils have individualised opportunities/equipment that will enable them to access the curriculum and social environment of the school. In one secondary classroom pupils have additional resources (including staffing support) paid for by their Local Authority.

7. How the needs of pupils are identified and reviewed

- Information about the admissions process is defined in the Admissions Policy.
- Pupils are assessed during class team meetings, SENCO meetings, whole school pupil-focused meetings, daily briefings, and as part of the assessment process.
- All pupils' EHCPs are reviewed at least annually with parents/carers and the professionals team.
- From Year 9 onwards pupils have a transition element to their annual review.
- In Year 11,12 & 13 students and their families are supported to plan for their transition by a multi-agency team.
- Class teams provide reports to parents on Class Dojo.
- Parents access biannual Parent consultation days where they have an in-depth meeting focused on levels + learning once every term.

Concern about a pupil's progress is identified through classroom observation during the school's robust assessment cycle. The Senior Management Team regularly scrutinise the data and identify any concerns. A response is developed in collaboration with the teaching staff and other professionals. Reports are shared with the full governing body. Referrals are made by the SENCO team in order to engage the appropriate support from outside services.

8. Arrangements for providing access by pupils to a balanced and broadly based curriculum (including the National Curriculum)

- Details of the curriculum content and delivery are detailed in the curriculum policy.
- Termly overviews can be found on the school website ([Home | Samuel Rhodes School](#)).

9. How the Governing Body evaluate the success of the education provided by the school to pupils

- Termly reports are made by the Head Teacher to the full governing body.
- Regular review of the school development plan and evaluation document.

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- Governors are linked to various areas of the curriculum and/or the school's activities and make regular focused visits. They record their visits and report back to full governors.
- The Chair of Governors sets the agenda items for the two governor committees, the new name of the committees (*Resources & Management; Teaching, Learning, Safety & Welfare*) and ensure any significant developments are shared and discussed in full GB meetings.

10. Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils concerning the provision made at the school

The Complaints Policy can be found on the school website and can be requested to be sent by the school.

11. Arrangements made by the Governing Body relating to in-service training for staff in relation to special educational needs

A comprehensive CPD program led by the Heads of school is available for all staff. The school closes slightly earlier one day a week to ensure the weekly program supports the ongoing development of our current & need-focussed practice. Staff training is delivered to support the ongoing needs of the school as expressed in the School Development Plan and the changing needs of the pupils.

12. Staffing structure and external partnerships

12.1 Information about the school's staffing policies and partnership with bodies beyond the school

Staffing:

- The school's staffing structure is reviewed by the Leadership & Resources Committee as required.
- The school has a Senior Team comprising the Headteacher, 2 Deputy Headteachers, 2 Assistant Headteachers, 2 SENCOs, and a Business Manager.
- The school employs teachers, teaching assistants, Higher Level Teaching Assistants, administration staff and an outreach team.

Mainstream Links:

- The school is co-located with CoLAHG (City of London Academy Highbury Grove) and works closely with them to provide appropriate integrated provision.
- The school is part of the Future Zones network and optimises on the links found with these mainstream local schools.
- Samuel Rhodes is part of the Nationwide Challenge Partners Network engaging in internal + external reviews.

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Outreach Service:

The school actively encourages the staff team to study for higher qualifications.

- The school has developed an effective outreach service to respond to needs of other mainstream schools.

12.2 Teachers and facilities from outside the school including the links with support services for special educational needs, these include:

- Therapists and school nursing staff provided by Whittington Health
- Paediatric consultants work closely with school for pupils with medical needs.
- Peripatetic teachers for Visual Impairment and Hearing Impairment from the borough outreach departments
- CAMHS
- Educational psychology
- Clinical psychology
- Social workers & social care professionals
- Other professionals from Islington and other boroughs.

12.3 Role played by parents of pupils

- The school is a small community school that prides itself in its close-knit community. We strongly believe the best outcomes for our pupils can be achieved by an effective school-home partnership. Engagement with parents/carers and their involvement in the education of their child is essential.
- Parents/carers are invited to parent consultation days twice a year to discuss progress and to be involved in setting targets with appropriate intervention strategies to help their child at home and at school.
- Class Dojo, a private communication app, is used for home-school communication & reports.
- Social media & the school website is also used to share some successes and significant events.
- Parents are invited to attend thematic days such as International days, Bring a parent to school days, summer fetes, sports days etc.
- Monthly parent support groups offer parents a space to meet and access support with effective strategies.

12.4 Links with other schools and any arrangements for managing the transition of pupils between schools or between the school and the next stage of life or education

- Transition to KS3 is facilitated by a compressive program that takes place over many months.
- Effective transition to individualised outcomes is achieved through mapping a pathway to further education, apprentices or the workplace. This is supported by annual meetings, transition planning meetings, involvement of Information Advice and Guidance professionals, visits to colleges, work

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experience etc.

13. Supporting successful preparation for adulthood

- Samuel Rhodes is committed to setting ambitious targets for all pupils. We believe all pupils can go on to achieve successful long-term outcomes in adult life.
- We are committed to ensuring pupils work towards independent & healthy living and are enabled to have the self-advocacy necessary to identify their preferred outcomes and the support they need to achieve them.
- We believe it essential that they are active participants in society – including having friends, supportive relationships and participating in and contributing to the local community.
- If appropriate to the young person's needs, pupils can stay at Samuel Rhodes until the end of Year 14 (age 19). However, many of our pupils, (depending on their needs and abilities), leave before Year 14 and go to local colleges to further their education and access other educational opportunities.

Current version reviewed by: Cerys Normanton

Next review date: November 2025