**David Lewis School**

SEND Policy

Updated September 2024

# The school and its facilities

David Lewis School is a non-maintained special needs school, based in Warford, Alderley Edge, registered to educate children aged 7-19. However our current designation is children and young people aged 11 -19.

We provide tailored education and support for children and young people with severe and complex learning difficulties, low incidence disabilities, complex health needs, and autism. We offer day and residential placements. In addition to our school, all children and young people who attend the school have significant communication difficulties.

* Sensory Integration room and facilities outdoors
* Specialised ICT equipment with a range of access devises
* Sensory Rooms
* Swimming Pool and Hydrotherapy Pool
* Sport Halls, and Fitness Suite
* Mugga Sports Pitch
* Learn to Ride Bikes
* Minibus’s
* Onsite Farm
* Rebound Therapy Centre

# Ethos and Values at David Lewis School

Our child-centred approach means that we better engage students by identifying what motivates them, what they’re interested in, their strengths, and aspirations and use this as a foundation for learning. Supporting people with learning difficulties in the classroom enables us to deliver opportunities that are purposeful and specific to each child.

We aim:

1. to meet our students educational needs by access to an appropriate curriculum according to individual needs
2. to provide teaching and therapy support to develop children’s ability to communicate, including the use of alternative means of communication, so that they have control and choice in their environment
3. to ensure all children grow in their independence and self-reliance to become confident and capable learners
4. to gain the involvement of parents in their children’s learning
5. to set achievement targets and monitor their success

# Allocation of resources

The aim is for class size to be no greater than 5 students in each class with one teacher and a high staffing ratio, all children are assessed individually, with the majority requiring a high level of 1:1 support and some have 2:1 for aspects of support. This is reviewed at least annually or as required and adjusted according to changing needs. Amongst our team, we have teaching staff have achieved additional specialist teaching qualifications or are in the process of studying for them. This is reflective of our commitment to delivering high-quality levels of learning when we are supporting complex learning difficulties in the classroom.

Specialist teaching qualifications include autism and mandatory teaching qualifications for all teaching staff.

# Specialist support

Every child at David Lewis School has an expert multidisciplinary team supporting them, delivering learning support strategies designed specifically to help each child achieve their full potential. This approach has enabled us to build a long-standing track record of achievement and success when it comes to special needs teaching.

Our in-house therapy team provides a tailored and comprehensive package of therapeutic support, maximising students’ opportunities to learn, develop, and engage with the world around them. Our team of occupational therapists, physiotherapists, speech and language therapists work collaboratively alongside education and residential care staff to ensure the most effective learning support strategies are in place.

David Lewis provides a registered nurse-led service available to all students on a daily basis and in accordance with individual needs. The registered nursing team works as part of the wider multidisciplinary team to provide and promote holistic care for all students with SEND. The nursing team works closely with student GPs, neurologists, psychiatrists, pediatricians, dentists, dieticians, and podiatrists.

# Identification and review of students` needs

All students are admitted into school with an Education, Health and Care Plan already in place. We have a team of Special Educational Needs Coordinators who are part of the assessment teams for new students. David Lewis School students with an Education, Health and Care Plan will have individual plan of learning which works towards the outcomes in the EHCP (section E). An ‘annual review’ of the EHCP takes place each year. This review will examine their special educational needs, consider how well they are being met and progress towards the outcomes in the plan. Each of the professionals involved with the child write reports on their involvement over the past year, and indicates the action or objectives they plan for the coming year. The programme of Annual Reviews is planned by the end of the summer term for the following academic year with a clear timetable for the collection and distribution of reports. Careful consideration is given to the decision of who is to be invited to the Annual Review in order to give a full picture of the child e.g. staff from integrated placements. The Annual Review meeting is held at school, and parents and staff from other agencies are invited. Each child or young person is at the centre of the meeting, their views and feelings being represented by staff and parents/carers. The review discusses the reports and takes account of the views expressed by the parents/carers. At the end of the review meeting, amendments and drafted on the EHCP ready for the SEN section of the LA to update. Action and recommendations are noted, detailing decisions made and targets are set for the coming year. A copy of this report is sent to the parents, to the Local Authority, and to all parties who were invited to the review meeting.

# The School Curriculum

Our broad and balanced curriculum focuses on physical development, communication, independence and the skills that mean every child can live a more creative, happy and independent life. Communication and interaction with others, including social skills, are key

to learning and our multi-disciplinary team of specialist support staff work together to find the tools and communication style that work most effectively for each child.

We strive to give our students the skills, understanding and confidence to be able to communicate their needs and wants, understand information about their experiences and express their preferences. Each child follows a bespoke programme of study tailored to meet their individual needs and aspirations identified within their EHCP and through assessment. Our learning support strategies are adaptable to the child’s circumstances, whether the child is in school, our residential houses, at home with their family, or out in the community.

# Preparing for the future

David Lewis School recognises the importance of creating bespoke, person-centred learning support strategies that support all children and young people to experience positive small and large transitions. Our vision is to ensure each young person’s strengths, aspirations and what is important to them is celebrated and used to inform their planning and preparation for adulthood.

Preparation is fundamental in understanding the needs and views of the young people at David Lewis School to support the development of their learning support strategies. In year nine, the Individual Education Plan will be supported annually by a person-centred review process, including aspirations, barriers and desired outcomes relating to education, employment, independence, health, friendship and community. This review process continues throughout all key stages and Post-16, whereby, once a future destination is identified, a bespoke transition plan is put in place alongside the young person.

# An enriched learning experience

Our inspiring, sector-leading approach ensures that David Lewis School students enjoy an enriched learning experience with fantastic life opportunities and experiences.

Our Forest School programme uses hands-on learning outdoors to expand personal, social and technical skills in the fresh air. By taking part our children and young people build self- esteem and independence while learning about the importance of nature and bushcraft.

# Advanced Autism Accreditation

David Lewis School has been Autism Accredited with the National Autistic Society for a number of years and is proud to have achieved Advanced Status. This means that our school programme is deemed to provide extremely creative and highly personalised support to enable each autistic person to achieve positive outcomes.

# Governors

The Governing body routinely evaluates the quality of the education that is provided to our students. It is responsible for ensuring the appropriate structures to achieve this are in place e.g. individualised learning plans which are linked to student’s progress, annual reviews with the formulation of clear targets to work on. The head teacher provides written reports for termly Governors meetings. The monitoring of the school improvement plan is an agenda item for each meeting. Governors are linked to specific areas, health and safety, Safeguarding etc. They come into school for routine and special events and are encouraged to take an active part of school life.

# Complaints

The school places partnership with parents as a high priority. Much effort is made to ensure that communication is kept open and parents feel confident to discuss any queries or concerns at an early stage should they arise. In the event of a formal complaint the school would follow David Lewis’s complaints policy.

# In Service Training

A high importance is placed on staff in-service training and this is regularly reported to the governors by the Director of Education. Governor’s oversee in the school improvement plan ensures they are able to monitor specific training. A school training log is kept. Governors are invited to attend in-service training.

# Partnership with parents

We pride ourselves on the excellent relationships we build when working with parents of children with SEND, as well as carers and other professionals. Our close relationships with these stakeholders, alongside our family support services, allow us to deliver outstanding outcomes and positive experiences for the children and young people in our care, whilst simultaneously providing parents and carers with invaluable support.

We believe in offering tailored support to help ensure that parents and carers can better cope with the challenges they face. We strive to provide excellent help for parents with special needs children and young adults. Children with special education needs and disabilities deserve the opportunity to thrive in the same way any other child does. Below we have listed some of the key aspects of our family support services.

# Transition

Transition programmes to support children moving from David Lewis School are well established. Each transition is planned individually and support leavers to progress to a range of destinations including education, supported living and social care settings.

# To be read in conjunction with the School Curriculum Policy.

# To be reviewed yearly by SLT & Governors or any changes made to SEND Policy Nationally.

# END