

Philosophy and purpose

This policy is purely an outline of an approach to special educational needs. For a more detailed insight into the work we do in meeting the very individual needs of children at Pear Tree School please visit our website at <http://peartreeblogs.net> – There you will find a wealth of information about our school that couldn't possibly be encapsulated within this policy.

Provision

Pear Tree Specialist School is a Local Authority Maintained Day School for pupils with Severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD) aged 2-19. In addition to their learning difficulty, some of our pupils also have medical needs which are managed by the education staff with support from the school nursing team.

The Compass Centre was opened in September 2015 to provide education for pupils with complex needs, ASD and challenging behaviour.

MISSION STATEMENT

To ensure all members of our school community work in partnership to provide outstanding provision to ensure that everyone can achieve the very best they can in everything they do.

AIMS OF THE SCHOOL

We want our children and young people to:

- Love learning
- Acquire new skills to make as much progress as possible
- Be as independent as they possibly can
- Form lifelong friendships
- Get to know new people, both at Pear Tree and in other settings
- Be ready to move into adulthood with confidence

We also gave a motto that we all try to abide by that is “we'll never do something for a child if he or she has a chance of doing it for themselves.

Facilities – Virtual Tour

For a virtual tour of school please visit: <http://peartreeblogs.net>

The school is situated in Kirkham and caters for pupils with statements of special educational needs from the wider community. Arrangements for the transport of pupils to and from school are made by the local authority special education transport department at County Hall Preston. The school buildings comprise of a single storey main school building, a separate single storey Sixth Form and a further separate building housing the Compass Centre.

The main school has:

- 6 class bases
- Compass Centre
- Sixth Form
- Library
- Warm water pool
- Sensory studio
- Adventure play area
- Multi-purpose school hall and adapted shower cubicles and toilets
- Fully adapted toilet areas providing hoisting equipment for the safe moving and handling of pupils.
- Early Years playground
- Main playground
- Sensory garden
- Cycle track
- Outdoor gym
- Horticulture area

The toilet areas are fully adapted for wheel chair users.

Two School minibuses, with lifts and provision for wheelchairs, are available for transporting pupils on educational visits.

Admission

Applications for admission to the school are made via the Area Assessment Support Officer, following the assessment procedures and consultation processes which result in the issuing of an EHCP or a Statement of Special Educational Needs. Planning meetings are held to consider the applications and priority is given to children within the school's area.

Local Offer

Visit <http://peartreeblogs.net> to view our local offer.

The main resource of the school is the staff and this is set a high level to ensure full access to educational provision and care of the highest standard. Each class has a teacher and Level 3 teaching assistant with at least two Level 2 teaching assistants with clearly defined roles and responsibilities. This team plans and works together to meet the individual learning, care and behavioural needs of all the pupils in the class.

High staff commitment to the school's philosophy and ethos of achieving the very best we can in everything we do is expected and staffing appointments are made with this in mind.

The school is well resourced and we always identify new and innovative ways in which we can adapt our curriculum and resources to ensure all of our pupils can fully access their curriculum.

The school is also a registered charity and is very well supported by families, friends and local community who generously give their time and energy to ensure Pear Tree's pupils have access to wonderful resources to aid learning and enhance life experiences.

Professional Development-see policy

Professional development opportunities are available for all staff relating to their specific subject areas or other identified areas of personal and professional development. All staff have access to specific training in relation to safe moving and handling of pupils, Makaton, communication aids and first aid training. Some of the staff have completed a course of instruction on the safe driving of the minibus and many of the staff are trained in the use of Team Teach as a means managing pupils behaviour in a safe and appropriate manner. Many TAs are trained by the health team to manage medical and care needs of some of our pupils. Staff are encouraged to gain additional qualifications wherever possible. At all times there is an extensive staff development programme in place.

Support staff

The school seeks to ensure appropriate involvement from colleagues in relation to the provision on each pupil's statement. This support is delivered both within and outside of the class base. All pastoral management, care plans, speech & language therapy programmes etc... are fully incorporated into a pupils daily routine.

The following professionals support the school:

- Full time Health care assistant with support from part time school nurse
- Educational Psychologists
- Clinical Psychologists
- Sensory processing consultant
- Social Workers
- Advisory teacher of the hearing impaired
- Advisory teacher of the visually impaired
- Special educational needs and disability officers
- General and specialist advisers
- Part-time physiotherapist
- Part-time occupational therapist
- Integrated services co-ordinator
- Children's Centre
- Health Visitors
- Part Time Speech & language therapists
- Family Support Worker

The school has established good links with other schools, mainstream and special and local industries, businesses and organisations.

Parental involvement

We pride ourselves on fostering good relationships with our parents and families and have been awarded a LPPA (Learning Parent Partnership Award) for our work in this area.

We encourage parental involvement in all aspects of their child's learning and maintain links with parents through phone calls, home/school diary, home visits and the class blogs.

A detailed Annual Review is prepared each year and parents are invited into school to discuss their child's progress. Termly targets identified via the child's Individual Education Plan are

shared with parents. A home visit is offered to all parents at least once during the school year. Open Evening and Parents Evening provide further opportunities to meet with parents. We have a Family Support Worker in post to provide additional support to parents and children and strengthen early intervention and safeguarding.

Identification of pupil needs

Pupils are assessed upon entry to the school using a range of assessment tools (see planning assessment, recording and reporting policy) and the overall assessment is made against Pscals using PIVATS (Performance Indicators Value Added Target Setting) Scheme to gain a baseline assessment. PIVATS are used annually in Summer to review pupil progress towards targets and again in October to set new targets.

PIVATS assists us in tracking pupil performance and identifying curriculum strengths and areas for development.

Within the Sixth Form, B Squared (adult curriculum) is used to track progress as well as various external accreditations (see Planning, assessment, recording and reporting policy).

Curriculum Policy Statement.

Visit <http://peartreeblogs.net> and click on Useful Information to see our Curriculum Mapping.

Pear Tree Specialist School aims to provide an interesting, motivating and engaging curriculum that meets the very individual needs of all of our pupils and

- promotes the spiritual, moral, cultural, mental, and physical development of pupils at school and of society.
- prepares pupils for the opportunities, responsibilities and experiences of adult life.

At post 16, students follow an individual destination led curriculum based on the development of life and independence skills.

Within our lower school department we plan a curriculum based around termly themes. However, this is only the tip of our true, wider curriculum and a great emphasis is placed upon incorporating the following areas into the daily curriculum:-

- Communication
- Self help skills
- Independence skills
- Life skills
- Work experience, industrial and college links
- Swimming
- Hydrotherapy where appropriate
- Rebound therapy
- Postural management
- Inclusion
- Sensory dance
- Sensory integration
- Care plans
- Sensory curriculum
- Intensive interaction

- Input and advice from the Physiotherapist, Occupational Therapist, Speech and Language Therapist where appropriate

DELIVERY OF THE CURRICULUM INCLUDE:

CLASSES - presently EIGHT organised, as far as possible, into EYs class (nursery and reception); Key Stage 1; Key Stage 2 (2 classes); Key Stage 3; Key Stage 4, 16+ and Compass Centre.

WHOLE CLASS – Pupils are taught alongside their peers as a whole class. The class teacher ensures differentiation meets the needs of all pupils.

GROUPS - based on developmental level or need in other areas. For example: a P.E. lesson organised by ability/needs, across classes, with appropriate resources (particularly staffing levels) and target planning.

SMALL GROUPS - one or two-pupils, with similar specific needs who will benefit from a more intense staffing ratio. This will include pupils who need physical management in order to access a particular activity and pupils whose attention span may be very short or who have not, as yet, developed skills of continuing an activity without prompts from adults.

INDIVIDUAL - 1:1 (and sometimes 2:1) attention from staff in order for very specific programmes to be implemented.

Educational activities will be provided at home/hospice/hospital for those children who are too poorly to attend school. These activities will be delivered by education staff, carers and family members.

The curriculum will also be delivered through out-of-school experiences and activities, shared learning opportunities with mainstream peers within the mainstream school or at Pear Tree, and, for older pupils, work experience placements and vocational courses at Colleges of Further Education, where appropriate.

Appropriate careers education and advice will be included in the curriculum for Key Stage 4 and post 16 pupils.

Appropriate sex and personal growth education is included in consultation with parents, the Governing Body and Community Health personnel.

Religious Education is included for all pupils, unless parents indicate otherwise. The RE programmes of study will follow the LEA advice but is modified accordingly to be appropriate to the conceptual levels of pupils.

The planning of lessons and assessment and recording of progress differs according to the method of delivery for the subject or area.

Extra-curricular activities.

Residential - school holidays (both in the U.K. and overseas).

Learning for leisure- outward bound courses, bowling, restaurants.

Educational outings - theatre, museums, SPACE, local interest locations.

Community links- other schools, local colleges

Aesthetic and creative experiences within school- performers, shows, workshops bought in by school.

Lunchtime Clubs

Holiday Club.

Monitoring and evaluation

The leadership team and the governing body have a shared understanding of and vision for the achievement of children at Pear Tree School. They have systems in place to ensure that standards of achievement are as high as possible. They have an accurate understanding of standards and achievement and how progress can be promoted through school improvement priorities.

Governors are informed and knowledgeable about developments in curriculum planning and school policy. As the needs of the 21st century SEN child changes leaders will regularly review the curriculum before it continues to meet the needs of all our pupils. We will always strive to find new and creative ways to provide new and innovative ways of teaching which allows us all to "Achieve the best we can in everything we do".

**Revised
To be reviewed**

**Autumn 2017
Autumn 2018**

Signed: _____

Date: