



Reviewed: December 2025
Review Due: December 2026
Trust Approval: December 2025

Learning
Respect
Compassion
Responsibility

SOUTHVIEW SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

The special educational need that children and students attending Southview School have are significant physical and neurological impairments.

One or more of the following characteristics may describe individual students in the school:

- They have a severe physical and/or neurological impairment.
- They may experience social and emotional problems in coping with their impairments.
- They have difficulties with language and other areas of communication associated with their physical and neurological impairment (PNI).
- They have moderate, severe or profound and multiple learning difficulties associated with PNI.
- They have specific syndromes which may be life threatening or life limiting.
- They need specialist care of their medical conditions e.g. gastrostomy feeding, suction, use of oxygen, rescue medication for epilepsy.
- They have suffered traumas, e.g. major surgery, suffered accidents.
- They have a visual and/or hearing impairment.
- They have mobility problems and need specialist equipment (wheelchairs etc.)

AIMS

To develop Southview School as a Specialist Centre of Excellence in Essex for children and students aged 3–19 who have profound physical and neurological impairments (PNI).

We intend to do this by:

Maintaining and developing high quality care and education on site for those children and students requiring specialist support on a daily basis;

Providing enjoyable and stimulating teaching and learning where children and students can achieve to the best of their abilities;

Equipping all staff to provide an outstanding level of care and education– teachers, teaching assistants and others-through a programme of continuing staff development;

Involving children and students at all times in the development and monitoring of their care and personal education plans as appropriate;

Working together with parents and carers and involving the wider community in the work of the school as opportunities arise;

Using the expertise of all the staff within the school, in consultation with the local authority's specialist teams, to support children and students with PNI in mainstream settings across the County;

Developing the accommodation, personnel and physical resources to enable the school to become a resource and training centre for those working with children and students with PNI throughout Essex;

Utilising our skills in assessing pupils' communication needs and specifying equipment and planning interventions to provide high, medium and low tech solutions for AAC users.

Extending the opportunities for children and students to work inclusively alongside their peers in local mainstream schools where appropriate.

Giving children and students the opportunity of a residential provision to support their broader educational targets.

IDENTIFICATION OF PUPIL'S NEEDS BEFORE ADMISSION TO SCHOOL

All children and students are the subject of or are in the process of acquiring, an Education, Health and Care Plan. Only in exceptional cases will a child or student be placed at Southview School without such a plan and then only when one will be completed in the near future.

Only children and students with a significant physical and neurological disability are admitted to Southview School, although every pupil has at least one additional special educational need.

ASSESSMENT OF EDUCATIONAL NEEDS WITHIN THE SCHOOL

The school has very detailed assessment arrangements (see Assessment, Recording and Reporting Policy) and individual pupil's progress and attainment are fully reported to parents/carers.

Outcomes of pupil's' assessments are used to inform teaching and learning, to identify areas for development and to compare our school's performance with students in similar contexts.

EDUCATIONAL ARRANGEMENTS

Southview School provides individual programmes which address a child or student's physical and/or neurological impairment in relation to the child or student gaining access to the curriculum. We have 'holistic' targets set through our social skills curriculum which are set and monitored termly as part of the EHCP. Children and students are taught in

classes where appropriate opportunities are provided for staff to focus on individual learning programmes. Groups in Primary and Middle areas of the school are created in order that students are able to work within a similar level to their peers, although work will continue to be differentiated within that. Programmes that identify and prepare individual children or students for integration/inclusion into mainstream school are in place. They have appropriate access to local mainstream schools and close monitoring of curriculum coverage and progress at the mainstream school is carried out. Support is given to children and students in coping with the emotional and social demands of their impairment. This is enabled through a Personal Social and Health Education (PSHE) programme. Students also have access to our Wellbeing coordinator who arranges individual and group sessions dependent on individual needs.

In their final years at school, preparation for appropriate post-school placement takes place. Our college curriculum in conjunction with our residential provision, The View focuses on independence and life skills, and encourages trips out into the community. College links at Colchester Institute, Chelmsford College, Colchester Arts Café (Dacon Trust) and The New Rickstones Academy are in place for students where appropriate at Post-16 alongside the dedicated independence curriculum.

FACILITIES WITHIN THE SCHOOL USED TO CATER FOR THE SPECIAL EDUCATIONAL NEEDS OF PUPILS

- A wide range of specialist furniture is available to meet the physical needs of the children and students e.g. posture walkers, standing frames, specialist toilet equipment.
- Information and Communication Technology (ICT) is used to assist curriculum access for all children and students through a variety of hardware and software. Appropriate support is provided for all AAC (Alternative and Augmentative Communication aids) users and the school assists with assessments regarding the provision of such equipment.
- Play equipment e.g. a wheelchair swing, roundabout and an outdoor play area are provided for children and students who need protected play.
- Three specially equipped minibuses with lift and floor tracking facilities enable our children and students to attend regular off-site activities, whilst also offering the opportunity to make specific educational visits.
- Physiotherapy, Speech and Language Therapy, Occupational Therapy and Music Therapy are available to all children and students where appropriate, and we have a therapy room and dedicated office available to them. The Speech and Language Therapist has access to a room in which to work with individual children as well as small groups.
- Nurses from the Community Paediatric Team provide training when appropriate during term time.
- A Physical Wellbeing Co-ordinator has been employed by the school to support the physical wellbeing of all our students. Sessions involve wheelchair proficiency, fine motor skills, obstacle courses and exercise programmes.

- An Emotional Wellbeing Co-ordinator is employed to support children's/student's emotional wellbeing.
- A hydrotherapy pool based in the College provision some 100 metres away from the main school site.
- A residential provision.

HOME/SCHOOL LINKS

Parents/carers are invited to special assemblies, e.g. Christmas, Easter and Harvest, and other special occasions e.g. Christmas Production and Sports Activity Day. Home/school books ensure a regular link is kept. A weekly newsletter is sent home. Teachers2Parents is a means of electronic communication. Policies and other information are available on the school website.

Parents Consultation meetings are held in the Autumn and Summer Terms, and an Annual Report is sent home in the Summer Term.

All appropriate agencies are invited to attend a child or student's annual review of their Education, Health and Care Plan, and to send a report of the work they have been doing with the child.

OUTSIDE AGENCIES INVOLVED WITH THE SCHOOL

Close links are maintained with the Statutory Assessment Service, Social Care, the Specialist Teacher Team and other agencies.

LINKS WITH OTHER SCHOOLS

- Individual children and students are given the opportunity for inclusion into mainstream schools as appropriate.
- Children and students from local schools and colleges visit for work experience relating to their course work.

PROVISION OF RESOURCES TO PUPILS

- Resources are principally provided through the management of the delegated school budget which is overseen by the Hope Learning Academy Trust.
- The Primary Care Trust provides specific individual personal mobility aids and therapy personnel, where appropriate.
- For some children and students, their Education Health and Care Plan specifies individual specific resourcing, which is in addition to that provided by the school. Applications for specialist equipment are generally made to the Statutory Assessment Service or the Primary Care Trust.

HOW THE NEEDS OF INDIVIDUAL PUPILS ARE IDENTIFIED AND REVIEWED

- Resources, both human and material, are initially identified on the Education, Health and Care Plan and are reviewed as part of the Annual Review process. The child or student, his/her parents/carers and all school staff and therapists linked to the child or student, are involved in this review process.
- Additional human resources to meet specific special educational needs are met from the school's budget.
- Additional advice for children and students with a sensory impairment is provided by the Specialist Teacher Team.

EFFECTIVENESS

The effectiveness of the policy and procedures in meeting the school's aims is judged by:

- The progress of individual children or students through the EYFS curriculum, the school's curriculum (based on the National Curriculum), our PMLD curriculum and our bespoke college curriculum.
- The progress of children and students in minimising the effects of their physical and neurological impairments through improved communication skills, and social skills.
- The success of integration/inclusion programmes for identified children and students.
- The success of intervention programmes offered by staff at school.
- The arrangements to promote positive relationships with parents.
- The level of liaison with outside support agencies.
- The school was judged to be Outstanding in the latest Ofsted report (September 2022)

The Governors are informed of the School's effectiveness through the Headteacher's Report and follow their own programme of school visits.

STAFF INSET TRAINING

Each year the training needs of the staff are identified through the Performance Management Process and a Staff Development Programme is included as part of the School Development Plan. Training is also provided to meet the specific needs of an individual child or student in, for example, the use and support of an AAC device.

COMPLAINTS PROCEDURE

Please refer to this policy, a copy of which is available on request from the school, if you feel any concerns you may have are not being addressed satisfactorily.

The information above is written in compliance with section 69(2) of the Children's and Families Act 2014 and regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014.