



SPECIAL EDUCATIONAL NEEDS POLICY

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Date Approved by Governor Committee (name of cttee to be inserted)	16 January 2018
Proposed review date	Reviewed Annually
Version	2018.1

Prospect School's Special Educational Needs (SEN) Policy

According to the Special educational needs and disability code of practice: 0 to 25 years, January 2015:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.” (6.15 p94)

Aims and objectives of Prospect School in relation to SEN provision.

- To create an ethos and educational environment that is person-centred and has the views and needs of the child/young person at its heart along with their parents/guardians.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with special educational needs (SEN) which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the current Code of Practice (2015) in stating that ‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from support staff. (p99, para 6.36).
- To fully adopt the graduated approach to ensure that all children/young people with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress.
- To work within a ‘person-centred approach’ fostering and promoting effective collaboration with children/young people, parents / guardians and outside agencies.
- To encourage and engage the participation of the child / young person and parents/guardians in the decision-making, the planning and the review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for children/ young people with special educational needs and/or disabilities.
- To be proactive in enabling full access for children/young people with SEND to all manageable aspects of the school curriculum and wider school life and activities, thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

How children/young people with SEN are identified within the school.

- The school reflects what the Code of Practice states (p99, para 6.37) in that children/young people are only identified as having SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalised teaching available.
- We are alert to emerging difficulties, which may not have been evident at an earlier age. These concerns may be expressed by parents/guardians or the children/young people themselves. Equally, it is not assumed that attainment in line with chronological age means that there are no learning difficulties.
- The four broad areas identified within the SEN Code of Practice 2014 (p87-98) are **‘Communication and Interaction’, ‘Cognition and Learning’, ‘Social, Emotional and Mental Health Difficulties’** and **‘Sensory and/or Physical needs’** and the children/young people are identified largely within these areas. In turn, these areas exemplify the general range of need for which the school is usually able to offer support.
- The purpose of identification is to work out what action the school needs to take, not to fit a child/young person into a category. The school identifies the needs of children/young people by considering the needs of the whole person not just their special educational needs.

- The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012). Teachers are guided and supported in this by the SENCo and information is shared appropriately.
- Although the SENCo has overall responsibility for the identification of pupils with SEN in the school, it is recognised that other members of the teaching and pastoral staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.
- Early identification of children/young people with SEN is a crucial factor in overcoming barriers to learning. The SENCo makes use of appropriate data to identify pupils who may be of concern and works closely with the school assessment coordinator to closely examine and make effective use of the school tracking data, SISRA data and FFT.
- At the school, we also use a number of indicators to identify children/young people who may have SEN such as:
 - Liaison with feeder schools on transfer
 - Information from previous schools and other services
 - Parental concerns
 - Teacher or support staff concerns
 - Tracking individual pupil progress over time
 - Standardised tests carried out by the SENCo or Educational Psychologist as appropriate

What is not SEN but may impact on progress and attainment may include:

- Disability
- Attendance and punctuality
- Health and welfare
- Children/young people in receipt of pupil premium or pupil premium plus
- LAC
- Being a child/young person of servicemen/women
- EAL

How the school teaches children/young people with special educational needs

- Differentiated quality first teaching is a priority for all pupils in the school including those with SEN.
- Where a pupil is identified as having SEN, action is taken to remove barriers to learning and to put effective special educational provision in place.
- The SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's/young person's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

How the school adapts the curriculum and the learning environment for children/young people with special educational needs.

- The SEN support.
- The school is proactive in removing barriers to learning and providing a range of interventions where possible, dependent on need.
- The school increases and promotes access for disabled pupils to all aspects of school life where it is appropriate to do so. All pupils follow the full National Curriculum where possible and adaptations are made for individual pupils as necessary.
- The school strives to improve the delivery of information to pupils with SEND and their parents/guardians when appropriate. This will include planning to make written information that is normally provided by the school to its pupils available in different formats. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of young person's disabilities and be made available within a reasonable time frame.

How the school assesses and reviews the progress of children/young people with special educational needs.

ASSESS:-In assessing a child/young person, the school will carry out an analysis of needs which draws on a range of assessments and experiences of the child/young person and their previous progress and attainment. The child's/young person's own views are sought as are those of external support services if involved. The school liaises fully with any outside agencies who may be conducting the assessments. Any concerns by parents/guardians are actively listened to and recorded.

PLAN: - We recognise that we **must** formally notify parents/guardians if their child/young person is being provided with SEN support despite prior involvement and communication. The SEN Department agree, in consultation with the parent/guardian and child/young person the adjustments, interventions and support to be put in place as well as the expected impact on progress, development or behaviour along with a clear date for review.

DO: - The SEN Department advises on the effective implementation of support and in further assessments. The class teacher remains responsible for working with the child and where the interventions involve group or one to one teaching away from the teacher they remain responsible for overseeing this and work closely with teaching assistants or specialist staff involved to plan and assess the impact of support and how they can be linked to classroom teaching. The SENCo has responsibility for coordinating interventions within the school and for assessing their effectiveness.

REVIEW: - Reviews are carried out at an agreed time. Some children have an Education, Health and Care Plan (EHC). These must be reviewed by the Local Authority in partnership with the school at least annually. These reviews are arranged at school and are part of the SENCo's role. When we review, we evaluate the impact and quality of the support and take into account the views of the parents/guardians and child/young person. This feeds back into the analysis of needs. The SENCo will revise the support in the light of the child's/young person's progress and development and any changes to support and outcomes will be made in consultation with the parent/guardian and child/young person. We strive to give clear information to parents/guardians about the impact of the support and interventions provided, enabling them to be involved in planning the next steps.

In transition to another setting, information to be passed on will be shared with parents/guardians and children/young people and this may involve others being present at review.

How the school manages the needs of children/young people who qualify for SEN support.

- In most cases the child's/young person's needs are effectively met within school. The way this is done is outlined in the school's SEN Information Report which is published and can be seen on the school's website.
- Where a pupil continues to make less than expected progress, despite evidence-based support matched with interventions addressing areas of need, it may be necessary to involve specialists from outside agencies. Parents/guardians will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required, the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in school include the Educational Psychology Service, the Speech and Language Therapy Service, the Sensory Consortium, Primary Mental Health Support, Child and Adolescent Mental Health Services (CAMHS), Education Welfare, Adviza, the Children's Action Team (CAT) and the school nurse. Other services may be accessed over time as available.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person, they have not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. In applying for this the school presents evidence of the action taken as part of SEN Support.

How the school works with parents/guardians in planning for provision and reviewing progress and how we support parents/guardians in accessing information.

- We recognise that the impact of SEN support can be strengthened by increasing parent's/guardian's engagement in the approaches and teaching strategies that are being used. We also welcome and value the essential information on the impact of SEN support that parents/guardians can provide along with particular knowledge of their child/young person and any changes in needs which they can identify.
- Where a pupil is receiving SEN support the school endeavours to speak to parents/ guardians regularly to set clear outcomes and review progress towards the same, discussing the activities and support that will help achieve the outcomes and identifying the responsibilities of the parent, the child/young person and the school.
- At all stages of the SEN process the school keeps parents/ guardians fully informed and involved. Meetings are scheduled through the course of the academic year to share the progress of the child/young person with parents/ guardians and to take account of their views. It is hoped that this will assist in supporting the child/young person to reach their full potential. Parents/ guardians are encouraged to make a full and active contribution to their child's/young person's education.

What support the school offers for improving the emotional, mental and social development of children/young people with special educational needs.

The school recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect.

The school provides support for children's/young people's emotional, mental and social development in the following ways:

- Form tutors
- The Pastoral Team
- Educational psychologist assessments
- Primary Mental Health Worker Support
- CAMHs referrals

How senior leaders and governors at the school monitor and evaluate the impact of the school's SEN provision.

The SEN Governor promotes the development of SEN provision by:

- championing inclusion and promoting a greater understanding of issues related to SEN by the Governing Body;
- being familiar with key legislation and policy;
- meeting regularly with the SENCO;
- ensuring they have an understanding of the role of the SENCO and how pupils are supported;
- developing an awareness of the types of SEN present within the school cohort;
- reporting regularly to the Governing Body;
- understanding how funding received for SEN is allocated by the school;
- Reviewing and monitoring the effectiveness of the SEND Policy.

The SEN Governor will also liaise with the SENCO in relation to the Local Offer and the SEN Information report.

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Head teacher, SENCO and Link SEN Governor
- Parents/guardians
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting outcomes
- Use of standardised tests including reading, spelling and numeracy ages
- An analysis of external tests including Y6 SATs, GCSEs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from Annual Review meetings
- Reports provided by outside agencies including Ofsted

How SEN is funded at the school.

The notional SEN budget is for school leaders to use in ways considered most appropriate in improving outcomes for pupils. The SENCO along with other key staff in the school has a key role in determining how this budget is used, for example to provide interventions and targeted support.

The school allocates SEN funding in the following ways:

- Teaching assistants to small group and individual interventions and in-class support;
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively;
- Specialist books, materials and equipment;
- Full access to all areas of the school;
- Purchasing and maintenance of ICT and electronic equipment.

How the school supports children/young people with medical conditions.

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance '*Supporting pupils at school with medical conditions.*' (p94, para 6.11)

How the school approaches its statutory duties in terms of increasing its accessibility over time.

Pupils at Prospect School have equal access to a broad and balanced curriculum differentiated to enable everyone to participate effectively. This helps to promote self-esteem and confidence which in turn supports pupils making relevant progress which is then closely monitored. Teachers use a wide range of strategies to meet children's/young people's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

The Equality Act 2010 states that education providers must make 'reasonable adjustments' to ensure that disabled students are not discriminated against. Making reasonable adjustments might include:

- changes to practices or procedures
- changes to physical features where it is reasonable to do so
- changes to how learners are assessed
- providing extra support and aids (such as specialist equipment)

Relevant information is shared with parents/ guardians of children/young people on the SEN Record and/or with an Education Health and Care Plan (EHC Plan). They receive details on the agencies involved with their child's/young person's education and are signposted according to their child's/young person's needs. Key information is also shared within the school as necessary to ensure teachers are up to date with developments.

How the school handles complaints from parents/ guardians of children/young people with about SEN provision.

Any complaints should first be raised with the SENCo, then if necessary with the Senior Leadership Team and finally, if unresolved, with the SEN Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEN (any of the following may apply)

- Meetings with the parents/ guardians are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (previously Parent Partnership).
- Discussions should take place with the SENCo.
- Reports provided by outside agencies should be considered.
- Outcomes are reviewed examining what progress the pupil has made.
- Any behaviour plans should ensure strategies are included and shared with parents/ guardians.

Responsibilities

We acknowledge that the SENCo shares responsibility with the rest of the staff within the school and the governing body.

THE ROLE OF THE SENCo

Strategic Purpose & Leadership Role:

- To contribute to the school's policy for raising achievement, especially for SEN students.
- To co-ordinate and provide appropriate learning opportunities for students with special educational needs.
- To ensure the effective implementation and operation of the school's policy.
- To lead and advise curriculum leaders and their teams in the development of appropriate strategies, methods and resources for differentiation.
- To liaise with, and manage the contribution of, external agencies, providers and workers.
- To contribute to the development of the School Improvement Plan.
- Meet regularly with the SEN Governor.

Main Duties:

- To maintain the SEN register and to update the records on all students with identified special needs.
- To ensure effective communications with parents and contribute to in-service training for teachers and support staff.
- To monitor and evaluate SEN provision and ensure strategies are adopted to ensure high quality teaching and learning.
- To ensure appropriate provision for linguistically diverse students.
- To attend courses and meetings and disseminate information to staff.
- To assist teachers by providing bespoke Student Information Sheets for SEN students.
- To manage SEN resources in accordance with school policy.