

# Special Educational Needs and Disability Policy

2018/20

Date of Policy	June 2018
Date of Next Review	June 2020
Staff Responsible	Claire George, Executive Head of Service, Erica Brown SENCO, Tracey Hopkins, SENCO
School/Governor Policy	School

## Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Children and Families Act (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014). It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with medical conditions April 2014
- Safeguarding Policy
- Teachers Standards 2012
- Peterborough Local Offer

### Guiding Principles

At the Pupil Referral Service (PRS) we believe that:

1. All of our pupils regardless of race, gender, ethnicity, ability, disability or sexuality are entitled to a high-quality education that will maximise their life chances.
2. All pupils are entitled to an education that enables them to:
  - achieve their best
  - become confident individuals living fulfilling lives
3. There should be an effective means of early identification and continuing assessment of all pupils together with a means of monitoring progress and recording achievement
4. The curriculum is regarded as the vehicle by which pupils achieve their full potential and should include a wide variety of teaching and learning styles enhanced by the provision of appropriate resources
5. The concept of a whole Centre approach rests not only on the recognition that learning difficulties relate to the suitability of educational provision, but that all Centre staff should share the responsibility of this process
6. It is essential that all PRS staff should be aware of the range of needs which may arise within their classrooms. Staff are expected to assess the suitability of the strategies, methods and materials which they employ and where appropriate, that they have access to specialist guidance to support them in their work. Such guidance is available through the Head Teacher, SENDCOs and Heads of Centres as appropriate. Further advice and support will also be sought through contacts with external professionals and agencies

### **The specific aims of our SEND policy are:**

To cater for and fulfil the needs of pupils throughout the ability range who experience learning difficulty in any form regardless of disability, gender, race, religion or belief, sexual orientation

- To identify, assess and monitor the progress of pupils with special educational needs
- To have knowledge and awareness of the overall development of each pupil (intellectual, physical, social, emotional and behavioural)
- To ensure access to appropriate learning experiences in a broad range of curriculum areas
- To be pupil-centred in our approach to learning: to be interested in the all-round growth of our pupils
- To realise potential, maximise strengths and minimise weaknesses and to provide support and encouragement in a caring atmosphere
- To send pupils back into the wider world of education who:
  - a) Are better able than when they joined us to express themselves with confidence in the spoken and written word;
  - b) Have the mathematical skills necessary for everyday life; and
  - c) Are better adjusted, more socially competent and better able to take up a worthwhile place in society

### **The arrangements that have been made for coordinating the provision of education for pupils with SEN at PRS:**

The PRS provision for pupils with SEN is managed by Erica Brown (Deputy Head of Service and Secondary SENDCO) and Tracey Hopkins (the Inclusion Manager and Primary SENDCO).

Tracey Hopkins has a National Qualification in SEN Coordination and is an associate member of the British Dyslexia Association.

The SENDCOs have an important role to play with the head teacher and Governing Body, in determining the strategic development of SEN policy and provision at PRS.

The SENDCOs have day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those with EHC plans. The SENDCO provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENDCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high-quality teaching.

The key responsibilities of the SENDCO are:

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating the provision for children with SEND
- Liaising with the relevant designated teacher where a Looked After pupil has SEND Advising on the graduated approach to providing SEND support

- Advising on the deployment of resources to meet pupils' needs effectively Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

### Support Staff

Will assist in the delivery of differentiated programmes of learning, including APDRs Will offer a high level of adult support to help children focus on tasks Will support and encourage children to meet their targets and support children on reflection of these Will offer regular opportunities for individual reading with an adult to maximise progress in reading Will implement tailored interventions to address specific SEN Will provide access to a trusted adult to help children talk about their feelings and experiences Will deliver targeted support to help children develop skills to interact positively, manage their emotions and regulate their behaviour

### Intervention Specialists

Will ensure there is effective communication between home and school and that planning takes account of the family system Will work with children's parents to build positive relationships between them and the centre, engage them in partnership, and enable them to support children's academic learning and social, emotional and behavioural development Will help them to build positive relationships with their children, and to increase their capacity to support children independently.

Will provide emotional support, support their relationship as parents, and provide practical support for the family in household management.

### **SEND Register**

While we have been established as a specialist setting to meet the very specific needs of pupils with social, emotional and mental health needs (SEMH) and associated behavioural difficulties, we hold firmly to the principle that we can best fulfil our overall aim of supporting children by having regard to all their learning needs. Therefore, all pupils are included on the centre's SEN register at 'SEN support' which specifies all aspects of their SEN ie including any SEN that is additional to SEMH needs.

We are determined to place pupil's academic progress at the forefront of our efforts for the following reasons:

- They have missed opportunities to make the progress made by their peers because of the historic barriers put up by their behavioural difficulties

- They learn best and develop most self-esteem in a climate of structured learning designed to meet their individual needs
- The ability to continue making academic progress at their own level will, in part, determine their future successes.

Where we identify undiagnosed and therefore unmet needs, we will work with professional colleagues to arrange necessary assessments and will proceed to take any necessary steps indicated, including application for an Education, Health and Care Plan (EHCP).

We understand that some things which are not Special Educational Needs may have an impact on a pupil's learning such as:

- A disability
- Attendance and punctuality Child protection issues
- English as an additional language
- Being a Looked After child

PRS takes account of each pupils needs and works to support them and their families in the way which suits each individual family best. We work closely with health professionals, social services, educational psychology services, fostering care and other service providers where needed to ensure that each pupil and their family is able to maximise their time with us.

### **Our approach to Identification and Assessment of SEND**

All teachers are responsible and accountable for the progress and development of all the pupils in their class. Where a pupil is not making adequate progress; teachers, the SENDCO and parent/carers will collaborate on problem-solving, planning support and teaching strategies for individual pupils. High quality teaching, differentiated for individual pupils, is the first step in our centres' response to pupils who have SEND.

The identification of SEND is built into the PRS overall approach to monitoring the progress and development of all pupils. Assessment processes are designed to clarify pupils' needs so as to ensure effective teaching and learning strategies can be implemented, including strategies to address SEMH difficulties.

The process of assessment seeks to reach an understanding of pupils in terms of their thinking (cognition), feelings, behaviour and physiological processes. This understanding can then be used to develop strategies to help pupils develop skills, knowledge and understanding. It can also be used to determine how to shape external influences (social, organisational and environmental) to promote learning. The process is organised in a cycle of assessment, planning, implementation and review of impact (APDR).

## **Education Health and Care Plans (EHCP)**

Where pupils do not make sufficient progress, despite the centre making purposeful and relevant interventions for at least 3 APDR cycles, it may be appropriate to ask the LA to carry out a statutory assessment of their needs to see if they are eligible for an EHCP. The LA will seek evidence from the centre that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any special resources or special arrangements put in place. In preparing a request the centre will involve the parents, pupils and outside agencies and refer to Chapter 8 of the SEN Code of Practice.

Once the EHCP process has been completed, the LA will work with the parents to decide on a suitable placement for the child. CLCP will support this process and ensure that a carefully planned transition that is tailored to individual need is in place.

## **Access to the National Curriculum**

At PRS our teachers set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. Potential areas of difficulty will be identified and addressed at the outset of work. We make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils.

## **Preparing for Transition**

When a child comes into our service, we always put in place a transition plan where needed. We prepare carefully to help children to feel safe and settle in.

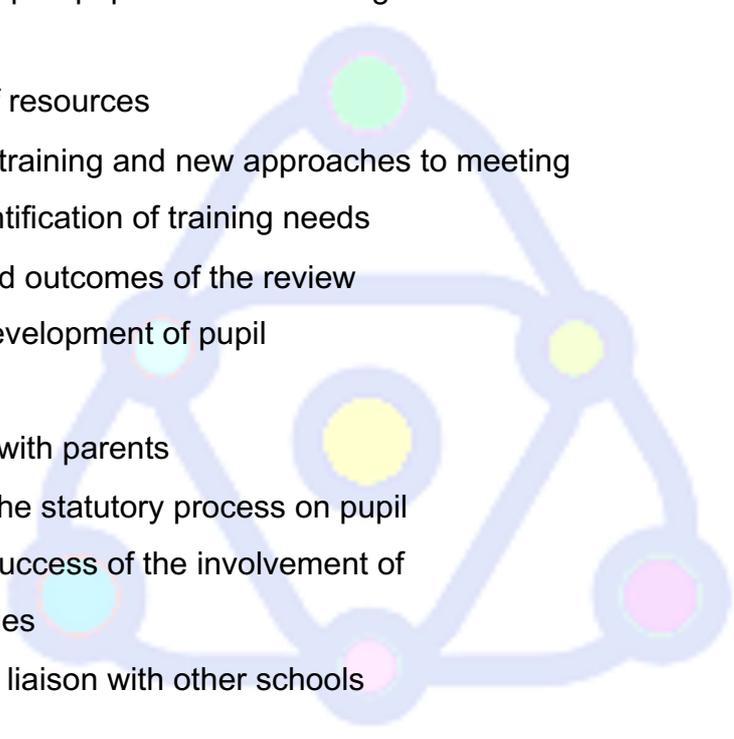
At PRS we help our pupils with SEND to start planning for their next school placement or reintegration back into their mainstream setting. We help pupils and parents understand and explore how the support they receive will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

Liaison with regard to the successful transition of pupils with SEND is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the SENDCO. Transition arrangements for pupils with SEND are carefully managed and include effective transfer of information, joint-working across schools, staff visits to sending/receiving schools, gradual integration (visits, taster sessions) etc.

## **How the Governing Body will evaluate the success of the education which is provided at the PRS to pupils with SEND**

The Governing Body will include in its report information about the implementation of the SEND policy as set out in the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually and any changes to the information occurring during the year will be updated.

The centre will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects:

- Numbers of pupils with SEND and any changes to the level of support they receive
  - the level of support pupils received through individual APDR and the amount of progress they make
  - the success of resources
  - The impact of training and new approaches to meeting needs the identification of training needs
  - The impact and outcomes of the review process the development of pupil participation
  - Relationships with parents
  - the impact of the statutory process on pupil progress the success of the involvement of outside agencies
  - the successful liaison with other schools
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## **Arrangements for Professional Development for all staff in relation to Special Educational Needs**

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. All staff have regular training and guidance to meet the needs of our children, so we can make sure that all staff:

- Have an awareness of the different special educational needs and disabilities of children in our school
- Are able to plan and teach/support lessons and deliver programmes which meet the needs of all children

A range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists
- Attendance at courses provided by external providers, accredited and non-accredited.
- Other courses which are relevant to the work undertaken

As soon as we know that a child coming to our centre with particular needs, we review our provision and provide relevant ongoing training.

### **The role played by the parents of pupils with special educational needs**

We believe that parents and carers have rights and responsibilities with respect to what happens to their child. The basis of mutual collaboration with parents and carers is mutual sharing of relevant knowledge and skills considered to benefit the family and the child. Our working relationship must be characterised by a shared sense of purpose, mutual respect and the willingness to negotiate. We share information, responsibility, skills, decision-making and accountability. Partnership involves building relationships based on trust, mutual respect, sharing of information and a willingness to learn from each other. There is, therefore, the presumption that information will be shared with parents unless this is likely to put the child at risk.

Our work with parents and carers therefore has a number of aims and we employ a range of strategies and approaches to achieve:

1. To safeguard the child – regular ongoing communication between school and home, home visits, robust systems of record keeping
2. To build positive relationships between home and school – allocation of Specialist Intervention Staff, regular home-school communication through diaries and phone calls, provide positive feedback about each child
3. To engage parents in partnership – adopt a solution-oriented approach, identify strengths in parents, recognise successes
4. To help build positive relationships between parent and child – communicate positives about the child, create/organise positive interactions
5. To provide emotional support for parents – opportunities to be heard, provide a listening ear
6. To increase parenting capacity – model behaviour management strategies, foster parental belief in possibility of progress
7. To provide practical support – offer support and advice around household management, support in relation to accessing other services and benefits

We always involve parents and children in planning and reviewing progress. We make every effort to communicate clearly and effectively with parents and carers of children with SEND. We try to communicate in plain English. We welcome and value feedback on how well we are working with our parents.

### **How we listen and respond to children with SEND**

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life our community is for the centre to be certain that it hears the voices of children, especially those most vulnerable.

We make sure that we listen to children in our centre and respond to what they say in a number of ways, including:

- Clear systems to support children in expressing any worries or concerns they have; giving the children the right to choose a preferred adult to talk to
- Inviting children to make a personal contribution to their EHCP request, review meetings for example
- Doing an annual Pupil Questionnaire on 'pupil voice' to give children their say Encouraging children to respond to feedback about their work
- Agreeing individual targets and rewards with them
- Ensuring that our safeguarding procedures are strong and that all staff are well trained

### **Links with other agencies**

At PRS we have links with a range of specialist support services for pupils with SEND. Teaching and support staff work closely with relevant members of external support agencies when needed. These external services provide a range of support including:

- Helping us to assess needs, plan next steps and review progress Providing training for teaching and support staff
- Working 1:1 with individual/small groups of children

### **Arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at PRS**

We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to concerns. If we have not been able to address concerns adequately, then the complaints policy and procedure is available through the Centre's office. Alternatively, parents are able to speak to the LA's Parent Partnership Adviser, Marion Deeley.

**This policy will be reviewed and updated every 2 years. The Headteacher/SENDCOs will also report annually to the Governing Body concerning the effectiveness of the policy and the 'SEND Information Report' will be accessible on the PRS website.**











