



# Special Educational Needs and Disability Policy

<i>Date reviewed</i>	<i>March 2016</i>
<i>Date of next review</i>	<i>March 2018</i>



## Special Educational Needs and Disability (SEND) Policy

### The rationale and overall objectives of the policy

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives. Their special educational needs and disabilities will be picked up at the earliest point with support routinely put in place quickly, and their parents will know what services they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence (SEND CoP 2014).

### The definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (**Section 20 of the Children and Families Act 2014**).

The Code of Practice describes the **four broad categories** of need:

- Communication and Interaction, including children with Autistic Spectrum Conditions (ASC)
- Cognition and Learning, including Specific Learning Difficulties
- Social, Emotional and Mental Health difficulties
- Sensory and Physical difficulties

## COMPLIANCE

This policy needs to read in conjunction with other relevant national policies for example;

- Equality Act 2010 (including the Accessibility plan)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 3 and 4 framework document (Sept 2015)
- The Centre's Child Protection Policy, Procedure and Safeguarding Guidance
- Teachers' Standards (2012)
- Keeping children Safe in Education
- The Prevent Duty (2015)

This policy also needs to be read in conjunction with internal Centre policies such as The Marking Policy, The Behaviour for Teaching and Learning Policy. It was created by The Centre's Special Educational Needs Co-ordinator (SENCo), Jill Corfield, in liaison with the Senior Leadership Team, the Centre's management committee and Centre staff. More details about the reforms and the SEN Code of Practice (2014) can be found on the Department of Education's link below:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

## Statement of Principles

Principles underpinning the current Code of Practice

1.1 Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

1.2 These principles are designed to support:

- The participation of children, their parents and young people in decision making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people
- A focus on inclusive practice and removing barriers to learning

- Successful preparation for adulthood, including independent living and employment

At The Linden Education Centre, our philosophy is to support students on their path to aspiration. They have the right to learn and achieve as highly as possible in an environment that is safe and supports their needs; every child deserves another chance. All students are interviewed with their parents prior to them attending The Centre. At this meeting parents/carers and pupils are encouraged to discuss their strengths and aspirations as well as areas they would like additional support to improve in. We have a careers advisor, Nikki Coleman who regularly sees our students as well as updates staff on how to support them. She is available for contact with parents/carers and attends Pupil Progress days at the beginning of each term. We work hard with individual students daily through our tutor system as well as in Preparation for Working Life modules and are justly proud of having no NEETs (Not in Education, Employment or Training) for the past four years. Our students are supported to understand British Values and their rights and responsibilities to members of our community and the wider community.

### Continual Professional Learning (CPL)

The Linden Centre aims to identify and provide for students who have special educational and additional support needs by ensuring that all staff working with Centre students are up-to-date with specific areas of need. The Centre's SENCO attends the Local Authority's network panel meetings which shares up-to-date local and national updates in SEND. The school has NASEN membership which is the leading organisation in the UK promoting education and training in special educational needs and disability. The school has a range of support staff which includes an LSA who is undertaking ELSA (Emotional Literacy Support Assistant) training this year. Learning Support Assistants meet weekly as a team and part of this meeting cycle is the cascading of CPL (Continuing Professional Learning) courses they have been on. The SENCO leads and arranges appropriate CPL regarding specific SEND issues for all staff.

### Staff expertise

The Centre promotes a high quality of teaching. Quality First principles form the basis of personalised learning with the key characteristics as follows:

- Well planned lessons, with high expectations of pupil participation.
- Focused lesson objectives, shared with students.
- Repeated reference to students' flight path to aspirations; both in short, medium and long term time frames. This alongside an expectation that pupils will accept responsibility for their own learning.
- Excellent use of questioning, modelling and explanation.
- An emphasis on doing things in alternative ways in order to engage and motivate students who are sometimes disaffected with education.
- Frequent opportunities for pupils to learn through dialogue.
- Meaningful feedback.

Staff development is ongoing; staff are supported on an ongoing basis to meet specific needs. All members of staff have additional experience in supporting students with additional needs. Strategies used to support pupils in classes include short thirty-five minute lessons which are further broken down to smaller chunks of achievable activities. Staff will use a variety of strategies to engage pupils and to support them to remain on task. There is a high staff to pupil ratio which allows pupils to be taught in flexible ways to meet their needs and to support their pathways to aspiration. Staff are particularly skilled in building and maintaining relationships with pupils. Effort and participation is recognized as well as achievement. Staff work hard to develop pupils' resilience and self-control. It is commonly recognized that adolescence itself can be a difficult time for young people and learning to manage feelings is an important part of this.

### Identification, assessment and review of student need

Students' special educational needs are identified through:

- Entry assessment data (all students do cognitive ability testing and reading assessments on entry to The Centre).
- Liaison with parents and previous school
- Review of specialist reports
- Referral by teacher, student or parents to the SEN Co-ordinator (SENCo).

Students are referred to The Centre by their home school which provides information about the Psychology Service. Once provision has been offered to a new student, a period of assessment will commence which can vary in length according to the needs of the student and the reasons for their provision at the Centre. Diagnostic assessments using a variety of standardised tests are used, including measuring cognitive ability and reading. The results are available to all staff and will student's progress and behavior. It includes steps already taken to meet the student's individual needs through SEN Support or an Education Health and Care Plan as well as information from health and social services and other relevant agencies such as The Locality Team, CAMHS and Educationalbe used to inform planning. New students are transitioned in to their new tutor group over several days and with support. Students agree learning and behavior targets with their tutors and these are reviewed by ongoing assessment. Our aim is to encourage and support students to return to a mainstream setting, although in rare cases this may not be appropriate. Data is shared with the student's home school every half-term. Parents/carers are invited to The Centre at the beginning of each term to review progress.

As such, all children and young people/students are designated as having additional educational needs and are included on the Centre's **Pupil Personal Profile**. The nature of such needs will typically

come under the umbrella term 'social, emotional and mental health needs' but may also include a specific learning need. This support begins with the provision of a smaller overall setting, higher staff to student ratio, a curriculum with a strong social-emotional component and scope for personalisation, smaller teaching groups and a staff body with a high level of expertise in working with social, emotional and mental health needs. Although The Linden Centre is not a designated specialist provision for young people with an Education Health Care Plan or Statement of Special Educational Needs, it does make provision on a short to medium term basis for young people with special educational needs and disabilities at this level. Where a student is viewed to require more formalised support through an Educational Health Care Plan, the Centre will contribute to the statutory assessment process, but it will be lead by the students' home school.

Additional needs are recorded on the **Pupil Personal Profile**. All school staff have access to it and it is updated regularly.

Students' needs are reviewed as an ongoing process. The progress of individuals is monitored by Heads of Department and through the sampling and regular meetings where pupils are discussed. Pupil Profiles are written with tutors and reviewed daily during tutor times and termly with parents at Pupil Progress days. All staff are committed to ensuring students' and their families involvement in their learning and regular contact with students' parents/carers is made to celebrate achievements. All students are taught in small class groups and staff are able to personalise learning to account for their special needs.

The SEN Coordinator is responsible for:

- The development and day-to-day management of the SEN policy and completion of SEN the SEND Information Report.
- Making arrangements and co-coordinating the identification assessment and review of students referred to The Centre.
- Ensuring communication with parents is ongoing.
- Liaison with other schools and outside agencies.
- Contributing to staff development.
- Evaluating impact with the Management Committee.

Our pupils are successful and outcomes are measured in a variety of ways, for example, reaching individual targets, attendance data, half-termly data drops, GCSE and BTEC results.

### Access Arrangements

All students are eligible to be assessed for Access Arrangements. This is the Joint Council for Qualifications (JCQ) way to make reasonable adjustments to ensure that all students taking public examinations have an equitable chance to do their best. Arrangements commonly awarded include extra time and readers.

### **Curriculum**

All students share a common entitlement to a broad and balanced a curriculum (as can be offered), following GCSE and BTEC curricula. Opportunities for students to be supported and encouraged to attend work placements and participate in The Prince's Trust programme. All pupils have opportunities to participate in off-site activities designed to develop the self-confidence and aspirations of our students. Examples include sporting activities such as 3-D Rugby, gym, yoga, watersports as well as creative activities such as Rock and Pop and Skillways. Most students are able to make progress in small groups, yet may be supplemented with carefully planned work which recognise the needs of students as individuals and support progression through further differentiation. Where 1:1 teaching is appropriate, the curriculum areas of English and maths will be the priority. Nonetheless, it may be agreed sometimes that a priority for some pupils may be social or emotional support. The school has some staff specifically trained in these areas.

### **Links with other schools**

The primary aim of the Centre is to re-integrate pupils successfully into their next provision; we are not a destination school. This may be back to their mainstream school, a new mainstream school or specialist or alternative provision. Considerable time is invested in liaising with key staff at future provisions in order to support students through this process. Transitions back to school are carefully planned in order that they are successful. The SENCo works with mainstream SENCos to support completion of Education Health Care Plans (EHCP) assessments. Many active working relationships have been established with our linked schools.

### **Students with Education, Health, Care plans (EHCP)**

Annual Reviews are organised and held by students' home schools. The SENCo from The Linden Education Centre will attend to contribute to it. Where students are going through the statutory assessment process, this is lead by the SENCo from the home school, with up-to-date information being provided by the Linden Centre SENCo.

### **Working with parents, carers and families:**

Parents/carers are invited to The Centre at the beginning of each term for Pupil Progress days to review their child's progress. Parents/carers are welcome to contact The Centre at any time in order to discuss concerns or to share information pertinent to their child. A message can be left with the office staff which can be circulated to all staff if appropriate. Where parents/carers would like to talk to a tutor, staff will attempt to make contact the same day where practicable.

Further information about children and young people with SEND is available at Hampshire Children's Services:

<http://www3.hants.gov.uk/search?cx=009988739743092233991%3A4hx6rzq-jgg&cof=FORID%3A11&q=sen&sa=Search>

### **Integration and Inclusion**

The school aims to ensure that all activities are inclusive and therefore open to all students. Where students have a special need or disability, a risk assessment enables staff to gauge the appropriateness of the activity for that individual. Wherever possible, staff endeavour to make reasonable adjustments so that the activity is accessible.

### **Accessibility**

Statutory duty of the school The Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 specifies that schools must not treat children less favourably for a reason associated with their disability and must take reasonable steps to avoid putting them at a disadvantage. Once the plan has been published the school has a duty to implement it and allocate adequate resources to it.

Definition of Disability: The DDA defines a disabled person as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and ADHD provided the effect on the person's ability to carry out normal day-to-day activities is substantial (more than minor or trivial) and long-term (12 months or more).

### **The Management Committee evaluation of special educational and disability education**

The SEN coordinator provides the designated governor with a copy of the Learning Support action plan which is informed by the School's Strategic plan annually for monitoring and evaluation. This is also available to staff and parents.



**Complaints procedure**

Any complaints should follow the Centre’s complaints procedure.

Signed on behalf of the Management Committee \_\_\_\_\_

Signed by the Headteacher \_\_\_\_\_

Dated – March 2016

