



## Special Educational Needs Policy – Statement of Intent

### RATIONALE

Sycamore Short Stay School is committed to ensuring that the necessary provision is made for every pupil. The school is passionate about Inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all our young people regardless of their learning difficulty, disability, disadvantage or special educational needs.

The new Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

The school believes that all children with a Special Educational Need (SEN) must have their needs recognized and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. The school strives to deliver appropriate curriculum to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to assessment and learning

### OBJECTIVES

Provision for pupils with SEN is a whole school matter. In line with the new Code of Practice, we will:

- Identify and address the SEN of the pupils we support.
- Use our best endeavours to ensure that a child with SEN gets the support they need.
- Ensure that all pupils with SEN are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every pupil regardless of their prior attainment.
- Provide for the individual needs of all pupils with SEN and ensure their progress, alongside pupils who do not have SEN, in order to maximize their achievement.
- Ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.

- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- Designate a teacher responsible for the coordinating of SEN provision i.e. SENCO

## CONTEXT

A child is defined as having SEN if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to pupils of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities generally provided by schools for children of the same age, within the same area.

The new Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action we need to take to support the pupils. It is not to fit pupils into specific categories.

## IMPLEMENTATION OF THE POLICY:

The overall aim of this policy is to improve the outcomes for every child with SEN in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEN provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEN to reach their full potential.
- Enabling successful transition of SEN pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative / personalized curriculum at all key stages to meet the needs of the individual.
- Arranging specialized provision to meet the needs of groups with low-level achievement.
- Enabling all SEN pupils to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
- The quality of teaching pupils with SEN and progress made by pupils is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEN is key to the quality of Teaching and Learning of pupils with SEN.
- Regular monitoring of the progress and development of all pupils throughout the school.
- Providing high quality teaching that is differentiated and personalized to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEN.

- Ensuring that all governors are up-to-date and knowledgeable about the Schools' SEN provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

## **STAFFING AND PROFESSIONAL DEVELOPMENT**

The Senior Leadership Team will take active steps to ensure that the workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

This policy will be reviewed by the Management Committee every three years in accordance with the school's review cycle.

## **APPENDICES**

☐ SENCO SPECIFIC ROLES & RESPONSIBILITIES Appendix 1

☐ IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW: Appendix 2

☐ TRANSITION AND ADMISSIONS ARRANGEMENTS Appendix 3

☐ ACCESS ARRANGEMENTS Appendix 4

## **APPENDICES**

SENCO SPECIFIC ROLES & RESPONSIBILITIES Appendix 1

IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW: Appendix 2

TRANSITION AND ADMISSIONS ARRANGEMENTS Appendix 3

ACCESS ARRANGEMENTS Appendix 4

### **SPECIFIC ROLES & RESPONSIBILITIES Appendix 1**

The Management Committee of Sycamore Short Stay School must ensure that there is a qualified teacher designated as SENCO for the school. This teacher must also hold the postgraduate National SENCO award or be working towards it within 3 years of appointment to the role.

The Special Educational Needs Coordinator (SENCO) is responsible for:

#### **Pupils**

Using baseline data to identify and monitor all pupils with SEN.

- Informing teaching staff of pupils SEN and the provision needed.
- Maintaining the school provision map.
- Ensuring the correct provision is in place for all pupils with SEN.
- Monitoring, evaluating and reviewing the curriculum that is in place for all pupils with SEN.
- Coordinating smooth transition from and back into mainstream schools– attending and organizing meetings where appropriate.
- Writing Education, Health and Care Plans for pupils who require one.
- Monitoring the progress of pupils who have an Education, Health and Care plan.
- Liaising with parents of pupils with SEN through parents’ evenings and interim meetings where appropriate.
- Leading the Learning Support department which provides Wave 1, Wave 2 and Wave 3 interventions.
- Overseeing the smooth running of the Inclusion BASE.

#### **Staff**

- Working collaboratively with the staff team to ensure the correct provision is in place for all pupils.
- Acting upon ‘referrals’ from staff.
- Arranging and delivering appropriate whole school CPD on Inclusive Education.

#### **Other Responsibilities**

- To liaise with outside agencies and Local Authority support services where necessary. These include but are not limited to Social Services, Health services, the Early Help Team, Family Support workers, Educational Welfare Officer and the Careers service.

Subject Teachers are responsible for:

Meeting the individual needs of the pupils in their classes, by regularly checking and acting upon information provided by the SENCO.

- Ensuring that schemes of work are appropriate for the needs of all pupils that they teach.
- Using differentiation appropriately in all lessons, following advice from SEN passports.
- Setting achievable, but aspirational, targets for individual pupils and evaluating the success of these targets.
- Contributing to the writing of Education, Health and Care Plans.
- Referring pupils who are having difficulties to the SENCO, via the online school referral form.
- Attending training sessions provided by the SENCO.

The Head Teacher, SENCO and the School's leadership team have the responsibility to ensure the implementation of the SEN Policy.

The current SENCO at Sycamore Short Stay School is:

Mrs Michelle Thomas-Seymour

If you have any concerns about your child's educational needs, please do not hesitate to contact her at the school address.

## **IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW: Appendix 2**

Where a pupil is identified with SEN, Sycamore Short Stay School will take action to remove barriers to achievement and put effective SEN provision in place. This takes place in the form of a four-part cycle known as the Graduated Response.

The Graduated Response

Assess

Sycamore Short Stay School has a clear and structured approach to identifying and responding to Special Educational Needs. As a school, we recognize the importance of identifying pupils' additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes.

Sycamore Short Stay School will carry out baseline testing with all pupils on entry to the school and assess each pupil's current skills and levels of attainment. Those who fail to meet age-appropriate scores will have further individual specialized tests carried out to assess further need.

The SENCO and subject teachers make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress related to age and individual circumstance. This can be characterized by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap.

It can also include measures of progress in areas other than attainment, such as behavioural, emotional and social skills.

Sycamore Short Stay School has a very proactive approach to assessing Special Educational Needs and wider issues relating to Mental Health difficulties and behavioural, social and emotional disorders.

Plan

Once a pupil has been identified as requiring additional support, parents/carers will be formally notified of the intervention and support in place. Parents/carers will also be notified of a young person being placed or removed from the SEN register at SEN Support.

All pupils who are placed on the SEN register will have a Special Educational Needs Passport drawn up to outline their specific needs and to inform staff of how to differentiate their lessons to provide quality first teaching and inclusive education for the individual. It is school policy that staff read and adhere to the advice contained in these documents.

Furthermore, all pupils on the SEN register will have access to half-termly passport reviews, set SMART targets and feedback to parents.

Do

All teachers are teachers of SEN and therefore will remain responsible for working with pupils on a daily basis, with support and advice from the SENCO.

The SENCO will support all staff and pupils within the school to ensure Inclusive Education for All.

Review

The effectiveness of support and intervention is reviewed throughout the year. At the end of each intervention, impact will be measured through academic progress, attendance and parental, pupil and staff feedback. Where a pupil continues to make less than expected progress, despite evidence-based support, the school will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted.

If your child is on the SEN register, you will have the opportunity for direct contact related to your son/daughter's progress, with a representative of the Inclusion team, at least three times per year. This contact can include; opportunities to meet with the SENCO, official letters, feedback related to SEN targets, annual reports, learning assessments, phone calls home and individual meetings where requested.

If at any time a parent has concerns about their child, we welcome a phone call to discuss this further.

Education Health Care Plans

As a parent you have the right to request an Education Health Care Needs Assessment if you believe that, despite Sycamore Short Stay School taking relevant and purposeful action to identifying, assessing and meeting the needs of your child, they have still not made expected progress. If you would like to request an Education Health Care Needs Assessment, please contact the SENCO to discuss this further.

The following people have the specific right to ask the Local Authority to conduct an Education Health Care Needs

Assessment for a young person aged between 0-25:

- The young person's parent.
- The young person over the age of 16 but below the age of 25, and
- A person acting on behalf of a school or post 16 institution (preferably with the knowledge of the parents and young person).

### **ADMISSION ARRANGEMENTS Appendix 3**

Pupils with SEN are admitted within the normal admissions procedure of the school. Following on from being permanently excluded from their mainstream school parents and pupils are invited to attend meetings and pupils receive a full induction programme.

The Equality Act 2010 prohibits school from discriminating against disabled children and young people in respect of admissions related to their disability. The school admissions Code of Practice requires that a young person with SEN be treated fairly.

Admissions:

- Must consider applications from parents of pupils who have SEN, but do not have an Education Health Care Plan.
- Must not refuse to admit a pupil who has SEN because they do not feel able to meet their needs.
- Must not refuse to admit a pupil on the grounds that they do not have an Education Health Care Plan.

### **TRANSITION ARRANGEMENTS**

Support for pupils with Special Educational Needs includes the planning and preparation at key transitional phases of education. For pupils arriving at Sycamore, a comprehensive package of transitional support is put in place. The Induction Team will liaise with the Key Stage leads and the mainstream school from which the pupil has been excluded to ensure necessary personalized provision and information is taken into account in advance of the pupils joining the school.

Nearing the completion of the pupil's time at Sycamore the pupil may be referred to a SEN School or an alternative provision.

### **ACCESS ARRANGEMENTS Appendix 4**

Access arrangements are agreed for individuals before assessments take place. They allow pupils with special educational needs, disabilities and temporary injuries to:

- Access assessments;
- Show what they know and can do without changing the demands of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a pupil who is disabled within the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.