



# Serenity School

## Special Educational Needs Policy

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## **Introduction:**

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years 2014.

### **Part 1: Basic information about the school's SEN provision**

The Harbour Schools Group (THSG) identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice (**DfE, July 2014**)

This defines SEND as;

- 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 him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her 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

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Our schools provide special educational provision for pupils who require;

“Special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

## **Guiding principles**

At Serenity School we believe;

- that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.
- All pupils are entitled to an education that enables them to: 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.

## **Objectives of the school's SEND policy**

We will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support.

To achieve this;

- the views of the pupil will be sought and taken into account
- our parents have a vital role to play in supporting their pupil's education
- our pupils with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- The school will manage its resources to ensure all pupils' needs are met
- A pupil's special educational needs will be identified early
- Provision and progress for our SEND pupils will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education, Health & Care Plans or statements will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

Where a SEND is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of our Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

## **How the policy will contribute to meeting the objectives**

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs Disability Coordinator (SENDCo) in conjunction with the SEND Representative from the Governing Body using the criteria listed elsewhere. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, if required, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

## **The arrangements that have been made for coordinating the provision of education for pupils with SEND at our schools**

The schools provision for pupils with SEND will be coordinated by the SENDCO for the school, with all members of the Senior Leadership Team actively be involved in SEND planning and support packages on offer across the curriculum offer.

The SENDCO has an important role to play with the governing body and SLT in determining the strategic development of SEND policy and provision in the school. At our School the SENDCO is always part of the school leadership team.

The SENDCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have 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 provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising a on the graduated approach to providing SEND support for mainstream schools if required as part of school to school support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND as required and delegating responsibility of such to department leaders (all members of SLT who Line Manage faculty areas)
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies and guiding department leaders in such activities
- being a key point of contact with external agencies, especially the local authority and its support services if available

- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned and delegating such responsibility to key members of the SLT
- working with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

In addition to the SENDCo, there is a specialist team of people who support the work of the SENDCo. Their roles and responsibilities are;

**Name:**                      **Responsibility:**

To be agreed

**The admission arrangements for pupils with SEND who do not have an Education Health Care Plan in so far as they differ from the arrangements for other pupils.**

The admission arrangements for pupils with SEND who do not have an EHCP are the same as the school for a whole, should the Local Authority decide to place a child with the school for an assessment period.

**Facilities for pupils with SEND at the school including facilities which increase/assist access to the school by pupils who are disabled**

The school has no lifts within the main site, however with access around the front and side of the building for wheelchairs and the opportunity for curriculum delivery in classrooms as well as 1-1 intervention lessons available on the ground floor supported by our specialist staff ensure compliance. Accessible toilets are in all areas of the school on the ground floor.

Individual risk assessments take place annually regarding access to the school and wider facilities.

The school seeks to comply with the 2010 Discrimination and Disability Act.

## **Part 2 : Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs**

### **SEND Funding and Fees**

The rate per student place set by the Board of Governors for the 2018 -19 academic year will range from £38k+ depending on SEND needs.

Our SEND Provision Map is a guide to costing a place.

(See Provision mapping document for examples of practice)

Pupils who have an Education Health & Care Plan will have an agreed package of support from the Local Authority through the Personal Budget arrangements and this will be negotiated with our Director of SEND and Admissions John McLean when agreeing place funding.

### **How pupils with special educational needs are identified and their needs determined and reviewed.**

All teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or other specialist staff.

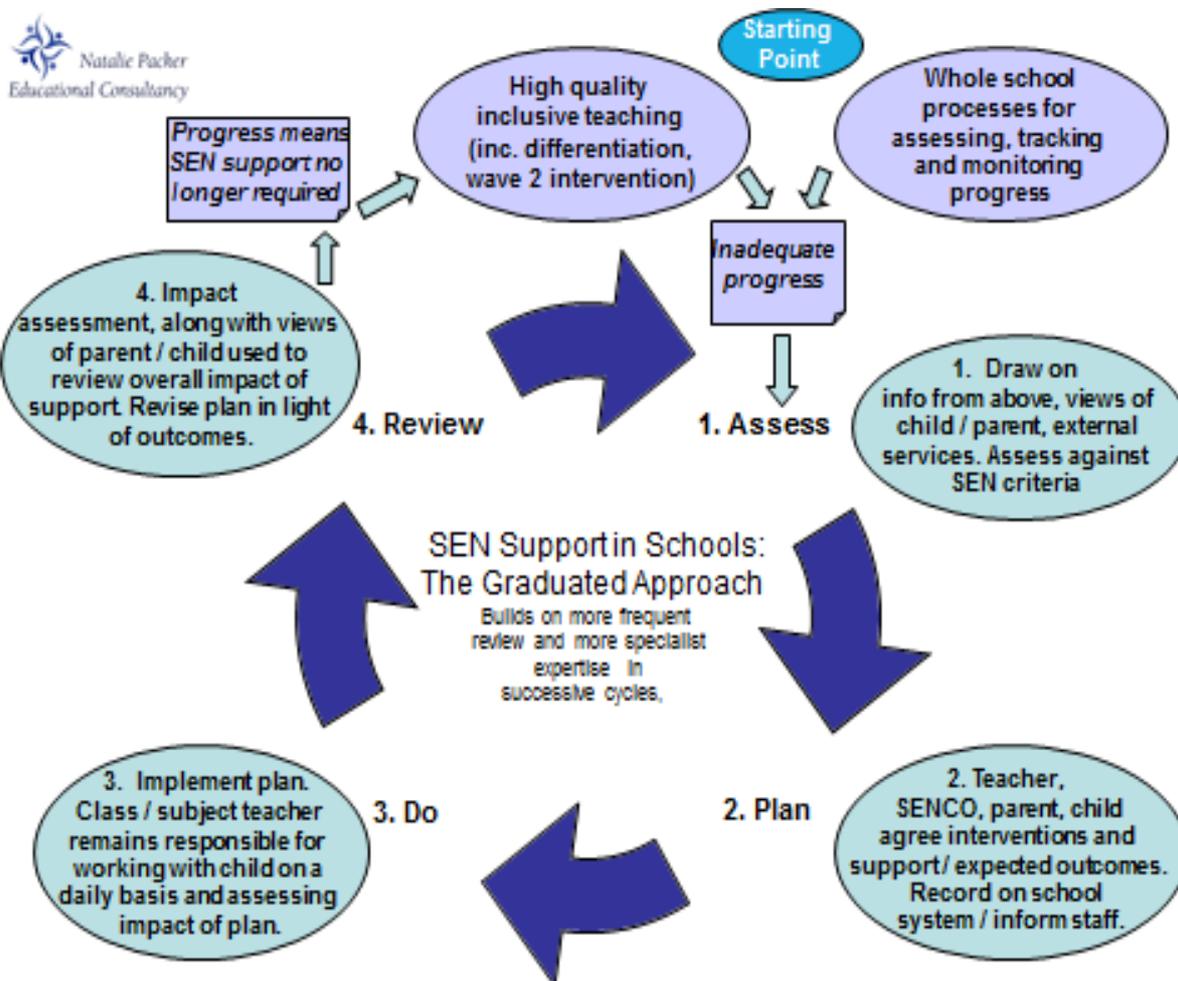
Where a pupil is not making adequate progress, teachers (class teachers or form tutors) department managers and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEND.

The identification of SEND will be built into the school's overall approach to monitoring the progress and development of all pupils.

In line with the 2014 Code of Practice requirements the school will deliver a **Graduated Response Model** as described in the diagram below for pupils identified as having SEND: (with thanks to Natalie Packer, ***Natalie Packer Educational Consultancy*** [www.nataliepacker.co.uk](http://www.nataliepacker.co.uk)) This model equally applies for a special school, where all pupils admitted either have a Statement of Special Needs or an Education Health Care plan.

## Graduated Response Plan



**Action by class / subject teacher.** Class / subject teachers will be expected to have undertaken the following actions prior to requesting additional support:

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do
- Ensure on-going observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve child
- Will not have assumed difficulties are within the child
- Use of National Curriculum or similar programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation – match planning to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements to address the child’s learning difficulties.

Arrangements will be monitored to identify those pupils not making sufficient progress with this level of support because of their special needs

### **SEND admissions register**

All pupils are on the school's role.

### **The “Graduated Response” to learning challenges pupils may face within school**

This will be led by the class/form tutor in partnership with their line manager, including the SENDCO as required.

It will commence once it has been demonstrated that high quality teaching and learning arrangements as part of normal classroom planning, support and interventions are not enabling the pupil to make good enough progress, and where assessment data indicates this is because particular special educational needs are providing a barrier to learning.

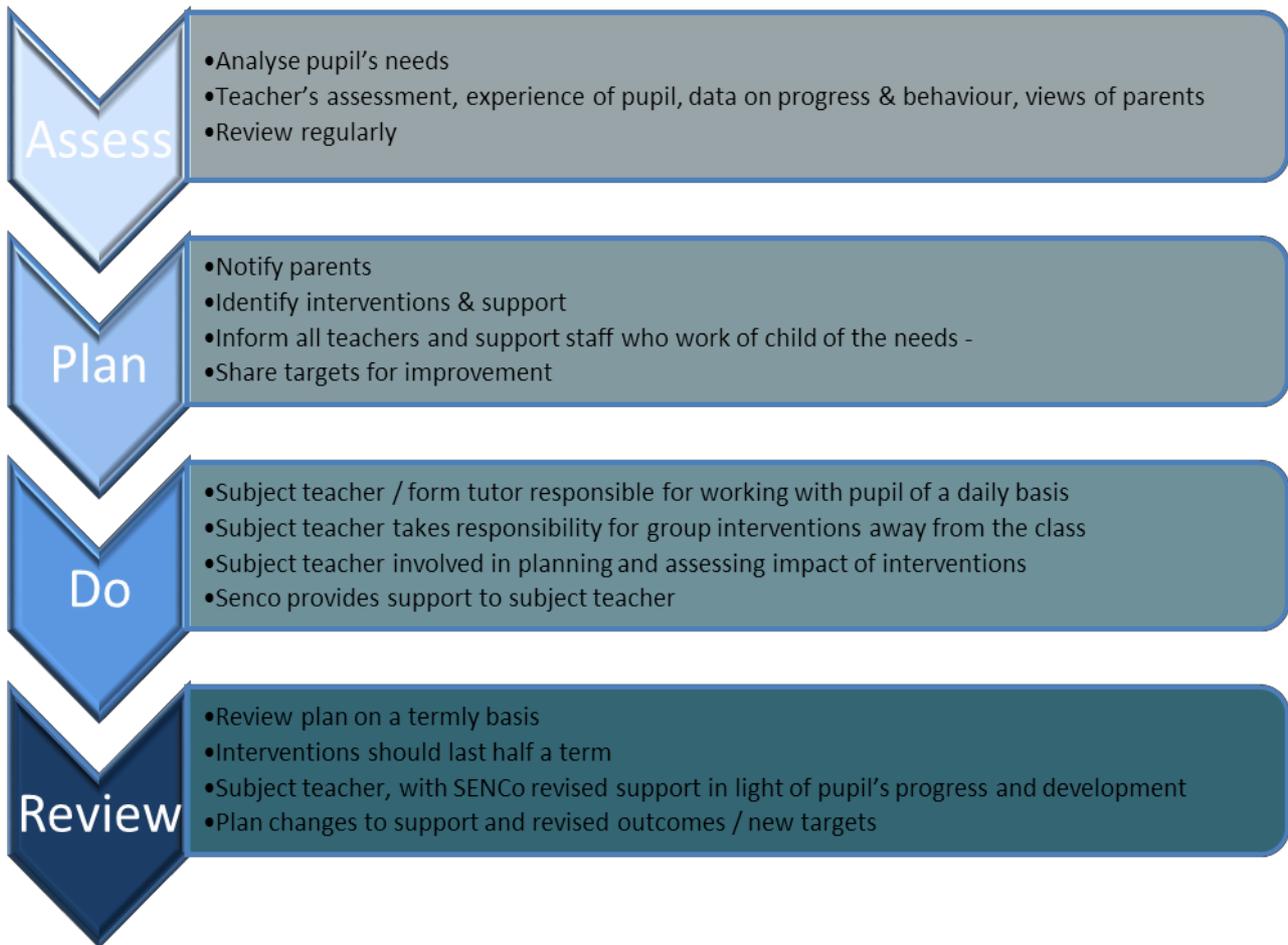
Consideration of whether additional support may be required to address the special educational provision should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents.

The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

If a child is struggling, consultation with the pupil and parents and additional plans will be drawn to achieve the agreed outcomes through support and intervention arrangements. The graduated support plan will ensure that;

- External agencies will be contacted and will see existing records and carry out their own assessments
- SENDCO/teacher/ will consider a range of approaches/materials including Access to technology
- Plans for the use of support will relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets (including for older pupils, and young people, targets around preparing for adulthood).
- Progress towards these outcomes will be tracked and reviewed termly through a 4 step model, and will be repeated as many times as is necessary. (See model below)

## 4 Step Model



### **The termly review meeting for identified pupils requiring additional support**

This meeting will be led by a teacher with good knowledge and understanding of the child or young person who is aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the department manager. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

These discussions will be enabled to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings.

### **The School's Approach to Identification and Assessment of SEND**

At our School we have an agreed approach to the identification and assessment of SEND taking into account the nature of the special needs. Identification includes the use of high quality formative assessment, as well as effective tools and early assessment materials. The main source of clinical and therapeutic support is from the school's own lead professionals and wider

commissioned professionals. The Educational Psychologist, our own Clinical psychologist, Occupational therapist; Speech and Language Therapist; Art/Music therapist and access to other Health Professionals e.g. speech and language therapists, physiotherapists etc ensure a holistic approach to developing the whole child not just focusing on SEND barriers. We are humanistic in our approach and promote a secure base model across our schools.

Informed parental permission is required before such consultations can take place.

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the LA to carry out or review the current statement or education health care plan to see if they are eligible for or require other provision and support.

In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

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

Once a pupil has an EHCP naming Serenity School, the The Head of School will work alongside the SENDCO ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer on their respective County Council website.

### **Access to the Curriculum**

We follow the new National Curriculum statement on Inclusion. We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that our pupils with SEND will be able to study the full curriculum. 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, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology.

### **Preparing for adulthood (transition)**

We help our pupils with SEND to start planning for their future adult life

as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents at an early stage (and particularly from Year 9)
- Ensuring that career advice and information provides high aspirations and a wide range of options for pupils with SEND and
- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the SEND Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about what relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.

### **How the governing body will evaluate the success of the education which is provided at the school to pupils with special educational needs.**

The governing body /proprietor will publish annually information on the website about the implementation of the governing body's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The information required is set out in the Special Educational Needs and Disability Regulations 2014.

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects;

- Number of pupils with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- 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 involvement of outside agencies
- The success of liaison with other schools

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school's procedures as set out on the school's website.

### **Part 3 : Information about the school's staffing policies and partnership with bodies beyond the school**

#### **Arrangements for Professional Development for all staff, including teaching assistants, 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. A wide 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 SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENDCO.

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

All parents and carers of pupils with special educational needs at Serenity School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at Serenity School we will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability,

- or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

## **Pupils**

The pupil's views will always be ascertained, but this may not always be through direct discussion with the pupil. Pupils will be enabled / encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

**Any links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.**

Liaison with regard to the successful transition of pupils with SEND is undertaken with receiving and sending schools and colleges prior to transfer.

Transition arrangements for pupils with SEND either moving into the school or moving on to new schools is also planned with the SENDCO initially and then the Head of School.

The school also has proactive links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational needs.

The school is in contact with the following services and organisations.

- Educational Psychology
- Social Services
- Health Authority
- Autism related services

Contact is coordinated by the SENDCO, a member of the senior leadership team.

The SENDCO is line managed by the Director of SEND and Therapy: John

McLean