

SEND policy

Northern House School (Wokingham)

Northern
House
School



Approved by: William Powlett Smith, Chair of IEB **Date:** 03.06.19

Last reviewed by: Sue Brammall, Deputy Head Inclusion **Date:** 22.03.19

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

This document sets out how Northern House School (Wokingham) provides support to ensure that our pupils who have special educational needs can access an education that is responsive to their needs and supports the schools, vision and values.

Northern House School Wokingham aims to give our pupils the opportunities and skills to individually progress and achieve their best - academically, socially and emotionally.

We will do this by offering every child:

- Personalised provision incorporating curriculum, intervention and therapy.
- A safe and welcoming environment, based on tolerance and respect.
- High expectations and inspiration, underpinned by understanding and encouragement.
- Wide ranging learning opportunities, support and challenge that will ensure they are confident and equipped for the next stage of their lives. .

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Frances Childs (Secondary Phase) and Susan Brammall (Primary Phase)

They will:

- Work with the headteacher and the Interim Executive Board to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, all of whom have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching

- Advise on the graduated approach to providing SEND support outlined in the primary and secondary provision pyramids
- Advise on the deployment of the school's resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and Interim Executive Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The Interim Executive Board representative with responsibility for SEND

The IEB (SEND) representative will:

- Help to raise awareness of SEND issues at Interim Executive Board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Interim Executive Board.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and IEB (SEND) representative to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class making reasonable adjustments in line with their EHC Plans
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Northern House School (Wokingham) is a specialist environment for those pupils who have been identified as having social, emotional and mental health difficulties. (SEMH) All pupils attending the school have an education, health and care plan (EHCP) therefore SEND is at the centre of everything we do. Many children in our school have additional needs that include:

- Communication and interaction
- Cognition and learning,
- Sensory needs

5.2 Identifying pupils with SEND and assessing their needs:

We aim to meet all the child's needs as identified on their EHC plan and will pay attention to the child's needs, outcomes and provision that is identified in the plan.

We take account of information provided by parents, external professionals, previous settings and staff observations in order to inform a range of strategies that support social skills and emotional development. These are valued alongside academic achievement.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

When determining provision for an individual we will start with the desired outcomes, including the expected progress and attainment, and the views of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Parents / carers are key partners in a pupil's progress at Northern House School (Wokingham). We will liaise with parents throughout the year so that everyone develops a good understanding of the pupil's areas of strength and understands the agreed outcomes sought for the child. We will:

- Take into account the parents' concerns
- Discuss any concerns we have with parents / carers at the earliest point
- Report to parents/carers in an end of year report and parent evenings.
- Have a termly Individual Education Plan which details next steps and includes parents and pupil comments.
- Encourage parents to attend the annual review meeting

5.4 Assessing and reviewing pupils' progress towards outcomes

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs as identified in their EHCP. This will draw on:

- The provision identified in the EHCP
- The teacher's assessment and experience of the pupil
- Their previous progress and attainment data from a range of data (including FFT)
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

Transition into KS2 and KS3/4 from another setting includes:

Initial school visit by parent /carer

Three transition visits where possible

Home visit

Current placement visit and attending annual review where possible.

Transition from KS4 to KS5 from another setting includes:

From year 9 onwards a transition plan is completed at all annual reviews of EHCP

Visits to local colleges

Visits from employers, e.g. Army

Independent Travel

Supported college interviews and applications

Future Career Interviews

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils. This will be differentiated for individual pupils, along with making any reasonable adjustments to support the child's learning within the classroom.

We will also provide the following interventions by individual need:

- Individual and small group literacy intervention to develop reading, comprehension, spelling and writing skills.
- Individual and small group numeracy intervention
- Targeted support from an SEND Teaching Assistant
- Targeted support from a Pastoral Teaching Assistant
- Targeted support from a Teaching and Learning Assistant

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by class grouping, and individualised programmes
- Adapting our resources and staffing
- Using recommended aids, for example, Chromebooks, visual timetables, social stories and Sensory aids
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, visual support materials, reading instructions aloud, etc.

5.8 Additional support for learning

Where the pupil has been identified as having an additional need the school will take action to remove barriers to learning and put effective provision in place. This provision will be planned, implemented and reviewed on a regular basis. SEND provision at Northern House School (Wokingham) may include:

- Individual small group speech and language programmes for pupils with language and communication needs.
- Individual occupational therapy programmes to support a Sensory diet.
- Individual vocational programmes tailored to meet individual needs.
- Individual therapy programmes to support access to learning

5.9 Expertise and training of staff

Our headteacher and both SENCOs hold postgraduate qualifications in SEND and Autism

All teaching and support staff receive rigorous training on a weekly basis

5.10 Securing equipment and facilities

If specialist equipment and services are required these are secured in the first instance through the pupil's home Local Authority.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for all our pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions, usually after 12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO and members of the Senior leadership team
- Holding annual reviews for all pupils

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Each pupil at Northern House School (Wokingham) has an EHCP identifying their SEND; therefore all activities are available to all pupils, subject to satisfactory risk assessment.

5.13 Support for improving emotional and social development

Northern House School (Wokingham) is a specialist SEMH school and therefore pupil's social and emotional wellbeing and mental health is at the centre of everything we do in school.

Based on individual need we provide:

- 1 to 1 Canine Assisted Therapies focusing on recognising emotions and feelings and strategies to support self-regulation.
- 1 to 1 individual weekly session with Play therapist or Psychotherapist
- Small group or individual sessions with an Equine Therapist
- Bi-weekly timetabled PSHE lessons
- Supporting social development and raising self-esteem through vocational activities accessed through external providers
- Engaging off site activities to develop confidence and self-esteem including a wide range of outdoor sporting activities and opportunities to develop individual and team skills

5.14 Working with other agencies

Northern House School (Wokingham) works closely with external agencies in our locality and in the locality of our pupils to ensure that the needs of our pupils and families are met. To this end appropriate expertise,

resources and information is shared. Where appropriate, referrals are made to and support accepted from, a range of other professionals and services to meet the needs of individual pupils. This includes Education Psychology Service, Social Care, Speech & Language Therapy, Occupational Therapy and CAMHs.

The team at Northern House School (Wokingham) includes:

- Play therapist,
- Psychotherapist,
- Canine Assisted Learning and a
- Speech & Language Therapist.

5.15 Complaints about SEND provision

Please refer to the school's Complaints Policy for any complaints about SEND provision in our school.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

As Northern House School (Wokingham) educates pupils from multiple authorities with different support services parents are advised to contact their Local Authority for information about the support services that are available for them and their child.

As Northern House School (Wokingham) educates pupils from multiple authorities with different support services parents are advised to contact their Local Authority, for advice about the process for raising concerns.

5.18 The local authority local offer

Our contribution to the local offer is: Northern House (Wokingham) is the designated SEMH School for Wokingham Local Authority.

Our local authority's local offer is explained on the Wokingham Local Authority website.

6. Monitoring arrangements

This policy and information report will be reviewed by school SENCO's annually. It will also be updated if any changes to the information are made during the year.

It will be monitored and approved by the Interim Executive Board

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions