

Denewood Learning Centre's SEN policy (modified September 2015)

1)The SEN Code of Practice

The coalition government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

2)The SEND Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottingham that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The Local offer can be found at:

<http://search3.openobjects.com/kb5/nottingham/fsd/localoffer.page?familychannel=8>

3) The particular situation of special educational needs at Denewood Learning Centre:

While we have been established by the local authority as a specialist facility to meet the very specific needs of Key Stage 2 and 3 pupils with social, emotional and behavioural difficulties, we hold firmly to the principle that we can best fulfil our overall aim of helping children to return to mainstream schooling by having regard to all their learning needs. We are determined to place pupils' academic progress at the forefront of our efforts for three principle 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;
- They are likely to return to mainstream classrooms where the ability to continue making academic progress at their own level will, in part, determine their future success.

Where we identify undiagnosed and therefore unmet needs, we will work with professional colleagues at the local authority to arrange supplementary assessments and will proceed to take any necessary steps indicated, including application for EHCP.

The social, emotional and behavioural needs of Denewood pupils are determined through the observation, testing and information gathering process in the same way we identify academic learning needs. We plan to meet these identified needs through a similar process, based on our core SEN principles and the aims of our SEN policy.

4) Aims

We want every child to be the best they can be, academically, emotionally and socially. We aim to ensure that every child feels happy and safe, both at home and at school. We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2014.

We will achieve these by

- Identifying the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and mainstream settings prior to the child's entry into the school.
- Carefully monitoring the progress of all pupils in order to identify possible SEN and intervening where progress is less than expected. This will ensure that all children are able to reach their full potential.
- Working with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Communicating and working with parents to gain a better understanding of their child, and involving them in all stages of their child's education.
- Making appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.

5) Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Matthew McCluskey (Acting Headteacher).
- The person co-ordinating the day to day provision of education for pupils with SEN is Jason Marper-Keddy (SENCO)
- The Governor responsible for monitoring the schools SEN provision is

6) Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Denewood Learning Centre's SEN Policy;
- A copy of the SEN Register.
- Guidance on identification of SEN in the Code of Practice 2014
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of provision maps.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Nottingham's SEND Local Offer

The Learning Centre also adopts Nottingham City Councils provision management documents for Universal and SEN provision and staff will have access to these documents as well. These can be found at:

http://fis.nottinghamcity.gov.uk/kb5/nottingham/fsd/site.page?id=KyDlx6el_5o

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the schools SEN provision through the Learning Centre's Website and available in paper form on request.

7) Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. For further information, please see our admissions policy on our school website or available from the school office.

8) Specialist SEN provision, external agencies and voluntary organisations

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN advice, provision and training from SEN services where necessary.

In cases where a child is under observation or a cause for concern we may seek advice and support from external agencies in the identification and assessment of, and provision for, SEN. Parental permission will be sought and parents will be kept fully informed and involved in the process.

The SENCo is the designated person responsible for liaising with the following:

- Nottingham City Education Psychology Service
Nottingham City Council IES Services
Nottingham City Council SEN Team
- Speech and Language Therapy Service
- Occupational Therapy Services
- Child and Adult Mental Health Services
- Physiotherapy Service
- General Practitioners
- Community Paediatric Team

The SENCO alongside other staff within the centre also liaise with:

- Social Services
- Family Support Workers
- Family Intervention Project Workers
- Priority Families Workers
- School Nurse
- Priority Families Workers
- Mainstream School Staff

9) Accessibility

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits.

10) Allocation of resources for pupils with SEN

All students have access to at least one teaching assistant in every lesson and therefore Denewood Learning Centre deems this to be part of our Universal Provision even though it is deemed SEN provision in the Nottingham City Council Provision Maps.

In allocating resources to and amongst pupils, the principle aim is to ensure that the most efficient means is employed to address and cater fully for individual learning needs.

Assessment of individual need is important and again as a Universal Provision all students undertake a Dyslexia and Dyscalculia Screener to help pinpoint any specific Literacy and numeracy needs

Improving the basic skills of pupils is seen as an essential element of the unit's Personalised approach to all learning. This is particularly true for literacy and numeracy.

Literacy and numeracy sessions are therefore organised to give the highest possible level of help to pupils, including individual help where this is indicated. Students also have access to individualised learning across the curriculum.

Equally important are learning and behaviour support within the classrooms and personal and behaviour support at social learning times. All lessons are supported by a behaviour support teacher and additional support is made available when necessary to meet the needs of individuals.

Social learning times are supported by as many staff as are available and very often by all unit staff.

Provision is reviewed as an ongoing part of our daily discussions about meeting pupil needs and changes can be made very quickly to ensure we respond dynamically to variations in pupil behaviour, both academic and personal.

Because Denewood is a Pupil Referral Unit we are already funded from central and local government there is no additional funding.

Some pupil's on an Educational Health Care Plan may have access to a personal funding budget from Nottingham City Council.

11) Identification of pupils needs

The Code of Practice defines SEN as:

A child or young person has SEN 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.”

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class or facilitate a solution circle. It is envisioned at least one solution circle cycle takes place before a SENCo observation takes place.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed of their child’s development and the circumstances under which they are being monitored. They are encouraged to talk with the school, sharing relevant information.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school’s SEN register. Any concerns will be discussed with parents through daily phone calls, formal meetings and at Achievement for All interviews.

i) Achievement for All Interviews are used to monitor and assess the progress being made by children. SEN Support Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child's name will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external agencies are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. The class teacher will be responsible for recording interventions, including intended and actual outcomes for each child. These will be monitored by the SENCO. Support with further assessment of the pupil's strengths and weaknesses and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward. Class teachers will meet with parents at least three times per year to discuss progress.

12) Referral for an Education, Health and Care Plan

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the outcomes of targets set. A decision will be made by a group of professionals from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Education, Health and Care Plans (EHC Plan)

- a. Following Statutory Assessment, an EHC Plan will be provided by City Of Nottingham Council if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

13) Access to the curriculum

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO and/or Headteacher will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group interventions are available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels in collaboration with parents through the Achievement for All Interview.

All students have access to a specialised personal learning package aimed at enabling student's progress and independence in areas they have difficulties in or need stretching in.

14) Inclusion of pupils with SEN

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning off site and outside the classroom.

15) Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on an individual and group provision map, which are updated when the intervention is changed. Students will also have individual Pupil Profiles which include Baseline Data, Progress data, Strategies, Interventions and Smart targets including one focussed Literacy target, one focussed Numeracy target and one target relating to the reason for permanent exclusion

These are updated by the class teacher through Pupil progress Meetings and are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

16) Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

17) In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses, cluster SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train our staff on SEN issues and the Governors have allocated funding to support this professional development. The SENCO and senior leadership team ensure training opportunities are matched to school development priorities and those identified through staff audits the use of provision management (see Section 11).

18) Working in partnerships with parents

Denewood and Unity Learning Centres believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

We welcome parents to talk with their child's class teacher after school, or at an agreed and mutually convenient time. Formal parent consultation meetings are available for all parents/carers on a termly basis. We also encourage the use of daily phone calls for all pupils, in order that we can share relevant information between home and school. The SENCO is available to talk to and she is able to signpost parents of pupils with SEN to the Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The Learning Centre Governors agreed this policy in

It will be reviewed in partnership with all members of the school community in

June 2016, unless there are changes to National or Local Guidance prior to this date.

Signed by

Learning Centre Governing Body Chair _____

Head Teacher _____

SENCo _____