



Outcomes
First Group

SEN POLICY

Supporting pupils with an Education, Health and Care Plan (EHCP)

Policy Folder: Education

Designated Safeguarding Lead: Joe Allen

Safeguarding Governor: Charlotte Niekerk

SEN POLICY

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1. Introduction & Aims

Our special educational needs and disabilities (SEND) policy aims to promote, drive and maintain consistently high standards of teaching, learning, and wellbeing across the school in order to support our pupils' needs across the four areas of SEND: Communication and Interaction, Sensory and Physical, Social Emotional & Mental Health and Cognition and Learning. We also recognise the need to support our pupils on their journey towards adulthood and therefore work towards the Preparing for Adulthood Agenda (PfA), focusing on the four key areas of Employment, Community Inclusion, Independent Living, and Health. The policy is designed to ensure that all pupils receive a learning experience that is appropriate to their needs and developmental stage with the intention that all pupils make at least expected progress or better.

We aim to provide every pupil with teaching and learning experiences that:

- promote the development of functional communication systems.
- promote the development of social and emotional regulation.
- promote the development of independence and life skills.
- promote the development of cognition and learning.
- are adapted to their needs and developmental stage.
- ensure all EHCP/P.E.P outcomes are met.
- ensure expected progress in all academic areas.

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 SEN and disabilities

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN and Disabilities coordinators (SENDCOs) and the SEN information report

3. Definitions

3.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

3.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are autistic often have needs that fall in this category.</p>

Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO at our school is Claire Sillett/Lisa Miller.

They will:

- Work with the Headteacher to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Ensure that initial baseline assessments including therapy assessments are completed within the first half term of a pupil's admissions
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- 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 governing 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 SEN up to date

4.2 The Headteacher

The Headteacher will:

- Work with the SENDCO's and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any support staff 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4.4 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given reports on the pupil's progress x3/annum.

The school will consider the views of the parent or carer in any decisions made about the pupil.

4.5 The pupil

Pupils will always be given the opportunity and be supported to provide information and express their views about their SEND and the support provided. The pupil's views will be considered in making decisions that affect them, whenever possible.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Speech and Language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia,
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties, epilepsy
- Moderate learning difficulties
- Trauma and attachment difficulties

5.2 Assessing and reviewing pupils' progress towards outcomes

Pupils will be formally assessed using individualised assessments to provide a baseline of their academic abilities. The clinical team will also assess all new students within their first term to identify SALT and OT needs.

- Termly progress reports will be generated by multidisciplinary teams to outline young people's progress towards their outcomes.
- These progress reports, alongside parental and pupil voice will input into annual EHCP review meetings in line with the SEND code of practice.
- Where necessary, reviews will be held more frequently than once a year for some pupils, this will be at the discretion of the SENDCO's, parents or local authorities.
- Where a pupil requires additional support to make progress towards the outcomes in their EHCP, Team Around the Child meetings may be called with school staff, parents and external professionals to discuss strategies to support pupils to get back on track.
- Any actions arising from EHCP review or TAC meetings will be used to inform provision, curriculum and strategies.

Teaching is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs)

- throughout the school. When requested additional support is funded through individual allocations from the local authority.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- 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. These assessments 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.

5.3 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.
We will agree with parents and pupils which information will be shared as part of this.

5.4 Our approach to teaching pupils with SEN

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 who have SEN. This will be differentiated for individual pupils.

We use a holistic and therapeutic approach in consultation with our team of on-site clinicians, including Speech and Language, Occupational Therapy and Psychotherapy.

5.5 Adaptations to the curriculum and learning environment.

Oakham Shires is a single site school with two buildings: the main house; the Eco-building. The main house is built on three levels with stairs from ground floor to first and second floors. Entrance to the building is via a ramp suitable for wheelchair access into a main lobby. Shared areas such as the library, dining room and food technology rooms are all on the ground floor of the house. The main house has a rear egress that leads to a garden area and the Eco-building also having a ramp. A level patio surface leads to a ramp giving access to four classrooms, all of which have wheelchair access. There are clearly identified ground floor accessible toilets in both the main house and the Eco-Building.

Our classrooms, decorated using the autism-friendly colour palette, provide diffused lighting, good acoustic conditions and are low stimulus. Reserved parking for pre booked visitors and disabled visitors is available upon request at the front of the school. We will incorporate all other issues into our repairs and maintenance programme.

Pupils requiring equipment due to impairment can be provided with equipment where required in line with the provision on offer at Oakham Shires School

Arrangements for providing access to learning and the curriculum

- The school will ensure that a balanced and broadly based curriculum is available to all and that the programmes of study are flexible enough to meet every pupil's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of pupils, and will encourage peer working and collaborative learning.

- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording are planned for where this is appropriate.
- Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the curriculum and extracurricular activities are barrier free and do not exclude any pupils.

Access to Information

- All children requiring information in formats other than print have this provided
- We adapt printed materials so that children with literacy difficulties can access them and ensure access by pairing pupils/peer support/TA support.
- We provide alternatives to paper and pencil recording where appropriate and provide access through TA's scribing.
- We use a range of assessment procedures within lessons (such as taping, photograph, video and drawing) to ensure pupils can demonstrate their achievement appropriately.

Differentiated Curriculum Provision

All pupils will have access to a differentiated curriculum that is in line with the provision outlined in their EHCP. Teachers will be aware of the specialist and additional support measures required for each pupil and amend their practice and environments in line with this as supported and directed by the SENDCO's.

The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice* (Chapter 5: Identification, Assessment and Provision 5.37) progress which:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the pupils previous rate of progress
- Ensures full access to the available curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the pupil's behaviour

Targeted Intervention

Where a period of differentiated curriculum support has not resulted in the pupil making adequate progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, targeted intervention may need to be made. This extra provision would be indicated where there is evidence usually through baseline assessment that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs.

There are likely to be two groups of children recorded as needing extra provision:

1. Pupils, who have needs similar to other pupils but, with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Pupils whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice such as CAMHS.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, each pupil will retain individual targets.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

There may be occurrences where pupils require their provision to be individualised and further specialist still. In this case pupils could be added to the school's Stepping Stones program.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these pupils remains with the class teacher, in consultation with the SENDCO's.

Progress towards outcomes will be reviewed termly, although some pupils may need more frequent review of provision. In most cases these reviews will be led by one of the senior leadership team and Parents/carers and wherever possible, the pupil, will be informed and will be consulted about any further action.

5.6 Expertise and training of staff

Our SENDCO holds the National Award for Special Educational Needs qualification and has worked as SENDCO in various settings, including secondary mainstream schools and Independent Specialist Schools for young people with ASC and associated challenges.

We have a team of highly trained support staff and teachers who contribute to high staffing ratios and levels of support for pupils.

We also have a compliment of dedicated pastoral staff who oversee safeguarding, attendance and behaviour as well as a comprehensive clinical team comprising Speech and Language Therapists, Occupational Therapists and Psychologists.

5.7 Arrangements for and Inclusion In-Service Training

- The SENDCO takes responsibility for ensuring relevant policy and practice updates are disseminated across the team.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development.
- In-house SEN and Inclusion training is provided through staff meetings.
- All staff have access to professional development opportunities and can apply for a specific SEN or Inclusion training where a need is identified.
- Support staff, such as TA's are encouraged to extend their own professional development and the Senior Leadership Team will ensure training where this is appropriate.
- The development of staff is embedded into the performance management and supervision cycle and is in line with the school improvement plan and the needs of the cohort.

No pupil is ever excluded from taking part in school activities because of their SEN or disability.

Reasonable adjustments will be made to ensure all pupils can participate in activities offered at school

5.8 Arrangements for partnership with parents/carers

- Staff and parents/carers work together to support pupils
- Parents/carers are involved at all stages of the education planning process.
- At Annual review meetings with parents/carers we aim to ensure that the pupil's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

- Parents/carers are always invited to contribute their views to the review process. All progress reports and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers are continually provided opportunity to discuss concerns, and we have a policy of openness, honesty and collaboration when working with parents and carers. Parents/carers are always able to make appointments on request or contact a member of the senior leadership team.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, our acting governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.
 - (see complaints policy).

5.9 Working in partnership with Health and Social Services, Education Welfare Services and any Voluntary Organisations (Children Families Act 2014)

- The school regularly consults health service professionals.
- Early Help Assessment (EHA) and the Education Welfare Service will be accessed through senior leadership and pastoral team support. Class teachers will alert if there is a concern they would like discussed.
- Social services will be contacted by the lead Designated Safeguarding Lead when appropriate.

There are many voluntary organisations supporting SEN Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted within the school.

- CAMHS
- Childrens Social Care
- Drug support networks and charities
- Bereavement counselling charities
- Education Welfare Service
- Pupils GP
- Speech Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychologist
- CAMHS

Planning for outside agency referrals is done so in consultation with parents/carers

5.10 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

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

5.11 Contact details for raising concerns

Parents should contact the class teacher in the first instance or the SENCO, Charlotte Saunders.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Equality and Diversity Policy
- Complaints Policy
- Behaviour Policy
- Curriculum Policy
- EAL Policy
- Anti-Bullying Policy



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