Broadstones SEND policy

Special Educational Needs and Disabilities Policy

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I) OVERVIEW

This policy should be read in conjunction with the School's 'School Offer for children with Special Educational Needs and/ or Disabilities (SEND)'

The policy, in its design and implementation, sits within the legislative framework / remit of the Equalities Act 2010, SEND Code of Practice 2014 and the Children and Families Act 2014.

The school works in partnership with local authoritys' SEN Services.

II) DEFINITIONS OF NEED

The School follows a widely recognised, cumulative three-tier approach to differentiating levels of need, consisting of:

1. Quality First Teaching – primarily classroom-based approaches designed for the benefit of all students, all of the time.

2. SEN Support - additional school-based and external agency approaches for 1:1 and small groups of students, provided on a short to medium term to address specific barriers to achievement.

3. EHC Plan - additional school-based and external agency approaches for individual students, provided on a longer term basis to address persistent barriers to achievement. Students with a *Statement of Special Educational Needs* are also designated at this stage, with a Local Authority schedule and process in place to transfer each of them to an *Education Health Care Plan (EHC Plan)* before Apr 2018.

For a young person to be designated at the third stage as 'EHC Plan', they must be subject to an *Education Health Care Plan (EHC Plan)* - previously known, and continued in some circumstances, as a *Statement of Special Educational Needs*. A young person at this stage will typically:

☐ have a learning difficulty and/or social, emotional and mental health need and/or a disability identified by recognised specialists
   and
☐ present with a persistent level of need that prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age (*SEN Code of Practice:0-25 Year*
☐ A young person entered into the statutory assessment process for an *Educational Health Care Plan* remains at 'SEN Support' until a decision to issue an EHC Plan is made and the relevant documentation is officially published.

III) INITIAL CLASSIFICATION OF STUDENTS ON-ROLL

Having been referred to the School, on admission each young person is automatically deemed to have an additional need requiring support above and beyond the first wave of provision, 'Quality First Teaching'.

As such, all young persons are designated on the School's *Register of Additional Needs and Additional Funding* as being at the second/third tier of provision, known as either 'SEN Support'(second) or EHC Plan (third). This listing sits alongside a basic outline of the nature of their needs within the PLP. The nature of such needs will typically come under the umbrella term 'social, emotional and mental health needs' but may also include a specific learning need.

This support begins with the provision of a smaller overall setting, higher staff to student ratio, a curriculum with a strong social-emotional component and scope for personalisation, smaller teaching groups, 1:1 core teaching and a staff body with a high level of expertise in working with social, emotional and mental health needs.

Students with long term medical needs who are educated through the Education of Sick Children service are classed as being at the SEN Support stage, unless they are in receipt of an Educational Health Care Plan or Statement of Special Educational Needs.

Where a student is viewed to require more formalised support through an Educational Health Care Plan (the majority of our students), the School will look to initiate statutory assessment. This process is outlined in more detail within our 'SEND Information Report – Part 3' and follows national guidance: https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help

IV) FURTHER IDENTIFICATION OF NEED

Assessing how a student's learning needs are being met, whether those needs have changed / likely to change and what needs to happen next to further meet those needs can be measured, generally speaking, in consideration of the following key factors:

- A closing of the attainment gap between the child and their peers
- Prevention of the attainment gap growing wider
- Progress similar to that of peers starting from the same attainment baseline but less than that of the majority of peers
- Matching or bettering the child's previous rate of progress and taking account of their difficulties
- Progress that ensures access to the relevant curriculum
- Progress that demonstrates an improvement in self-help, social or personal skills
- Progress that demonstrates improvement in confidence, self-esteem or behaviour
- Engagement in school life and learning evidenced primarily by attendance and behaviour data

The School builds an initial profile of a student through:
- Risk assessment, using referral information and professional observation
- Baseline testing, conducted within the first four weeks of a student attending the School
- Academic tracking, based on subject progress data provided by teachers every half-term
- Engagement tracking, monitoring attendance and behaviour data
- A written 'Progress Report', collecting the views of teachers and progress data, published for each student every term
- Ongoing professional observation, shared daily during briefings and taking into account presentation within the School, feedback from parents/carers and any feedback from other placements such as a student's vocational placement

The School places importance on undertaking any considerations in collaboration with parents/carers, outside agencies, and the young person themselves. This is carried out through PLP Review meetings – and where applicable, Annual Review meetings and TAC meetings.

In considering the factors above, the School will seek to further clarify and collate evidence that will build up a picture of:

Severity

- Severity may depend on the setting and context in which students are taught
- Severity is a measure of how a student compares with his or her peers across Stockport or nationally
- Where possible it is based on standardised tests, rating scales or structured observation which provide evidence
- Attainment scores/centiles are used as comparisons with other students

Complexity

- Complexity takes account of the number and range of factors which may contribute to a child's SEN. It ensures each child is considered as an individual and as a member of the school community
- The existence of complexities does not necessarily mean that the child's learning will be affected. Resilience and an ability to cope mean that each child will respond differently
- Understanding of the complexity of a student's needs depends on the collection of accurate information from a variety of sources. PLP targets and evaluations should reflect the complexity of a student's needs.
- Such complex needs might be due to a variety of issues including;
  - o Lack of continuity in education due to moving schools or home setting
  - o Missed opportunity for education due to illness or adverse life
  - o experiences
  - o Bereavement or loss
  - o Mental health issues
  - o Child protection issues
  - o Disability requiring therapy, medical support or equipment

The progress that a child has made in response to any support previously provided – primarily through quality first teaching (including differentiation), school-based intervention and the involvement of outside agencies - is a further consideration in deciding whether a student should move to a higher (or lower) stage within the three- tiered framework.

V) REVIEWING AND PLANNING SUPPORT ARRANGEMENTS

To review levels / nature of need and to plan responses, the School holds termly PLP Review meetings for all students.

At these review meetings an Personalised Learning Plan (PLP) is discussed, which serves as a working document outlining 3 - 4 targets with corresponding

strategies to achieve them, success criteria and the intended outcomes once they are met.

Tutors hold responsibility for the initial drafting of targets for an PLP - these are then shared with School staff for an initial 'double check' before being taken to the PLP Review meeting to be discussed, amended / added to where necessary and then agreed.

In drafting targets, the School works to the following principles and processes:
☐ Targets will focus on the 'social, emotional and mental health' needs of a young person and their presentation generally within the placement as well as specific subject issues.
☐ Targets will take into consideration transitions.
☐ Targets will be shaped, in part, by responses and conversation with students
☐ Targets will draw on - and be consistent with – information from baseline academic and emotional testing.
☐ Targets will be SMART:
  o Sensitive
  o Measurable
  o Achievable
  o Relevant
  o Time-Related

☐ Targets will be written in 'plain English'.

In agreeing targets, the School works to the following principles and processes:
☐ Parents, and outside agencies are given access to the baseline testing results, via its inclusion on the PLP.
☐ Parents, and outside agencies are given ample opportunity at the PLP Review meeting to suggest targets be modified, rejected or supplemented.
☐ Parents/carer are given opportunity to express their views alternatively or additionally in writing, via the feedback form.
☐ All present at the meeting sign the final PLP to formally indicate their agreement and receive a copy for future reference.
☐ Any parties invited to the meeting who could not attend are provided with a copy(at parents discression).

After a new PLP has been agreed, the document is shared with staff via the School's secured shared area – with Tutors using sessions to provide direct guidance / mentoring to students on their targets, and all staff being mindful and proactive of the targets in their day-to-day work with students.

With students subject to an Educational Health Care Plan or Statement of Special Educational Needs an Annual Review meeting will also be held. The Annual Review will consider the extent to which the student has achieved the outcomes in the EHC Plan (or Statement of Special Educational Needs), and whether further action is necessary. Further action may include setting new targets, discontinuing the EHC Plan (if sufficient progress has been made or if all outcomes have been achieved) or considering whether further support is necessary. Recommendations will be made by the school in the Review report, and the Local Authority will consider the recommendations when deciding what action to take. As with the PLP Review meeting, the Annual Review meeting is attended by parents/carers, other professionals involved and the young person themselves.

Young people registered as being a 'Looked After Child' also receive a Personal Education Plan.

Some young people will also be placed within the Team Around the Child (TAC) process.

Where possible, and productive, the School will attempt to group review meetings together in recognition of our parents/carers other commitments with work, family etc.

VI) TYPES OF SUPPORT AND INTERVENTION

The School places emphasis first and foremost on 'Quality First Teaching', described by researcher John Hattie as, *"seeking learning through the eyes of students, appreciating their fits and starts in learning, and their often non-linear progressions to the goals, supporting their deliberate practice, providing feedback about their errors and misdirections, and caring that the students get to the goals and that the students share the teacher's passion for the material being learnt."* ('Visible Learning for Teachers', 2011)

In addition to this, the School has a number of strategies and interventions used to support students. Examples of these strategies include:
- 1-to-1 PSHE sessions, to help students express any anxieties or other difficult thoughts / emotions
- 1-to-1 and small group restorative justice sessions, following an incident.
- 1-to-1 and small group numeracy and literacy sessions
- Additional sessions, usually ahead of exams, where a student has gaps in their core subjects.
- Vocational and alternative education placements to enrich timetables.
- Structured small group activities at break times, for those students with social anxiety.
- Access to teaching groups for specific subjects not delivered within the School, usually provided through a mainstream school.
- Transport to and from placements and mainstream schools (subject to availability).
- Visits to placements supported by a teaching assistant.
- Access, through a universal service referral, to professional-trained counsellors and mental health practitioners.
- Assessment and application for access arrangements relating to examinations and other controlled assessment activities.

The School places emphasis on each young person developing independence . This is important for KS4 students preparing to transition to post-16 provision.

Through the disability discrimination duties the School works to provide protection for disabled students by preventing discrimination against them on the grounds of disability. The two key areas involved in this are to ensure that we do not treat disabled students less favourably and that we take reasonable steps to avoid putting disabled students at a substantial disadvantage. This is known as the reasonable adjustments duty.

VII) MEETING THE NEEDS OF GIFTED AND TALENTED STUDENTS

With regards to Gifted and Talented students, the School works according to the following principles:

1. Provision for Gifted and Talented students is a whole school issue.
2. Inclusion means recognising the rights of able students - this is about entitlement, not elitism.
3. Differentiation through 'Quality First Teaching' is the primary route in supporting students who learn faster, with greater depth and breadth. All students taught 1:1 in core subjects to facilitate achievement.

Gifted and Talented Students are identified through the following characteristics:

- Question readily, with relevance
- Persevere when motivated
- Think divergently
- Synthesise
- Communicate fluently
- Analyse
- Show creativity
- Engage with complexity
- Perceive patterns
- Grasp ideas rapidly
- Take risks
- Spot illogicalities or inconsistencies
- Make links

Student will not necessarily present with all of these characteristics, but will present with a cluster. Students may present with these characteristics consistently in one subject whilst not in others.

VIII) THE ROLE OF THE SEN COORDINATOR

The designated SEN Coordinator (SENCO) is Alec Dean (headteacher) who undertakes the following duties, with support from Paul Riley (Head of Centre) will:

- Attend meetings such as PLP Review Meetings, Annual Reviews, Team
- Team Around the Child (TAC) meetings where issues are or maybe related to SEN.
- Undertake specialist assessment ahead of referral.
- Liaising with educational psychologists and other agencies.
- Liaising with families and the local authority with regards to the application for and maintenance of EHC Plans.
- Communicating with post-16 provision on SEN issues..
- Providing training to School staff on SEN issues – including briefing on any new development to arise with a young person.

IX) THE ROLE OF OUTSIDE AGENCIES

To identify and support the various needs of each student attending the School, importance is placed on multi-agency working. In particular, the School works to maintain close partnerships with   SEN Depts, , CAMHS and the

Educational Psychology Service, CYPD, Social Care, Substance Misuse Sevices, Central Youth Councelling and the Police services.

With a view to this, the School follows a three-pronged approach:

☐ Communication – ensuring information is shared
promptly, appropriately and through traceable processes.
☐ Collaboration – ensuring all parties involved in a young person's well-being are brought together on a regular basis to agree priorities.
☐ Clarification – ensuring roles and responsibilities, 'what is to be done', are clearly distributed according to expertise and resources available with stated agreements on timeframe and accountability.

X) MONITORING AND EVALUATION OF THIS POLICY

The success of this policy and its implementation will be evaluated using the following indicators

☐ Recorded views of students and parents/carers gained at review meetings
☐ Measurable gains from student performance, particularly in terms of standardised tests (achievement, social-competence) and GCSE / qualification results
☐ Ongoing feedback from professionals within the School and from outside agencies

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Broadstones March 2018

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