Outcomes First Group

Special Educational Needs Policy

Hemlock Stone School

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SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION POLICY

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1. Aims

Schools are places of learning and it is important that Special Educational Needs and Inclusion is managed so that the aims of the school can be achieved. The purpose of this policy is to support this process.

Our SEN policy and information report aims to:

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

A child who has an Education & Health Care Plan will maintain a placement at Hemlock Stone School using the funds made available through the Education & Health Care Plan. There will be an Annual Review, chaired or overseen by the SENDCo, to review the progress towards the outcomes in the EHCP, the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child (in accordance with SEN Code of Practice 2014).

2. School Context

Hemlock Stone School is an educational establishment that caters for children and young people aged from 5-16. All learners attending the school have an Autism diagnosis and are working significantly below their age-related expectations. Educational, Health and Care plans are in place to inform the provision planning to ensure that learners can progress towards and meet their highly individualised and educational goals. In addition to their autism diagnosis, many learners also have additional associated diagnoses, or medical considerations, such as Attention Deficit Disorder (ADHD) or Epilepsy.

3. 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 learners 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 co-ordinators (SENCOs) and the SEN information report

4. Definitions

A learner has SEN 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.

Hemlock Stone School is committed to providing an appropriate and high-quality education and provision for children and young people with special educational needs. We believe that all our learners, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and fully includes all aspects of school life. We believe that all our learners should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all our learners can flourish and feel safe.

At Hemlock Stone School we are committed to inclusion. We aim to improve and develop cultures, policies and practices that include all our learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we treat all learners in the same way, but that we respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, ethnicity, impairment, attainment and background. Learners who fall into the following categories require additional support.

- Learners from minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners with physical disabilities
- Learners who are gifted and talented
- Learners who are looked after by the local authority
- Learners who are young carers and those who are in families under stress
- Learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children and young people who experience barriers to their learning, which relates to one or more of the following:

- Communication and Interaction Difficulties
- Cognition and Learning Difficulties.
- Social, Emotional and Mental Challenges.
- Sensory and/or Physical Impairment.

We recognise that learners learn at different rates and that there are many factors affecting achievement, including individual diagnosis and challenges, previous experiences, trauma, developmental and social barriers.

At Hemlock Stone School we aim to address and meet the SEN EHCP outcomes and provide high quality teaching and learning and holistic opportunities which enable every learner to achieve their full potential.

'In some cases, the full national curriculum may not be the most appropriate route to maximise learners learning and achievement. Disapplication is permitted for learners through a statement of special educational need.' Section 92 Education act 2002

We see the inclusion of children and young people identified as having special educational needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Objectives

1. To ensure the SEN and Disability Act, Children and Families Act 2014 and relevant Codes of Practice and guidance including SEN Code of Practice 2014 are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against children and young people with special educational needs.
3. To continually monitor the progress of all learners, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, SENDCo, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision.
6. To ensure that learners are perceived positively by all members of the school community, and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To enable learners to move on from us well equipped to continue learning and social independence to meet the demands of their community.
8. To involve parents/carers at every stage in plans to meet learners needs.
9. To involve the learners themselves in planning and in any decision making that affects them.

4. Roles and responsibilities

4.1 The SENCO

There is currently 1 SENDCo at Hemlock Stone School, their contact details can be found below;

- Alicia Lowe
- 01156466730
- SENCO-HSS@hemlockstoneschool.co.uk

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 learners 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 learner's admissions.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners 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 learners 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 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all learners with SEN up to date

4.2 The Headteacher

The Headteacher will:

- Work with the SENDCO and Governors 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 learner in their class
- 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 SENDCO to review each learner's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

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, Asperger's Syndrome, 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

5.2 Assessing and reviewing learners' progress towards outcomes

Learners will be formally assessed using individualised assessments to provide a baseline of their academic abilities The therapy team will also assess all new learners within their first term to identify SALT and OT needs. Read in conjunction with the HSS assessment policy.

- Termly progress reports will be generated by multidisciplinary teams to outline young people's progress towards their outcomes.
- These progress reports, alongside parental and learner 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 learners, this will be at the discretion of the SENDCO, parents or local authorities.
- Where a learner 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 learners 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 learner's needs. This will draw on:

- The teacher's assessment and experience of the learner
- 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 learner'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 learner 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 learner's progress.

5.3 Supporting learners moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the learner is moving to. We will agree with parents and learners which information will be shared as part of this.

Transition and induction will be individualised to each learner.

5.4 Our approach to teaching learners with SEN

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

High quality teaching is our first step in responding to learners who have SEN. This will be differentiated for individual learners.

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

5.5 Adaptations to the curriculum and learning environment.

Hemlock Stone School is a single site school. Entrance to the building is through the main lobby which is suitable for wheelchair access. Classrooms are accessed by corridors. There are clearly identified toilets for learners and adults. We have made sure that there are good lighting and safety arrangements for all. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised. Reserved parking for pre booked visitors and disabled visitors has been made at the front of the school. We will incorporate all other issues into our repairs and maintenance programme.
Learners requiring equipment due to an impairment can be provided with equipment where required in line with the provision on offer at Hemlock Stone School

Arrangements for providing access to learning and the curriculum

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that in cases where the National Curriculum is linked to a programme of study, it is flexible enough to meet every learners 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 learners 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.

- Learners 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 learners.

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 learners/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 learners can demonstrate their achievement appropriately.

Differentiated Curriculum Provision

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

Learners attending Hemlock Stone School are grouped into one of three different pathways, based on their needs, EHCP targets and levels of attainment. These are called the Discover, Explore and Navigate pathways.

Discover is our Informal Pathway and allows our learners to explore their sense of self. These programmes are designed to allow learners to gain a better understanding of their individualised communication and sensory profiles, through targeted approaches which focus on sensory play and intensive interaction.

Our Semi Formal Pathway – Explore starts to introduce subject content linked where possible to the national curriculum, whilst still allowing learners to gain a better understanding of their individualised communication and sensory profiles, through a sensory play/ intensive interaction approach. Learners will eventually advance to qualifications in key stage 4 in this pathway including ASDAN awards and Entry levels.

Our Formal Pathway – Navigate is designed for learners working at a higher cognitive level, this pathway contains links to the National Curriculum. Learners studying on this route will eventually advance to qualification routes in Key Stage 4 e.g. Entry levels and Functional Skills

In addition to pathways Discover, Explore & Navigate, all learners will access an enhanced Enrichment program, where they will have access to the local community which form an integral part of their education and preparedness for adulthood. The enrichment program allows learners to build on their own independence through travel training, shopping and food preparation.

A scheme of learning around Careers has also been established to support learners in understanding the different roles in society and build job aspirations in those learners that may go on to find employment. PSHE, RSE and RE will be delivered to learners at an appropriate level to their educational needs and levels of understanding.

All learner's progress will be reviewed regular intervals and a decision made about whether the child is making satisfactory progress at this level of intervention / provision.

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 learner 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 learner's 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 learner's behaviour

Targeted Intervention

Where a period of differentiated curriculum support has not resulted in the learner making adequate progress OR where the nature or level of a learner's needs is 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. Learners, who have needs similar to other learners but, with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Learners whom we consider having 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, focussing on the common needs. However, each learner 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.

The group may be taught by the class teacher and also supported by TA(s).

The responsibility for planning for these learners remains with the class teacher, in consultation with the Deputy Head and SENDCO

Progress towards outcomes will be reviewed termly, although some learners 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 learner, will be informed and will be consulted about any further action.

5.6 Expertise and training of staff

Our SENDCO, Headteacher and Deputy Head teacher have multiple years of experience working with SEN and mainstream settings. Our SENDCO is currently working towards her NPQ SENDCO qualification.
We have a team of highly trained support staff and teachers who contribute to high staffing ratios and levels of support for learners.

We also have dedicated pastoral staff within the senior team 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 learner is ever excluded from taking part in school activities because of their SEN or disability.

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

5.8 Arrangements for partnership with parents/carers

- Staff and parents/carers work together to support learners
- 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 learner's strengths as well as areas for development 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 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
- Children's Social Care
- Drug support networks and charities
- Bereavement counselling charities
- Education Welfare Service
- Learners GP
- Speech Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychologist

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 learners 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 SENDCO Alicia Lowe, the complaints policy should then be followed if the issue is felt to be not adequately addressed at this informal stage.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **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 information and objectives
- Supporting learners with medical conditions
- HSS Complaints Policy
- Promoting positive behaviour Policy
- Curriculum Policy
- Assessment Policy
- Anti-Bullying Policy