



Special Educational Needs and Disability Policy

Date: January 2020

Review Date: July 2020

Governor Leadership: Teaching and Learning Committee

Executive Leadership: Executive Headteacher

Key Manager: SENDCo

Core Consultation group: Staff

Wider Consultation group: Parents

What the students need to know:

- Everyone is different. It is good for people to be different and for everyone to be valued for who they are including all their abilities and all their needs. We have a core RESPECT value of Equality: Everyone is just as important as you and you are just as important as anyone else. We have high expectations and will provide high support for all our pupils.

What every adult needs to know:

- We are a Special School and we are committed to meeting all the secondary needs of pupils with Moderate Learning Difficulties and pupils with low attainment and intensive Autistic Spectrum Condition including additional needs such as:
 - Communication needs
 - Sensory and processing needs
 - Social, emotional and mental health needs
 - Physical, health and care needs

What every supporting member of staff needs to know:

- Whenever a pupil is identified as having an additional need a plan and programme needs to be developed and implemented to support the pupil in this regard.





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1. Aims -

Our SEN policy and information report aims to:


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

How this policy fits in with the school's intent

This policy will support the school's intent that all pupils will learn:

- **about the world;** we believe in the entitlement of all our students to a broad, balanced and relevant education. To learn about the facts, processes, principles, interests and wonders of-
 - ❖ The natural world and environment and how to care for it
 - ❖ Human society, technology and its artistic and spiritual responses
 - ❖ Their own options and choices as they grow and develop towards adulthood
- **to be effective in the world;** we will teach our students to optimise their success in achieving their goals in the world by teaching them the essential skills that will enable them to thrive in a changing world. Especially the skills of-
 - ❖ Communication (English Lang) (including literacy) and working in a team including the basic human value of treating others as you would have them treat you; with **politeness**.
 - ❖ Improving their own learning and problem solving (Maths, Computing) including through **resilience, effort**, focus and thinking ahead.
 - ❖ Learning the essential skills to optimise independence in adulthood at home and/or at work. (Vocational Education/Food Tech)
- **to be confident, caring, safe, citizens;** we will teach our students to be;



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- ❖ Able to keep themselves and others **safe** by understanding and managing the risks of modern society including on-line and especially the dangers of grooming for sexual or extreme political motives.
 - ❖ Kind, caring, aware of the needs of others and aware of, able and motivated to follow the laws and British Values of our society especially understanding that all humans are of **equal** intrinsic value regardless of disability, age, gender, race, sexual orientation or identity. To take increasing responsibility for themselves and the effect that they have on others.
 - ❖ Realise their own identity in which they can feel comfortable, confident and able to continue to develop, thrive and be happy. To have the **courage** to be **true** to their 'best selves'. To learn to be true and kind to themselves through being true and kind to others.

“Tis goodness not greatness that maketh the true human”- Samuel Laycock

How this policy fits in with the school’s RESPECT values:

Resilience: overcoming barriers to learning is a real achievement

Effort: pupils with SEN or disability can succeed with effort

Safety: think ahead to keep everyone safe especially if they have extra needs

Politeness: treat others as you would like them to treat you if you had their needs

Equality: you are just as important as everyone else and everyone else is just as important as you

Courage: have the courage to do the right thing even when it feels difficult

Truth: be true to yourself and true to others

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 co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil 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.

As a Special School this means that all our pupils have SEN according to our local offer of:

- pupils with Moderate Learning Difficulties
- low attaining pupils with intense Autistic Spectrum Condition

However, some of our pupils may have additional, secondary needs including:

- Communication needs (relative to their cognition)
- Sensory and processing needs
- Social, emotional and mental health needs
- Physical, health and care needs

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mr Andrew Cox (andrew.cox@samuellaycock.tameside.sch.uk)

They will:

- Work with the executive headteacher, head of school and SEN governor to determine the strategic development of the SEN policy and provision in the school
Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with additional SEN receive appropriate support within the special school setting.
- 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
- Ensure the school keeps the records of all statutory SEN processes up to date.

4.2 The SEN governor

The SEN governor will:

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the executive headteacher, head of school and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Executive Headteacher

The Executive Headteacher will:

- Work with the head of school, SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision for learners with SEN and/or a disability

4.4 Tutor teachers

Each teacher is responsible for:

- The progress and development of every pupil in their class



- Updating the Pupil Passport and personal risk assessment- including “special classroom arrangements” due to SEND and health and care details for each pupil
- Developing and maintaining the Annual Individual Education Plan (IEP) Targets (and strategies to achieve these targets) derived from the EHCP
- Adjusting the annual targets into termly steps towards the annual target
- Creating, maintaining and developing a Promoting Positive Behaviour Plan for pupils with ongoing Social, Emotional and Mental Health needs resulting in ineffective behaviours.
- Working closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensuring they follow this SEND policy

4.5 Subject teachers

- Implementing the “Special Classroom Arrangements” for each pupil they teach
- Claiming and implementing the teaching of at least one IEP target per pupil per subject module and reporting back on the level of success in achieving this target
- Implementing the preventative strategies for pupils with Promoting Positive Behaviour Plans

5. SEN information report

5.1 The kinds of SEN that are provided for

All of the pupils attending our school have an education, health and care (EHC) plan. We primarily cater for pupils with moderate learning difficulties. Some pupils may have an area of need linked to a diagnosis of intensive autistic spectrum condition (ASC) diagnosis, with associated low attainment.

Some pupils have additional areas of need, including,

- Communication and interaction.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Consulting and involving pupils and parents

Parents and carers are consulted about their child’s support and progress toward the outcomes on the EHC plan on a regular basis with a full review annually.

We have a pastoral discussion with parents or carers during the Autumn term to share information about each pupil (Pupil Passport including “Special Classroom Arrangements”) and agree priorities for targets in the Individual Education Plan (IEP). Parents and carers will have at least a further two formal opportunities to meet with staff to discuss their child’s progress.

These conversations make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- We take into account the parents’ concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are



5.3 Assessing and reviewing pupils' progress towards outcomes

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

The class team and / or subject teacher will work with the assistant head for their department / SENCO 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

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.

5.4 Supporting pupils moving between phases and preparing for adulthood

On Entry from Primary Phase:

- Attendance at Y5 Y6 EHC plan review meeting.
- Parents will be encouraged to consider the options available for the next phase to ensure best placement is identified.
- 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.
- The transition programme in place for students provides a number of opportunities for students and parents to meet staff in the new school, including the staff who will be part of the class team upon transition. There are three full days transition activities for Y6 pupils during the Summer term at Samuel Laycock school.

On exit to tertiary education:

- Enhanced careers advice and guidance
- Support to parents/child in identifying placements suitable for need
- Experiences with training providers in KS4
- The use of options to develop the ability to choose and work in different groups with different staff
- The use of options related to college based opportunities
- Extended transition programme

5.5 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 delivered by specialist SEN teachers who differentiate for individual pupils and groups of pupils as necessary within a class.





We will also provide additional interventions in literacy, numeracy and social, emotional and mental health needs as necessary.

5.6 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 a broad, balanced curriculum which caters for all of our pupils
- Adapting our resources and staffing
- Using recommended aids, such as Makaton sign language, laptops, computer programs such as Clicker 7, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, opportunities to overlearn, reading instructions aloud, etc.
- Modifying our building to better suit the needs of pupils with SEN

5.7 Additional support for learning

All pupils in our school have an EHC plan and an individual Provision Map based on their needs and SEN funding band outlining

High staff ratios; all pupils have access to small group and 1:1 learning as necessary, delivered by specialist SEN teachers and supported by teaching assistants.

5.8 Expertise and training of staff

Staff appointed to Samuel Laycock either had already had successful experience of supporting pupils with SEND or show an aptitude to learn these skills quickly. We develop skilled and expert staff at Samuel Laycock to ensure a positive offer of educational provision.

We have clear routes and expectations in staff development. We have a staff induction training package in Safeguarding, Autism Awareness, social story writing, Team Teach and supporting pupils experiencing SEMH (including challenging behavior), Risk Assessments, Health & Safety training and Medical support training. Further regular training for all staff will be provided in the areas of ADHD, Attachment Disorder.

5.9 Securing equipment and facilities

We are an accessible school to wheelchair users- being on a level- and being equipped with hoists as necessary. We have separate, smaller scale, provision for pupils with ASC. We have a hoist. Pupils use prescribed standing frames and follow prescribed programmes of physiotherapy. We have a hydrotherapy pool.

5.10 Evaluating the effectiveness of SEN provision

The effectiveness of SEN provision is measured in two ways.

- The views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes is discussed at parents evening, annual review meetings and when updating any individual learning plans.
- This data will be shared with local authority SEN team, parents, any outside agencies involved in the pupil's education, health or welfare.





5.11 Support for improving emotional and social development

Students who meet our provision map criteria for Moderate Learning Difficulties and/or Autism may have additional pastoral needs including. We employ a Welfare Manager to coordinate the provision in these areas:

- personal care
- health and therapy needs- we have a Family Liaison Officer to co-ordinate health needs
- Social, emotional and mental health needs- we have a Social and Emotional Development Manager to support pupils' progress in this area
- Counselling- we currently employ contractors to provide 1.5 days of counselling to pupils

5.12 Working with other agencies

The school use a wide variety of outside agencies and support:

- Healthy Young Minds (HYM) (formally the Child and Adolescent Mental Health Service (CAMHS)) Team - Assessment and treatment when children and young people and their families are finding it hard to cope with family life, school or the wider world. Includes nurses, psychologists, therapists and social workers.
- The Sensory Advisory Service - Support and advice to parents, children School staff on meeting the needs of Hearing Impaired and Visually Impaired children.
- Occupational Therapists - Support and advice on the physical skills, sensory regulation and life skills of children who have been referred, either through direct work with the children or helping to provide advice for the School.
- Educational Psychologists - Observation and assessments of children's needs to help support their learning.
- Social Services - Social services support families and safeguard children who may be at risk of harm.
- School nurse - Coordinates health assessment for all children when they start school and keeps under review all children with ongoing health needs.
- Local Authority – SEN team

5.13 Complaints about SEN provision

Parent/carers who would like to raise a concern that cannot be resolved by their child's class team should contact the school reception in the first instance to be guided to the correct member of staff who could advise them; usually the head of their child's department or the SENDCo.

Formal complaints about SEN provision in our school should be made to the Executive Headteacher in the first instance. They will then be referred to the school's complaints policy (copy on school website).

5.14 The local authority local offer

Our contribution to the local offer is: Moderate Learning Difficulties and pupils with intensive ASC with associated low attainment

Our local authority, Tameside's, local offer explaining what is available on an LA basis, can be found using the following links





<http://www.tameside.gov.uk/localoffer/families>.

<http://www.tameside.gov.uk/SEND/guidance>.

Contact details of further support services for parents of pupils with SEN

sendiass@tameside.gov.uk

6. Monitoring arrangements

This policy and information report will be reviewed by our 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.

