

## SEN Policy

<b>Written:</b>	SV - June 2018
<b>Reviewed by:</b>	BM, JM, MW
<b>Applicable to:</b>	All teaching, boarding and support staff
<b>For review:</b>	June 2019

### Introduction

Slindon College is an independent day and boarding school for boys which provides inclusive education to students with EHC plans (or Statements until 2018) and also to pupil/students or students with Specific Learning Difficulties identified via a different route such as an Educational Psychologist assessment and / or parental referrals, or additional learning needs such as English as a second language.

This policy is written with regard to the Special Educational Needs and Disability (SEND) Code of Practice (2015).

### Our Ethos/Vision

- To provide high quality teaching that is differentiated and personalised to meet the individual needs of our pupil/students/students.
- To enable our students to manage their difficulties, embrace their talents, become independent and valued members of the wider community.
- We endeavour to ensure that quality provision is available for all pupil/students/students. This policy aims to ensure that individual needs are identified and addressed with sensitivity and flexibility.

### Definition of SEN and Disability (SEND)

At Slindon College we use the definition for Special Education Needs (SEN) and for disability from the SEND code of Practice (Jan 2015). This states:

- Special Educational Needs (SEN): A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

## **Key Roles and Responsibilities**

**SENCO:** Mrs Sotiria Vlahodimou, a member of the Senior Leadership Team (SLT). The SENCO has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupil/students with SEND.

**SEN Governor:** The designated SEN governor has responsibility for monitoring policy implementation and liaising between the SENCO and the Head teacher.

**Designated Safeguarding Lead (DSL) :** Barry McMahon, Deputy Head and a member of the SLT. He has specific responsibility for safeguarding.

**Assistant Head & Pastoral Lead:** Jane Mason, a member of the SLT and leading pastoral provision for all students.

## **Aims and Objectives**

### **Aims:**

We expect that all students with SEND will meet or exceed the high expectations we set for them based on their SEN and starting points. We will use our best endeavours to give students with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupil/students will become confident individuals able to make a successful transition on to the next phase of their education.

This policy also covers the needs of students with English as an Additional Language (EAL). EAL students have access to additional language support as well as interventions for their SEN.

### **We have four aims for our students at Slindon College and they are...**

- To provide an environment where every member of the school community is given the support and encouragement necessary to meet the demands of education and personal change;
- To provide a broad and balanced curriculum which includes the full range of National Curriculum subjects;
- To allow all students access to as much of the National Curriculum as is right and possible for them as individuals;

- To foster in our students the value of education as life-long process and to assist them in acquiring the necessary skills to develop and adapt as individuals in a changing society.

## **Objectives**

- To ensure a clear process for assessing, planning, providing and reviewing.
- To develop effective whole school provision management of support for students with special educational needs and disabilities
- To deliver training and support for all staff working with students with SEND in order to develop our practice within the guidance set out in the Code of Practice, Jan 2015

## **Identified Special Needs**

We recognise the benefits of and making effective provision in improving the long-term outcomes for children with SEN. It is important to identify the full range of needs, not simply the primary need of an individual student.

The Code of Practice 2015 refers to four broad areas of need.

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASC, including Asperger's Syndrome and Autism, are like to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SLD), affect one or more specific aspects of learning. This encompasses a range of condition such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Some children and young people with a physical disability (PD) require ongoing support and equipment to access all the opportunities available to their peers.

## **SEN Support and Provision**

When a student with an EHCP is offered a place at the school, information is gathered on his SEN through interviews, the EHCP, documentation from previous schools and dialogue with the Local Authority and parents / carers. A personalised timetable is created which includes all interventions as agreed and funded by the Local Authority. Students who receive Literacy, Numeracy, OT and SALT 1:1 interventions will have an Individual Learning Plan (ILP) put in place to ensure that progress is driven in specific areas and tracked successfully.

For all other students a process of on-going teacher assessments and pupil/student progress meetings within each department, identifies those students making less than expected progress given their SEN and individual starting points. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the tutor, teaching staff, SENCO or SLT. In deciding whether to make adjustments to special educational provision, the teacher, SENCO and SLT will consider all of the information gathered from within the school about the student's progress, alongside the views of parents/ carers and student. During this stage additional support may be put in place as a student's response to such support can help to identify their particular needs. At this stage it may be necessary to draw up an Individual Learning Plan (ILP) to ensure that progress is driven in specific areas and tracked successfully. All ILPs are reviewed and updated termly.

Where students have higher levels of need, and with parental permission, the school may seek advice from in house specialist or external agencies. These include:

In-house specialists

- Speech and Language therapist
- Occupational therapist
- Specialist teachers for dyslexia
- Social and emotional aspects of learning support

## External agencies

- Autism and Social Communication Team
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychology Service (EPS)
- Educational Welfare Service (EWS)
- Ethnic Minority Achievement Team (EMAT)
- Learning and Behaviour Advisory Team
- Sensory teaching service
- Social Services
- Special Educational Needs Assessment Team (SENAT)
- Traveller Education Support Team (TES)

[https://www.westsussex.gov.uk/learning/west\\_sussex\\_grid\\_for\\_learning/management\\_info\\_services/inclusion\\_and\\_sen/support\\_teams\\_and\\_services.aspx](https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/management_info_services/inclusion_and_sen/support_teams_and_services.aspx)

We will ensure that we regularly assess all student' needs so that each child's progress and development is carefully tracked. We believe in a person-centered approach to information gathering and the cycle of assess, plan, do and review. Termly reviews and target setting meetings are planned and information is shared at parents' evenings. Targets are shared with students and successes are celebrated.

SEN support can take many forms. This could include:

- An individual learning programme (ILP) and / or timetable which can include a variety of interventions such as: OT, SALT, 1:1 specialist teaching etc.
- A smaller learning environment e.g. A class of no more 12 students.
- Evidence based strategies
- Extra help from a teacher or support assistant
- Making or changing materials, resources or equipment
- Working with a child in a small group
- Specialist equipment
- Observing a child in class or at break and keeping records
- Helping a child to take part in the class activities
- Making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- Helping other children to work with a child, or play with them at break time

- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely or dressing

Each student is an individual and their plan is tailored to meet their particular needs. Plans are communicated and when required reviewed termly with parents. Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

## **Roles and Responsibilities**

The SENCO is responsible for:

- The SEND policy and its implementation
- Co-ordinating support for all students
- Monitoring the quality of provision and impact of interventions
- Referrals to and liaison with outside agencies
- Managing Learning Support Assistants and the Interventions Learning Support Assistant(s).
- Managing specialist teachers and in-house and contracted therapists (SALT, OT etc)
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers
- Leading Annual Reviews

The Assistant SENCO is responsible for:

- To assist the SENCO in leading the SEN provision.
- To assist the SENCO in managing and maintaining provision maps.
- To teach individual students and groups as allocated by the SENCO.
- To support teachers in identifying, supporting and monitoring students with SEN.
- To assist the SENCO with the organisation and running of annual reviews.
- To support the SENCO and teachers in managing the implementation of an inclusive curriculum.
- To develop and manage curriculum resources and champion the use of assistive technology.

The class teachers and tutors are responsible for:

- The progress and development of students
- Ensuring individual plans are implemented in the classroom
- Regular liaison with parents and the pastoral support team
- Effective deployment of additional adults
- Setting and reviewing targets
- Providing feedback for Annual Reviews

Learning Support Assistants are responsible for:

- Ensuring that day to day provision is in place for the students they support
- Implementing agreed strategies and programmes, and advice from specialists

- Assisting with the creation of resources
- Regular communication with class teacher

## **The EHCP**

An Education, Health and Care Plan (EHCP) brings together the child's health and social care needs as well as their special educational needs. It replaces what were formerly called statements of special educational needs. Children who currently have a statement will continue to maintain this until the transition is made to an EHCP. The school is following West Sussex's transition timetable which will ensure all statements will become EHCP's by 2018.

## **Parents/Carers**

The school places a strong emphasis on working with parents and carers. Apart from parents' evenings, the school operates an open door policy and all teachers can be contacted via the portal. There are termly newsletters for parents and a parents' information notice board in the school foyer which is regularly updated. Parents have also to informally talk to all staff at parents' tea every Friday afternoon.

Parents are invited to attend the annual reviews and students often attend part of the meeting to share their achievements for the year and aspirations for the future. Students also have the opportunity to discuss and document their views prior to the meeting assisted by an adult if required.

## **Supporting parents/carers and children**

We provide support in the following ways:

- The Head teacher and SENCO operate an open-door policy for parents/carers seeking support and advice
- Our Assistant Head and Pastoral Lead - Jane Mason can signpost additional support/information available for families.
- The dedicated SEN Governor is available as a contact point
- Trial days or weeks and transition periods (as appropriate) for new students transferring to and out of Slindon College.

## **Supporting pupil/students at school with medical conditions**

The school recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. Reasonable adjustment will always be made to promote access to all areas of the school curriculum for pupil/students with a disability e.g. an extra adult to accompany a child on a school trip/residentials. Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and

equipment or managing diabetes. The school's matron is responsible for the administration of medicines and health care plans.

## **Supporting pupil/students at school with whose first language is not English (EAL)**

EAL provision is available to all pupils or students whose first language is not English. The SENCo will make provision, where necessary, for those boys for whom a deficit in language knowledge is restricting their academic and social development.

### **Aims**

We aim to ensure that EAL pupils:

- Improve in all aspects of the English language
- Are supported so that they gain full access to the school curriculum
- Progress in all aspects of speaking, listening and writing
- Can respond in formal and social conversation
- Develop an appropriate understanding of written language
- Acquire specialist subject-specific language

We aim to identify those who might benefit from EAL provision either by declaration by parents prior to admission or formally via testing upon admission or through informal work with subject teachers in the following ways:

- Any anomalies in admissions testing that would suggest potential EAL difficulties
- Teachers' concerns that might be raised either from verbal or written work of boys.

### **Monitoring and evaluation**

The SLT regularly monitor and evaluate the quality of provision for all students. The school uses a range of strategies used in school to enhance students learning and well-being that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children is measured through:

- Analysis of student tracking data
- Progress against SEN and starting points
- Progress against individual targets
- Students' work

The Head teacher, SENCO and Bursar map and cost provision across the school. Each year they review the needs of the cohort and if necessary make changes to the provision. Additional support (including SALT, OT, LSA, specialist equipment, etc) will be allocated according to need and availability and reviewed regularly to ensure individual needs are met.

The SEN Governor is responsible for:

- Monitoring the effective implementation of the SEND policy
- Liaising regularly with the SENCO and SLT
- Reporting to the governing body on SEND
- Ensuring that pupil/students participate fully in school activities

## **Training and development**

Training needs are identified in response to the needs of the students. Staff attend externally accredited courses such as 'TEACCH' (for students with autistic spectrum disorders), TEAM TEACH (de-escalation and positive handling training) and other courses for students with SEN. All staff also receive in-house training throughout the year to support students with a wide range of complex needs.

## **Storing and Managing Information**

Student records and SEN information is shared with staff working closely with pupil/students to enable them to better meet the individual child's needs. All staff have access to the SEN register which provides information on the student's needs, strengths, strategies and also the short-term outcomes as agreed in Annual Review meetings. We are grateful to parents for their information sharing and openness and respect their confidentiality. Student SEN files are kept in the SENCO's office which is kept locked when the SENCO and/or her PA are not present. Individual files can be transferred upon request to receiving schools when students leave Slindon College.

## **Complaints**

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Slindon College to speak to us as soon as possible. In the first instance, please speak to the class teacher or tutor. If parents/carers feel their child's needs are still not being met they should make an appointment to see a member of SLT or the head teacher. If concerns are still unresolved parents may wish to engage with the School complaints procedures.

## **How the policy was put together**

This policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015). The SEN policy was written by the SENCO in liaison with the SEN Governor and SLT. Each update is put on the school website and comments from the wider school community are welcomed.

## **Access to this policy**

You can get a copy of our policy in a number of ways:

- The school website
- Hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. Enlarged font or a language other than English.

## **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- School SEN information report (2014)
- The National Curriculum in England framework document July 2014
- Safeguarding Policy
- Teachers Standard

<b>Monitoring by:</b>	Head Teacher Deputy Head Teacher Assistant Head Teacher SENCO
<b>Evidenced by:</b>	Speaking to Pupils and students Speaking to staff Reports of incidents

Policies are subject to continuous monitoring, refinement and audit by SLT. The Chairman of Governors undertakes an annual review of policies and of the efficiency with which the related duties have been discharged by the date stated or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

## **Appendix 1: Key Documentation**

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The following documents / websites have informed this guidance which may be helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupil/students at school with medical concerns

<https://www.gov.uk/government/publications/supporting-pupil/students-at-school-withmedical-conditions>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

Local Offer Website: <http://www.noviosupport.org/localofferandweblinks.html>