

SEN Policy

Introduction

Slindon College is an independent day and boarding school for boys which provides inclusive education to pupils with EHC plans and also to pupils with Specific Learning Difficulties identified via a different route such as an Educational Psychologist assessment and/or parental referrals. 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 pupils.
- To enable our pupils to manage their difficulties, embrace their talents, become independent and valued members of the wider community.
- We endeavour to ensure that high-quality provision is available for all pupils. This policy aims to ensure that pupils' 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 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

Deputy Head / 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 coordination of the specific provision made to support individual pupils with SEND.

SEN Governor: The designated SEN governor has responsibility for monitoring policy implementation and liaising between the SENCo and the Headmaster.

Designated Safeguarding Lead (DSL): Tom Belcher. He has specific responsibility for safeguarding.

Aims and Objectives

Aims

- 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 that includes the full range of National Curriculum subjects;
- To allow all pupils access to as much of the National Curriculum as is right and possible for them as individuals;
- To foster in our pupils the value of education as a life-long process and to assist them in acquiring the necessary skills to develop and adapt as individuals in a changing society.

We expect that all pupils with SEND will meet or exceed the high expectations we set for them based on their SEN and starting points. We will apply our best endeavours to give pupils 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 pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

- To ensure a clear process for assessing, planning, providing and reviewing;
- To develop effective whole-school provision management of support for pupils with special educational needs and disabilities;
- To deliver training and support for all staff working with pupils 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 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 pupil.

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 likely 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 that 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 pupil 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. Pupils who receive Literacy, and Numeracy 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. Pupils who receive OT and SALT interventions will have termly targets set and these will be communicated to parents/carers.

For all other pupils a process of ongoing teacher assessments and pupil progress meetings within each department will identify those pupils 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 the provision, the teacher, SENCo and SLT will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/ carers and pupil. During this stage, additional support may be put in place as a pupil'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 pupils have higher levels of need, and with parental permission, the school may seek advice from in-house specialists 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_forlearning/management_info_services/inclusion_and_sen/support_teams_and_services.aspx

We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked. We believe in a person-centred approach to information gathering and the cycle of assessing, plan, do and review. Targets are shared with pupils and parents/carers 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 than 14 pupils.

- 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 pupil 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 pupils
- Monitoring the quality of provision and impact of interventions
- Referrals to and liaison with outside agencies
- Managing specialist teachers, Interventions Learning Support Assistant(s) 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 pupils and groups as allocated by the SENCo.
- To support teachers in identifying, supporting and monitoring pupils 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 pupils
- 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

Support Assistants are responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed to strategies and programmes, and advice from specialists
- Assisting with the creation of resources
- Regular communication with the 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 was formerly called statements of special educational needs.

Work experience and life skills programme

Slindon College offers work experience opportunities to our Y1 and in some cases Y10 pupils.

Parents/Carers

The school places a strong emphasis on working with parents and carers. Apart from parents' afternoons/evenings, the school operates an open-door policy and all teachers can be contacted via the portal. Parents have also the opportunity to informally talk to all staff at parents' tea every Friday afternoon.

Parents are invited to attend the annual reviews and pupils often attend part of the meeting to share their achievements for the year and aspirations for the future. Pupils 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 Headmaster and SENCo operate an open-door policy for parents/carers seeking support and advice
- The dedicated SEN Governor is available as a contact point
- Trial days or weeks and transition periods (as appropriate) for new pupils transferring to and out of Slindon College.

Supporting pupils at school with medical conditions

The school recognises that pupils 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 adjustments will always be made to promote access to all areas of the school curriculum for pupils with a disability e.g. an extra adult to accompany a child on a school trip / residential. Specific staff have training to support particular needs, e.g. technical knowledge to maintain auxiliary aids and equipment or managing diabetes. Health care plans are kept in the medical office.

Monitoring and evaluation

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

- Analysis of pupil tracking data
- Progress in relation to SEN and starting points
- Progress against individual targets
- Pupils' work

The Headmaster, SENCo and Bursar, map and cost the 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 pupils participate fully in school activities

Training and development

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

Storing and Managing Information

Pupil records and SEN information is shared with staff working closely with pupils to enable them to better meet the individual child's needs. All staff have access to the SEN register which provides information on the pupils' needs, strengths, strategies and also their EHCP outcomes. We are grateful to parents for their information sharing and openness and respect for their confidentiality. Pupil 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 accessed by teachers in the SENCo's office and can be transferred upon request to receiving schools when pupils 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 HOH. 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 Headmaster. 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 published on the school website and comments from the wider school community are welcomed.

Access to this policy

The policy is available on the school website. 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.

Reviewing the SEND Policy

The policy will be updated annually as recommended by nasen (www.nasen.org.uk).

Compliance

This policy complies with the statutory requirements 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
- The National Curriculum in England framework document July 2014
- Safeguarding Policy
- Teachers Standards

Appendix 1: Key Documentation

The following documents / websites have informed this guidance which parents may find 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 pupils at school with medical concerns

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-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>

Appendix 2: Updates Made as a Result of COVID-19

Identified SEND:

- No changes have been made.

Policies for identifying children with SEN and assessing their needs, including the name and contact details of the SENCo:

- Additional Risk Assessments have been completed during this time of partial closure.
- Updates to the safeguarding policy have been made in line with COVID 19.
- No other policy changes have been made.

Consulting parents of children with SEN - the decision to educate in the home or in school:

- Risk Assessments completed and reviewed regularly.
- Risk assessments completed in discussion with the relevant LA if the pupil has an EHCP. If they have an EHCP and Social Worker, they pose a greater risk by being at home so the College has ensured these pupils are in school or in a part- time provision.
- Calls home if the children don't turn up or engage with remote learning.
- Daily contact with class teachers through Google Classroom (GC) remote learning platform. SENCo available via video link if needed.

Consulting young people with SEN- expectations about work:

- Daily contact with class teachers through GC.
- Some staff are in the College should parents need to speak to them.
- Information and updates are readily available on the College website.
- Key staff make regular welfare calls.

Arrangements for assessing and reviewing children's progress towards their outcomes (arrangements if annual review due):

- Any new EHCPs awarded this academic year will not undergo a formal Annual Review (AR) until the anniversary of the issue date of the EHCP.
- Outstanding ARs will be carried out via telecon / video link or by completion and submission of any appropriate reports and forms. Parents and pupils consulted on their preferred way of completing the AR and Local Authorities informed of the process.

Fulfilling the EHCP provision requirements:

- The College is in regular consultation with the relevant LAs and is guided by the latest government guidelines.

<https://www.gov.uk/government/publications/changes-to-the-law-on-education-health-and-care-needs-assessments-and-plans-due-to-coronavirus/education-health-and-care-needs-assessments-and-plans-guidance-on-temporary-legislative-changes-relating-to-coronavirus-covid-19>

In moving between phases of education:

- Key staff are in the College and are continuing to work through transition arrangements taking into account at all times the government guidelines.

The approach to teaching children with SEN (How work is chosen):

- Parents and pupils have the access to the GC platform and the College website.
- Daily contact with class teachers through GC.
- When appropriate work uploaded by pupils and staff provide feedback.
- Timetables are adjusted to suit the learning needs of the pupils.
- Academic and non-academic staff are readily available to help.

How adaptations are made to the curriculum and the learning environment of children with SEN e.g. how work for home is adapted for individuals:

- Work and timetables are differentiated to meet the needs of the pupils.
- Access to GC or suitable work is posted according to pupils' preferred way of learning.

The expertise and training of staff to support children with SEN including how specialist expertise will be secured:

- The College provided links for staff to access CPD and relevant SEN updates.
- Consistent staff are being used to support children with SEN so that we are reducing the amount of change for some of our most vulnerable pupils.
- Staff are in regular contact with external professionals should greater support and advice be needed. SENCO in frequent contact with key professionals via email and phone calls.

Evaluating the effectiveness of the provision made for children with SEN:

- Risk assessments have been completed for SEN pupils and are evaluated on a regular basis.
- The Heads of Houses (HOHs) regularly contact parents to ensure we are fulfilling our duty of care to the most vulnerable pupils.
- Daily contact by the class teacher through GC.

Support for improving emotional and social development. (Extra pastoral support arrangements for listening to the view of children with SEND; eg Resources to explain coronavirus and manage anxiety:

- Key staff are on call throughout the partial closure to ensure that any issues can be resolved.
- HOHs are in regular contact with families.
- Pictorial social stories prepared and communicated to parents.
- Any relevant government guidelines, or support networks communicated to parents.
- Mental Health Lead provides regular updates to parents regarding well-being and mental health.
- SENCO in regular contact with HOHs, teachers and parents advising on needs and alternative strategies on engagement and well-being.

How the school involves other bodies including health and social care bodies, LA support and voluntary sector Organisations, in meeting children's SEN and supporting their families:

- The College is in regular contact with the relevant LAs and every week engagement records are submitted to the LAs upon their request.

Arrangements for handling complaints from parents of children with SEN about the provision made at school.

- Key/relevant staff who are needed are readily available and will respond to complaints.
- The policy remains the same despite COVID 19.

The Local Offer and where it is published:

- No changes need to be made as a result of COVID 19