



# **SPECIAL EDUCATIONAL NEEDS POLICY**

**POLICY AGREED: SPRING TERM 2022 BY FULL GOVERNING BODY**

**POLICY TO BE REVIEWED: SPRING TERM 2023**

## 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.

## 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.

## 4. Roles and Responsibilities

### 4.1 The SENDCo

Currently, we have a SENDCo (Headteacher). This role involves coordinating the review process and paperwork in conjunction with the Admin Team and ensuring all relevant information is submitted to the LA as well as monitoring the long- and short-term outcomes on Education and Health Care Plans and provision for all pupils.

As every pupil in the school has an Education Health and Care Plan, each class teacher is involved in the process of completing Annual Review paperwork, writing new outcomes for the EHCP and leading Annual Review meetings. Class teachers are responsible for planning and delivering an appropriate curriculum for every pupil in their class group.

The Headteacher has overall responsibility for the provision and progress of all pupils.

## **5. SEN information report**

Our school provides specialist provision for a range of needs including profound and multiple learning difficulties, severe learning difficulties, Autistic Spectrum Condition, physical and medical difficulties, and other diagnoses associated with SLD and PMLD.

### **Assessing and Reviewing Progress Towards Outcomes**

Assessment and a review of progress towards individual pupil outcomes (including those stated on their EHCPs) takes place regularly and draws on the following:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupils 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. Parents are involved in planning and discussing next steps including setting new outcomes for their child's Education Health Care Plan. An annual review of each pupil's ECHP is held at school and there are further opportunities at parents' meetings throughout the year.

### **Supporting Pupils Moving Between Phases and Preparing for Adulthood**

As pupils move between different classes within the school, detailed information about their needs is shared amongst staff via school documentation and meetings. Where appropriate, staff in the identified next class will spend time with pupils in the class they are familiar with or where appropriate, pupils will have transition visits to their next class. These internal transitions are planned based on the needs of each pupil.

Preparation for adulthood begins when pupils are in Y9 or Y10. Other agencies (Young People's Services, Social Care, LA SEN team) support this process to identify and plan for future pathways as soon as possible. Once future provision is agreed, transition visits to the next setting are facilitated by school staff. Many pupils access visits to different adult provision settings as part of their class timetable. This, alongside other aspects of preparing for adulthood (independence and living skills) are embedded into the curriculum throughout the 14-19 department.

## **Our Approach to Teaching: The Curriculum & Learning Environment**

Teaching is tailored to meet the needs of each individual pupil. Different curriculum pathways are offered for Profound and Multiple Learning Difficulties, Semi-formal learners and Informal learners and it is recognized that each child will need a personalised curriculum within their pathway. The learning environment reflects the needs of each class group and individual pupils e.g. specialist sensory and physiotherapy equipment, low-arousal classrooms, space for practical/ floor work etc. There are also whole school facilities including a hydrotherapy pool, sensory room, soft play area, bike track and sensory trail. For some pupils, opportunities for learning outside the classroom are key for their development and wellbeing and this takes place regularly both on and off the school site.

## **Additional Support for Learning and Working with Other Agencies**

Each class is supported by a teacher and two or three teaching assistants depending upon the needs and size of the group. All staff receive relevant training to support them in meeting the needs of the pupils e.g. IABA behavior training, PECS training, curriculum input.

The school works closely with other agencies in order to address all aspects of the pupil's development. These include:

- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Music Therapists
- Social Care
- Child and Adolescent Mental Health Services
- School Nurse
- NHS Complex Care Package team
- Community Pediatrician
- Other Health Professionals when needed

## **Raising Concerns or Requesting Support**

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils 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

If pupils, parents or carers have concerns, these can be addressed by the class staff team or if needed can be raised with members of the SLT.

If pupils or their families want to request support, they will be directed to our family support worker. Links can then be made with the relevant agencies and support provided to access this help if required.

## **The Local Authority Offer**

The Local Authority's local offer is published here:

<https://www.cheshirewestandchester.gov.uk/residents/health-and-social-care/Local-offer.aspx>