



Special Educational Needs Policy

SENCO: Janet Corr

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Version 3 – Reviewed by GP & JC September 2019

Glebe House School is part of The Friends Therapeutic Community. The Community has a clinical team of qualified therapists and social workers as well as a care team that look after the learners in the residence on site.

Profile of the learner at Glebe House

All learners at Glebe House are male between the ages of 15 and 20. They generally do not have a good school attendance record. A large percentage of the learners have been excluded from mainstream school. Many come from unsettled backgrounds. They are all children/young people in care.

At Glebe House we care and are concerned for the learners in our care. We provide a multi-sensory curriculum appropriate to our learners' educational development and needs.

We aim to develop in each learner a greater awareness of themselves, their community and the world in which they live by reference to their spiritual, social, cultural and moral development.

We aim to instil in each learner a sense of mutual respect, to provide equality of opportunity and foster a sense of belonging to a happy, caring school where all are respected and valued.

We will work in partnership with the care and clinical teams encouraging a positive exchange of information and strive to improve the quality of our service through regular staff training and review of policies.

The whole organisation shares our aims and will support us in all our endeavours.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2014 and has been written with reference to the following guidance and documents:

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989

- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2019) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'

AIMS

Our overarching aim is to provide a positive, supportive and nurturing environment for learners to learn and achieve their potential by paying attention to these specific areas:

- creating a secure, accepting, collaborating and stimulating environment where everyone is valued
- understanding that every learner learns differently and catering for different learning styles
- providing a highly creative, multisensory curriculum designed for learners with a range of Special Educational Needs
- acknowledge and support every learners' individual areas of need
- ensuring all learners are given appropriate support so that they can fully access and engage with the National Curriculum
- ensuring all learners are given access to all activities of the school in order to promote high levels of achievement and emotional well being
- personalising the curriculum so that each learner can be challenged yet still achieve
- providing opportunities for off-site experiences to develop social and communication skills and promote confidence and self-esteem

- providing additional therapies on site, including Speech and Language Therapy, Occupational Therapy, Play Therapy, Physiotherapy and Music Therapy if needed
- supporting every learner's individual areas of need by creating a Personalised Learning Plan for each learner, detailing specific intervention groups and reviewing progress termly
- forming solid links with other outside agencies and the clinical team to fully support the learners

OBJECTIVES

1. To identify, monitor and provide for learners' individual areas of special educational needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To provide a Special Educational Needs Co-ordinator (SENCO), with the title of Learning Development Lead Teacher, who will oversee the implementation of the Special Educational Needs policy
4. To provide support and advice for all staff on working with special educational needs learners
5. To challenge any discrimination or prejudice.

TYPES OF SEN

SEN is divided into 4 broad areas of need:

- **Communication and Interaction** including learners with Speech, Language and Communication Needs (SLCN) such as Speech and Language delay, impairments or disorders and learners with Autistic Spectrum Disorder (Asperger's Syndrome and Autism)
- **Cognition and Learning** including learners with Moderate (MLD), Severe (SLD) and Profound and Multiple Learning Difficulties (PMLD) as well as learners with Specific Learning Difficulties (SpLD) such as Dyslexia, Dyspraxia and Dyscalculia
- **Social, Emotional and Mental Health** including learners who are withdrawn or isolated, display challenging, disruptive or disturbing behaviour, hyperactive or lack concentration.
- **Sensory and/or physical needs** including vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) and physical disability (PD).

DISABILITY

Many learners 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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Learners with such conditions do not necessarily have SEN, but where a disabled learner requires special educational provision they will also be covered by the SEN definition.

IDENTIFYING SEN

Learners that continue to make less than expected progress due to one or more of the areas of need outlined above can require additional provision. Less than expected progress can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline

- fails to match or better the learner's previous rate of progress

- fails to close the attainment gap between the learner and their peers

- widens the attainment gap

The following are **not** considered to be SEN but may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Any concerns relating to a learner's behaviour will be described as an underlying response to a need which the school and professionals will work together to recognise and identify.

A GRADUATED APPROACH TO SEN SUPPORT

Teaching staff are responsible and accountable for the progress and the development of the young people that they teach, including when learners are receiving support and interventions from a Learning Assistant. High quality teaching, differentiated for individual learners, is the first step in responding to learners who have or may have SEN. Additional intervention and support will not compensate for a lack of good quality teaching. The Head of School regularly and carefully reviews the quality of teaching for all learners, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable learners and their knowledge of the SEN most frequently encountered.

All the learners at Glebe House have Individualised Learning Plans that are reviewed termly. The whole school ethos surrounds removing barriers to learning and putting effective special educational provision in place.

This support takes the form of a 4 - part cycle:

Assess - Plan - Do - Review

ASSESS

When identifying that a learner requires additional SEN support, the staff team, working with the Learning Development Lead Teacher should undertake detailed analysis of the learner's needs. This should be gathered from teacher assessment and experience of the learner, the learner's previous progress and attainment and their development in relation to their peers and national data. The views and experiences of the learner should be sought as well as input from other professionals or specialists, if necessary.

Within the first 6 months of their placement all learners are assessed by an educational Psychologist.

PLAN

When it is decided that additional SEN support is required, local authorities will be formally notified during LAC and PEP reviews. The teaching staff and the Learning Development Lead Teacher, in consultation with the learner (where appropriate) will decide on the support, adjustments and interventions that will be put in place along with the expected impact on progress and development and a review date will be set. The Learning Development Lead Teacher will produce a document with strategies and interventions. All staff working with the learner will be informed about the support and strategies that will be put in place and will work to these with immediate effect. The support and intervention provided will be selected to meet the outcomes identified for the learner, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

DO

The teachers will remain responsible for working with the learner on a daily basis. Where the interventions involve group or one-to-one teaching, they will continue to remain responsible for the learner. They will work closely with any teaching assistants involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Learning Development Lead Teacher will support the class teacher in the further assessment of the learner's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

REVIEW

The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the learner and their parents. This will in turn feed back into the analysis of the learner's needs. The class teacher and the Learning Development Lead Teacher will then revise the support in light of the learner's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and learner.

Where a learner has an EHC plan, the local authority must review that plan as a minimum every twelve months. The school will assist the local authority in the review process and, as part of the review, the local authority may require the school to convene and hold annual review meetings on its behalf.

MANAGING LEARNERS ON THE SEN REGISTER

Learners who require SEN support will be placed on the school's SEN register, detail their main and any additional areas of need. The Learning Development Lead Teacher is responsible for maintaining this.

Learners receiving SEN support will have their provision carefully tracked on the school provision map. The class teacher and Learning Development Lead Teacher will decide on the outcomes for interventions and support teaching assistants in delivering the intervention. At each review point (usually the end of each term) the person delivering the intervention will be responsible for completing a review of the progress made by each learner receiving that intervention. The Learning Development Lead Teacher is responsible for overseeing this.

All the learners at Glebe House receiving SEN support will be provided with a Individual learners plan (ILP) and for those with additional needs a SEN Profile is produced as well. The SEN Profile will include:

- What the learner does well
- What the learner needs help with
- Teaching strategies.
- Provision made.
- Date for review.

If the support of the clinical team and or external agencies is believed to be required this will be undertaken with alongside the head of school.

CRITERIA FOR EXITING THE SEN REGISTER

If it is felt that learners are making progress which is sustainable then they may be taken off of the SEN register. If this is the case then the views of the teacher, Learning Development Lead Teacher, learner and local authority need to be taken into account, as well as that of any other professionals involved with the learner. If it is agreed by all to take the learner off of the SEN register then all records will be kept until the learner leaves the school (and passed on to the next setting). The learner will be continued to be monitored through the schools monitoring procedures, such as learner progress meetings. If it is felt that the learner requires additional assistance then the procedures set out in this policy will be followed.

SUPPORTING LEARNERS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that learners at school with medical conditions should be properly supported so that they have full access to education, including

school trips and physical education. Some learners with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The Glebe house Care team is responsible for the medical needs of the learners. Medication is administered in the manner outlined in the Medication Policy of the Care team.

MONITORING AND EVALUATION OF SEN

The success of the school's SEN Policy and Provision is evaluated through:

- Monitoring of classroom practice by Head of School and the Learning Development Lead Teacher.
- Analysis of learner tracking data and test results
 - For individual learners
 - For cohorts
- Monitoring of procedures and practice; including PLPs or targets, interventions and provisions mapping
- School self-evaluation
- The School Development Plan

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all learners, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Learning Development Lead Teacher to explain the systems and structures in place around the school's SEN provision and practice, and to discuss the needs of individual learners. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with learner with SEN. Staff are given regular opportunities to discuss SEN training needs in their Supervision Meetings with the Head of School.

The school's Learning Development Lead Teacher regularly attends Local Authority and Independent SENCO network meetings in order to keep up to date with local and national updates in SEN.

ROLES AND RESPONSIBILITIES

Provision for learners with SEN is a matter for the school as a whole. Specific roles and responsibilities are outlined below:

The key responsibilities of the Learning Development Lead Teacher include:

- overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for learners with SEN
- liaising with the Head of School where a learner has SEN
- advising on the graduated approach to providing SEN support

- advising on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- liaising with the care team, clinical team and other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with the transitions team to ensure a learner is informed about options and a smooth transition is planned
- working with the Head of School to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all learners with SEN up to date

The key responsibilities of the teachers include:

- Providing high quality teaching for all learners
- Assessing learners' needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the learner (in liaison with the Learning Development Lead Teacher and learner)
- Regularly reviewing the impact of these adjustments, interventions and support, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the learner, including working with the learner on a daily basis
- Making themselves aware of the school's SEN policy and procedures for identification, monitoring and supporting learners with SEN.

The key responsibilities of TAs include:

- Be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for learners with SEN.
- Use the school's procedure for giving feedback to teachers about learners' progress.

LSAs work as part of a team with the head of school, Learning Development Lead Teacher and the teachers supporting learners' individual needs and ensuring inclusion of learners with SEN within the class. They play an important role in implementing Personalised Learning Plans and monitoring progress.

Promoting mental health and wellbeing

The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

Due to the nature of our service each learner at Glebe House has a personal therapist with whom they have scheduled one to one therapeutic sessions with. There are also some group therapy sessions.

Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Supporting successful preparation for adulthood

The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

The school will engage with FE providers, as necessary, to help plan for any transitions.

The school will transfer all relevant information about pupils to any educational institution that they are transferring to.

If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.

If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHC plans in place.

The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

The school will ensure that it meets its duty to secure independent, impartial careers guidance for pupils in Years 10-13, including:

- Helping pupils and their families prepare for the change in legal status once a pupil is above compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.

- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for pupils with SEND to make successful transitions.

STORING AND MANAGING INFORMATION

Documents relating to learners on the SEND register will be stored securely with their Learner File; this cabinet is locked when not in use. SEN records will be passed on to a learner's next setting when he leaves Glebe House School. The school has a Confidentiality policy which applies to all written learner records.

DEALING WITH COMPLAINTS

Any complaints regarding the SEN Policy or the provision made for learners with special educational needs should be addressed in the first instance to the Head of School.

BULLYING

At Glebe House, we want to ensure that every learner can learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or from groups of individuals.

A full copy of the school's Anti-bullying Policy is available from the school and on the website.

REVIEWING THE POLICY

This policy will be reviewed annually.