

## **Special Educational Needs and Disabilities Policy**

January 2020

We want everyone at The Darley Centre to be happy, confident and successful so they can develop as individuals during their time with us. Our young people are at the heart of the school and everything we do is to ensure every single one of them has the support and guidance they need in order to be the very best versions of themselves that they can be.

## **Special Educational Needs and Disabilities Policy January 2020**

The Darley Centre aims to support students with special educational needs and disabilities by seeking to remove barriers to learning and facilitating participation in all aspects of learning and life.

The SENCO, teachers and teaching assistants work closely together to provide wide ranging support for students and their families and facilitate support from outside agencies whenever required.

We provide academic support and challenge as well as personalised, pastoral support packages for students who may have social emotional and mental health requirements. By working closely with a number of external agencies we can also offer bespoke packages.

### **Aims and Objectives**

The aims and objectives of this policy are:

- To raise the aspirations of and expectations for all students with SEN.
- To identify and provide for students who have special educational needs and additional needs.
- To work with the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole student, whole school' approach to the management and provision of support for special educational needs.
- To provide a SENDCO who will work with the SEN Inclusion policy.
- To provide support and advice for all staff working with students with special educational needs.
- To develop and maintain partnership and high levels of engagement with parents and families.
- To ensure access to the curriculum for all students.
- To create an environment that meets the special educational needs of each student.
- To ensure that the special educational needs of students are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To identify the roles and responsibilities of staff in providing for student's special educational needs.
- To ensure that parents or carers are able to play their part in supporting their child's education.
- To ensure that our students have a voice in this process.

### **Identifying special educational needs.**

The SEND Code of Practice states that there are four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory/Physical Needs

While the four categories of need broadly identify aspects of primary areas of need for young people, at The Darley Centre we identify the needs of students by considering their needs holistically, which will include not just the special educational needs of the young person.

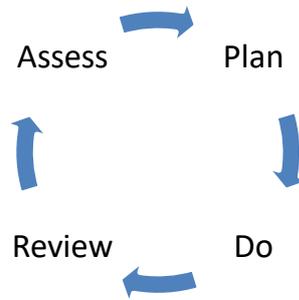
Many other areas may impact on progress and attainment, however, these are not special educational needs.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation including the provision of auxiliary aids)
- Attendance and punctuality.
- Health and welfare.
- English as an additional language. (EAL).
- Being in receipt of the pupil premium.
- Being a looked after child.
- Being a child of serviceman/woman.

Behaviour is not considered as a SEN need. Any concerns relating to a child's behaviour is described as an underlying response to a need which the staff at The Darley Centre are able to recognise and identify.

### **Responsibility for Co-ordination of SEN Provision**

The Darley Centre is committed to the early identification of special and additional educational needs and adopts a graduated response in line with the Code of Practice 2014.



All teachers are responsible for every student in their care, including those with special educational needs.

**Assess:**

Daily teacher assessments, half termly pupil progress meetings, termly assessments grids, termly assessments in accordance with our assessment guide

We have a range of assessments including:

- Cognitive Abilities Tests
- Reading, EGPS and mathematics
- Dyslexia Screening for identified students
- Irlens Screening for identified students
- Close tracking of assessment and data
- Discussion with teachers and observations

This identification of particular individual needs of students is a collaborative process between teachers, support staff, the SENCO, the student and parents/family.

The system of assessment and review applies to all students. At a whole school level there are Pupil Progress Meetings as well as on-going teacher assessments and progress tracking data. Parents and students are invited to Footsteps Forward Agreement meetings.

**Plan:**

Footsteps Forward Agreements are created by class teacher, SENDCo, student and families.

This provides staff with support for learning information which is used in conjunction with up to date data generated from assessments. Outcomes are set and reviewed and shared via the Personal Profile which acts as each student's IEP.

**Do:**

We offer a wide range of support programmes for individual students requiring additional support. These are led by the SENCO where necessary. Progress is assessed on a regular basis and decisions are made with students, staff and families about future support.

**Review:**

Reviews at half termly pupil progress meetings with SENCo and teacher and through meetings with parents and student.

Having consulted with young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

### **Specialist SEN Provision**

We meet the needs of students with a variety of needs through the curriculum and SEN planning. The SEND Code of Practice which came into effect in September 2014 sets out four main areas of need but we are mindful that the areas of need are not mutually exclusive and some student's needs may fall into more than one category.

We recognise that for some students, a special educational need can be identified at an early age while for others difficulties only become evident as they develop.

### **A graduated approach to SEN support.**

It is important that a student's special educational needs are identified as early as possible. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the student. The majority of students have their needs met through quality first teaching through normal classroom arrangements and appropriate differentiation. We will always inform parents and families as soon as we have any concerns about their child's progress.

The progress made by all students will be regularly monitored and reviewed.

If a pupil is not making adequate progress the teacher ensures that there is high quality teaching targeted at the area a student finds difficult, appropriate differentiation is in place and begins to collect a range of evidence through the usual assessment and monitoring arrangements.

The Headteacher, SENCO and other members of staff scrutinise achievement data regularly as a means of screening students who are not making adequate progress. This allows early intervention to address the student's needs effectively.

If a student is displaying an area of concern, the class teacher liaises with the SENCO and contacts parents. The SENCo will initiate the process of organising additional support to meet his/her needs. This may involve consultation and advice from outside agencies.

Once students have been identified as having special educational needs, the teacher and SENCO will meet with parents and the student to discuss and plan a Footsteps Forward Agreement.

All participants at the meeting will be expected to play their part in the Assess, Plan, Do, Review process. They will decide the level of provision needed.

Teachers will be expected to monitor the progress of the student on a daily basis. The teacher has responsibility for evidencing progress according to the outcomes described in the plan.

The SENCO will monitor attainment and progress on a half termly basis.

SENCo, student and parents meet to discuss and agree a forward plan which will include clear outcomes to be achieved within an agreed timeframe. Parents will receive a copy of the record at the meeting. The class teacher is responsible for maintaining and updating the plan in consultation with the SENCO. The plan should be reviewed half termly and feed into pupil progress meetings. Parents will be invited to review meetings. If they are unable to attend then a copy of any plan will be sent home and the parent's views will be welcomed.

For some students SEND can be identified at an early age. However, for other students difficulties become evident only as they develop. Parents know their children best and at The Darley Centre we listen and understand when parents express concerns about their child's development..

If a student has lifelong or significant difficulties they may undergo a Statutory Assessment Process. This will occur where complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral will be taken at a progress review. The application for an Educational Health and Care Plan will combine information from a variety of sources including: Parents, Teachers, SENCO, Educational Psychologists, Social care and Health professionals.

Information will be gathered relating to the current provision, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC plan. Parents have the right to appeal against the decision not to initiate the assessment leading to an EHC Plan.

#### Education, Health and Care Plans. (EHCP)

Following Statutory Assessment, an EHC Plan will be provided by North Lincolnshire Local Authority, if it is decided that the student's needs are not being met by the support that is ordinarily available. The Darley Centre, student and the student's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHCP Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

#### **SEN Budget**

The Darley Centre is funded according to the national guidance for Pupil Referral Units – a core amount of place funding and an amount of Top-Up funding. The school seeks to meet individual SEN using these resources

### **Roles and Responsibilities.**

The SENCO is Tamsin Bennett. Her role is to determine the strategic development of the SEN policy and provision in The Darley Centre. She also has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual students with SEN, including those with EHCPs.

### **Training**

At The Darley Centre we are committed to developing the ongoing expertise of our staff.

The Special Needs Coordinator attends appropriate courses to update their working knowledge of policy, procedures and developments relating to the education of students with special educational needs and disabilities.

Other teaching staff will be kept up to date informally by the SENCO and formally at staff meetings and training.

Teaching assistants who support individual students have a wide range of curriculum and special educational needs knowledge. This is regularly updated by the SENCO.

### **Storing and Managing Information**

- All SEND folders will be stored in locked cabinets in order to ensure confidentiality.
- The SEND policy, the school offer and information for parents and staff will be on the website under SEND provision.
- A folder of SEND information will be passed on when a student transfers to another school or setting. All SEND records etc will be treated as confidential.

### **Dealing with Complaints**

Complaints regarding SEND provision should in the first place be raised with Mrs Bennett who will seek to resolve the difficulty quickly and to the satisfaction of all concerned. If the issue is not resolved it should be referred to the Headteacher who will follow the school's normal complaints procedure.

Our complaints procedure can be obtained from our office upon request.

### **Reviewing the Policy**

The SEN policy will be reviewed annually.

To be reviewed September 2020 and updated annually.