

The William Henry Smith School

SEND Policy

Policy Details

Status:	Statutory
Frequency of review:	Yearly
Lead member of staff:	Sue Ackroyd
Last reviewed:	Autumn Term 2018
Next Review Date:	Autumn Term 2019
Policy Number:	WS49

1. School Beliefs

At William Henry Smith School we believe all students regardless of SEND have the right to an outstanding education and the opportunity to achieve their full potential. In addition to achieving the best possible educational outcomes their education should enable them to:

- Become confident.
- Be able to communicate their own views and needs effectively.
- Be ready to make a successful transition to adulthood (whether this is into employment, further or higher education or training).
- Make a positive contribution to society.

We recognise that whilst students may experience significant barriers to learning it is the duty of all staff members to find ways to overcome these barriers and enable all pupils to make progress. All staff members have high aspirations and expectations for all students and are committed to supporting students to achieve their goals and develop independence.

This policy has been developed in consultation with the Senior Leadership Team and School Governors. It has been shared with parents and families and reflects the SEND Code of Practice 0 – 25 guidance 2014.

William Henry School is a non-maintained residential special school for students from 7-19 who have a statement of SEN or an EHCP.

This policy should be read in conjunction with the other policy documents referenced throughout including:

- Admissions policy and procedure
- Positive Behaviour and Engagement
- Anti-Bullying policy
- Managing Medical Conditions of Students policy

- Data protection
- Confidentiality and Privacy policy
- Complaints policy

This policy adheres to and reflects the guidelines outlined in the following Acts and reports:

- Disability Discrimination Act 1995 and 2005
- School Inspection Act 1996
- 'Excellence for all children' DCFS 1997
- School Standards and framework Act 1998
- Human Rights Legislation 2000
- SEND Code of Practice 2014
- SEN and Disability Act 2001
- Every Child matters 2003
- The Children's Bill 2004
- Aiming High for Disabled Children 2007
- 'Working in partnership with parents/carers' DCFS 2008
- Lamb Inquiry review of SEN 2009
- Education act 2011
- 'A Good Education for All' (Ofsted) 2012

2. Aims

At William Henry Smith School we aim to provide a broad and balanced curriculum which can be accessed by all students. This is achieved by the careful planning of learning opportunities/experiences (activities and lessons) so potential areas of difficulty can be addressed and barriers to student achievement reduced.

The broader aims of this policy are to ensure that:

- Age, gender, race, creed or individual needs will not constrain any educational entitlement.
- SLT will support all staff in the delivery of educational entitlement.
- Independence, respect for others and the development and maintenance of self-esteem are integral parts of the curriculum.
- Assessment and testing will be appropriate to the needs of the learner with clear outcomes. It will be delivered in an environment and in conditions to elicit the best response from the learner.
- The atmosphere in school will promote a happy, sensitive and secure environment to ensure the most effective learning.
- Equality of opportunity will be integral to the planning of educational provision.
- Parents and families are encouraged to engage in the learning process of their children.
- The views of young people, parents and their families are taken into account when decisions are made.
- Collaboration with partners in education, health and social care takes place to provide support.
- Young people are prepared appropriately for adulthood.
- Teaching strategies are responsive to different learning styles.

- It is recognised that achievement can be made by all learners and this is celebrated and recorded.
- A total commitment to the principles of education entitlement is the responsibility of all staff.

Objectives:

1. To recognise, identify and provide for students who have special educational needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a whole school approach to the support and education of young people with special educational needs.
4. To provide a Special Educational Needs Co-ordinator to work within the SEN policy.
5. To provide support and advice for staff with the implementation of the SEN policy and deployment of SEN resources.

3. Identifying Special Education Needs

All students who attend have either a Statement of SEN or an EHCP identifying their special educational needs.

The SEND code of practice describes a young person as having SEN where their learning difficulty or disability calls for provision different from or additional to that normally available to pupils of the same age.

The broad areas of need, as identified in the SEND code of practice are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

When students start at William Henry Smith School due regard is paid to the assessments required to capture the full picture across several SEN areas. Thus baselines are gathered across a range of disciplines. Several core assessments are completed within a 15-week period and depending upon specific individual needs other assessments may be undertaken. These assessments allow the school to identify the young person's needs and develop interventions/strategies that serve to reduce students' challenges over time. Assessments are completed by the therapy, care and education teams (parental opinion through a bespoke method is also gathered and happiness inventory records students in core subjects (see appendix (i) for a complete list of current assessments used). This can lead to the identification of additional needs and forms the basis for the provision and input in place for individual students.

As a school we recognise that other barriers to learning in addition to SEN may inhibit progress and provide support accordingly.

These may include:

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

Behaviour is recognised as a response to an underlying need. Changes in behaviour or challenging behaviour is identified and monitored through the whole school behaviour management system; attendance registers; incident reports and bullying reports (refer to behaviour policy and anti-bullying policy). When a student's behaviour is causing concern key staff (normally the Learning Mentor Team) analyse the information and meet to determine the causes and identify solutions.

4. Graduated response to SEN provision

All students at William Henry Smith School experience high quality first teaching from an appropriately qualified teacher; small class sizes; the additional support of two teaching assistants; speech and language input and support from appropriately qualified care staff.

All teachers are responsible and accountable for the progress and development of all the students they teach. All teachers have access to previous data (e.g. KS2 SAT's results (where sat) and baseline assessments.

Where a student is not making the expected progress for their ability the teacher is responsible for initiating an intervention and monitoring the success and impact of the intervention.

The standard of teaching throughout school is regularly monitored through formal learning observations and informal observation (e.g. learning visits); student progress is monitored and challenged through regular student progress meetings between teaching staff, the Head of Education, the Vice Principal (education) and the Principal.

The necessary provision needed will be discussed with parents and families, SLT, other key professionals involved and the Local Authority if additional funding is needed to provide the support required.

Learning Behaviour Targets/Outcomes for a Statement of SEN:

Targets are specific, measurable, attainable, relevant and timely. They directly relate to one or more of the short term objectives included on the EHC Review (School's review) and are reviewed regularly (at least once a term) on a formal basis to monitor student progress by the Learning Group teacher, student and Key Worker. These are recorded on the school's data management system (SID).

Targets may be modified and new targets set at any time within the Annual Review cycle where appropriate to promote a sense of success and the achievement of quantifiable targets.

Progress made against outcomes may influence the level of support/provision in place.

Educational Health and Care Plan:

The short term outcomes listed in the EHCP will form the basis of the school's EHC Review. The Learning Group Teacher works alongside the young person's Key Worker and primary Therapist to write the integrated review and derive appropriate long/short term outcomes which are achievable within the 12 month Annual Review cycle.

When there are more than 6 short term outcomes listed, outcomes should be prioritised as the most relevant to the young person's current level of need.

If the short or long term outcome requires specific input, these need to be identified so that responsibility for allocating support/provision, monitoring, reviewing and feeding back progress is carried out in a timely manner.

Students and their families should be aware of the short term outcomes, and where appropriate be involved in setting and monitoring them.

Provision and support needed to meet the short term outcomes should be recorded and progress reviewed regularly (at least once a term) by those identified. The Learning Group teacher is ultimately responsible for ensuring progress is recorded and interventions are ensuring progress with support from the Learning Mentor Team and therapists.

Learner Profile

A one page learner profile is an important element of a person centred plan. All students have a one page profile.

The one-page profile details the student's learning needs and challenges and, how best to support them.

It details the sensory and communication needs of the young person and provides advice and strategies on how these can be addressed

The one-page profile is reviewed regularly by teachers/LSA's/Key Workers/SaLT/OT/Psychotherapists and students-

Positive Intervention Support Plans

These plans provide individual triggers and diffusers as identified by the young person, his Key Worker and other supporting staff. It details good practice which can be used in several situations across the school. It also highlights the support required in crisis situations.

Annual Reviews

All Statements of SEN and EHC plans are reviewed annually. The process is designed to be as person centred as possible.

Students, Parents/Carers, the Local Authority, school staff, other key professionals (including Social Workers and health professionals) are invited to attend and provide written contributions before the date of the meeting.

A report compiled by school including contributions made by the young person, parents/carers, learning group teacher and other school professionals involved is sent out to everyone invited to the meeting at least 3-2 weeks before the date of the meeting.

The meetings are chaired by the Principal, Deputy Principal or Vice Principal and the focus is on the child or young person's progress towards achieving the Long Term Objectives in a Statement of SEN or the outcomes specified in the EHCP and what changes may need to be made to support progress.

The appropriateness of current provision, future planning, preparation for adulthood and suggested outcomes and targets are also discussed. Where there is a perceived funding need (e.g. 1:1 support) this will be discussed post meeting with the Local Authority.

When the young person is nearing the end of their time for education at William Henry Smith School the annual review will consider good transition planning.

The school prepares and sends a report of the review meeting to everyone invited within 2 weeks of the meeting. The report includes a summary of what was discussed at the meeting and set out recommendations for action or amendments needed to the Statement or EHCP.

The EHCP Review report will also include agreed short term outcomes for the next 12 months based on the EHC Outcomes within the EHCP.

5. Planned Transition

When students are ready to move from William Henry Smith School to an alternative provision a transition plan is put in place. This may involve transitional visits and meetings with staff from the new provision.

The plan will be individual to the needs of the young person and will involve close liaison between school staff, the staff at the new provision, parents/carers, the young person and the Local Authority with responsibility for the young person.

All relevant information about the achievements and needs of the young person will be passed onto the new provision as soon as is possible to aid a smooth transition.

6. Early Transition

Very occasionally there are times when despite the high level of support and bespoke provision at William Henry Smith School a student continues not to make progress.

In these situations close liaison is maintained between parents/carers, the Senior Leadership Team, other key professionals (e.g. Social Workers) and the Local Authority. When a solution that is in the best interests of the young person concerned is agreed upon, transitional arrangements are made.

The school is committed to make any transitions to another establishment as smooth and as positive as possible.

7. Supporting students and families

The school acknowledges the important role parents and carers have in the education of their children. As such close contact is maintained between home and school. Key Workers/LG Teachers, the Family Support Team and Therapists maintain regular contact; the Family Support Team and Key Workers make regular visits; all off site meetings are attended by the most appropriate person(s).

Whether students are residential, part residential or non-residents, the same support is offered. Learning Mentor Teams are responsible for meeting the holistic needs of all students, supported by a dynamic and integrated therapy, OT and SaLT team.

All students who attend have a Statement of SEN or an EHCP. Referrals are only taken from the Local Authority with responsibility for the education of the young person (see Admissions Policy). Parents/carers do at times contact the school to arrange informal visits or exchange dialogue re the suitability of a place at the school.

All new students follow an induction programme and during this time assessment and observations by teachers, therapy and care staff within school are carried out. This helps determine the level of support and provision the young person will need to make successful progress. This may influence a request for 1:1 support in order to meet challenging needs and/or to aid transition where students have been out of a learning environment for some time.

Students follow externally accredited courses such as GCSE, FS, ELC and Open Awards where appropriate. To make sure students have the best possible opportunities to perform at

their full potential during external assessment, special access arrangements are arranged for students who need it.

This can include:

- Extra time
- Use of a laptop
- Modified language papers
- Reader
- Scribe

The Head of Education (SENCo), Vice Principal (Ed.), Exam's Officer and Head of Centre are responsible for collating information received from subject teachers, SaLT, consultant Forensic Psychologist, other professionals along with information contained in the Statement or EHCP to support an application for special access arrangements with the Joint Council for Qualifications (JCQ).

We recognise that there are many transition points that our students find difficult. We aim to reduce the anxiety caused by changes in learning group, house, changes in staffing, movement between establishments by ensuring students are part of any process. Students experience transition experiences by spending extended periods in new houses/learning groups supported by familiar staff.

New students are provided with induction booklets which include pictures of key staff, pictures of key rooms, timetables etc.

When students move to Post-16 and start at College they follow an induction programme supported by staff.

The Monday morning assembly focuses on plans and any changes for the week.

Some students require more support than others with regard to transition. As part of our response to student's individual need this is catered for.

Refer to the Managing of the Medical Conditions of Students Policy for further information on how student's medical conditions are successfully managed within school.

Further information for parents/carers can be found:

- in the School SEN report (on the school's website)
- Local Offer <http://www.whsschool.org.uk/>

8. Supporting students at School with medical conditions

We recognise that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The school complies with its duties under the Equality Act (2010) and the SEND Code of Practice (2014).

The School Nurse oversees the medical support and provision for all students at school with medical conditions. She is available to provide and/or organise training and guidance for staff working with students with medical conditions (refer to the Managing of the Medical Conditions of Students Policy).

9. Monitoring and evaluating SEND

SEND provision throughout the school is regularly monitored and evaluated. Ultimate responsibility for making sure the provision is appropriate for the needs of the young person lies with the SLT and department heads.

Monitoring takes place through:

- Learning observations
- Student progress meetings
- Monitoring of all progress from starting points across academic attainment, behavioural/Social and Life Skills/emotional development
- Review of reading, writing and numeracy targets
- Monitoring and moderating of teachers planning and marking
- Annual Review process
- Review of Positive Intervention Support Plans, Learner Profiles etc.

Student, parent/carer and staff views are sought through annual questionnaires.

Students also have opportunities to put forward their views and suggestions during Student Voice, Learning Group tutor time, through house meetings and assemblies.

Parents/Carers and students are encouraged to contribute to the Annual Review process creating 'About Me' and 'My Year'; parents/carers and students attend their review meeting and where deemed appropriate students may attend and contribute to the whole meeting. Unannounced inspections and *independent visitors* also provide this opportunity.

10. Training and Resources

As all students have identified SEN, all staff have expertise in working with young people with special educational needs.

Training needs of staff may be identified during staff performance development meetings/supervision/peer to peer meetings/staff questionnaires etc.

Whole school training is provided if it is decided there is a specific need that is not being met.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

All teachers, learning support and care staff undertake induction on taking up a post and this includes information on the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students. Positive Intervention Support Plans record triggers and diffusers and best practice (including sensory/communication needs/interventions). Students Learner Profiles contain good practice for the classroom.

The school is an active member of the National Association of Independent Schools and Non-Maintained Residential Special School (NASS) and the Senior Leadership Team and other staff attend conferences, deliver and attend training recommended by NASS. The Deputy Principal is a Trustee and ensures that the school is positioned well to receive and contribute to SEN nationally. The school is also an active member of Engage (an organisation for leaders in SEMH) and the Principal is the NE representative, supporting 15 schools. The school leads

on several Peer Review and Development groups and Teaching and Learning Special Interest Groups engaging over 30 schools.

The SENCo regularly attends and contributes to the SENCo cluster meetings; the Principal attends primary, secondary and head teacher's events arranged by Calderdale LA and chairs the LA's Specialist and Alternative Provision Cluster. This ensures the school is involved in community partnerships, sharing good practice and offering specialist support for mainstream partners.

11. Roles and responsibilities

Since all our students have Special Educational Needs all our governors are expected to have regard to the SEN Code of Practice. Governors are expected to keep up to date with any changes in place relating to SEN provision. Regular meetings are held to discuss any issues and they have the opportunity to observe Annual Review meetings or examine the school's paperwork. Unannounced monitoring visits are challenging and ensure roles/responsibilities are carried out in relation to SEN.

The Designated Safeguarding Lead is the Vice Principal-Care with additional supporting designated safeguarding officers in the roles of: School Nurse, the Emotional Learning Leader and the POST 16 Co-ordinator who also holds a Social Work qualification.

The Head of Education/SENCo has responsibility for Pupil Premium/CLA. Learning Mentor teams are directly responsible for all students in their learning groups.

There is a member of staff responsible for meeting the medical needs of students (the School Nurse).

12. Storing and managing information

All staff are aware of the highly confidential nature of the information held on young people with SEN. As such all information is stored in line with the school policy on Data Protection and Confidentiality policy and GDPR.

13. Reviewing the policy

This policy will be reviewed annually from the date of writing and the date of subsequent reviews. This will be the responsibility of the Principal in conjunction with the Head of Education/SENCo.

14. Accessibility

The school follows the statutory responsibilities placed on it by the DDA, as amended by the SEN and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The accessibility plans and strategies are available on request.

The school operates a whole school inclusion ethos regardless of disability. The school recognises that each young person is different, and this demands a curriculum which is differentiated – a curriculum that meets the needs of the individual young person.

It is inherent to the delivery of this policy that all departments accept and carry out their responsibilities to ensure that all students have full access to the curriculum.

Parents/carers are able to communicate regularly with key members of staff through their preferred method of communication. This can be via email, telephone conversations or face-to-face meetings at a time agreed by the member of staff so as not to disrupt their duties with students.

15. Dealing with complaints

The school prides itself on having close communication with parents and other professionals.

In the unusual event that someone is not entirely happy with something related to school practice, initially the normal first point of contact should be informed (i.e. Learning Mentor Team and/or Key Worker). Alternatively if the concern raised is in regard to a staff member contact should be made to Sue Ackroyd (Principal) If they are unable to resolve the dispute then the complaints procedure should be followed (refer to Complaints Policy), this is available on request, or accessible through the school website.

16. Bullying

William Henry Smith School operates a zero tolerance to bullying. It is recognised that bullying can take many forms including name calling, physical bullying, emotional bullying and cyber bullying.

Staff are also aware that the perception of being bullied is as real to the young person as being bullied.

All staff receive training on the signs of a student being bullied including being the victim of cyber bullying.

All incidents of bullying are recorded. The anti-bullying co-ordinator work with the victims and perpetrators of bullying to find a resolution.

The zero tolerance to bullying has a high profile throughout school, particularly during anti-bullying weeks.

School staff are available to provide advice about e-safety and staying safe on social media.