

# Notton House School

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*Working together to build a positive future*

## SEN Policy

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<b>Review Body</b>	Full Governing Body	<b>Status</b>	Statutory
		<b>Next Review</b>	July 2017

## **SECTION 1 - COMPLIANCE AND GENERAL STATEMENT**

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 Years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014.
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities receive. These changes came into force on 1 September 2014. This Policy has been created by Ms Tracy Oosthuizen (SENCO) in liaison with the Headteacher, Governors, SLT and staff, with due regard to the input of pupils, parents and carers.

## **SECTION 2 – AIM (THE LONGER VIEW)**

The key aims within our special needs provision are:

- that our practice reflects our school's mission statement to '*work together to build a positive future*' for every pupil
- that all pupils receive the provision set out in their Statement of Educational Need and/or their Education Health and Care Plan (EHP)
- to identify any changing needs in our pupils

- to respond to changing needs in order that pupils can develop their potential as individuals
- to create a safe, secure learning environment where pupils can make progress in a positive and happy atmosphere

## OBJECTIVES

The key objectives within our special needs provision are to:

- ensure parents and carers are kept informed and to actively seek ways of helping and involving them in development and education of their child
- work within the guidance provided in the SEND Code of Practice, 2014
- provide a relevant, broad and balanced curriculum that is differentiated for all pupils with recognition given to their special educational needs and additional needs
- provide a Special Educational Needs Co-ordinator (SENCO)
- raise the aspirations of and expectations for all pupils
- provide staff with up to date and relevant information on the needs of our pupils
- provide staff with opportunities to discuss pupils' needs
- advise and support staff and governors through seeking and providing appropriate training and professional development
- provide a structure within which information on pupils can be collected, provided and processed
- act promptly when decisions are made

## SECTION 3 - IDENTIFYING SPECIAL EDUCATIONAL NEEDS

There are four broad areas of need and these categories are detailed in the SEND Code of Practice 2014 as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to decide what action a school needs to take in order for the needs of the pupil to be met. **Pupils come to Notton House School with either a Statement of Educational Need or an Education Health Care Plan**

**(EHCP) already in place and this should state their current identified needs.**

The needs of pupils should be identified by considering the whole needs of the pupil which will include not just the special educational needs of the pupil.

The following may impact on progress and attainment but are not SEN:

- Disability (the SEND Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behaviour

*We are currently undergoing a process of change in light of the SEND reform and it is important to note that identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person’s behaviour should now be described as **an underlying response to a need** which the school will be able to recognize and identify clearly as we know (or get to know) the child well.*

The needs of a pupil can and will change over time. It is the responsibility of all school staff and additional agencies working with the pupil to respond to changing needs in order that the pupil may develop and meet their potential.

#### **SECTION 4 - MANAGING PUPILS’ NEEDS**

On joining Notton House, pupils are placed in small teaching groups of no more than 6 pupils and staffed by a teacher and a teaching assistant. Pupils are placed with consideration given to their age, emotional development, academic abilities, as well as identified needs specified on a statement/EHCP. During their first term, pupils will undergo a speech and language assessment and a range of

baseline academic assessments. The results of these will help us further identify needs and support staff in developing appropriate ongoing working targets.

## **SECTION 5 - SUPPORTING PUPILS AND FAMILIES**

As a school, we have links with and access to a range of multi-professional agencies that can provide support to parents, carers and pupils. These include: An educational psychologist, a school doctor, Child & Adolescent Mental Health Service (CAMHS), speech and language therapist, Be Safe, Social Services, First Response, Educational Welfare Services, Behaviour Intervention Teams (BIT) and Family Intervention Teams (FIT). We also have a Head of Care, Deputy Heads of Care, a SENCO, Heads of Key Stages and Learning Mentors who work closely with pupils, their families and other agencies.

The school's admission policy can be found on the website. Pupils are referred to us via the Local Authority SEN Team.

## **SECTION 6 - SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

Our policy on managing the medical conditions of pupils is available on the website.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

As a school for pupils with special educational needs, our pupils have a statement or Education, Health Care Plan (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.

## **SECTION 7 - MONITORING AND EVALUATION OF SEND**

As a special school, we receive core funding for every pupil from the referring Local Authority and apply for top up funding based on each individual pupil's needs.

As a school, we regularly and carefully monitor and evaluate the quality of provision we offer to our pupils. We use a TAC (Team Around the Child) model to monitor and evaluate the provision for each pupil. Each Key Stage team meets at least twice a term to discuss progress, changes and concerns in order that they can be addressed and action taken where necessary. This is done alongside the SENCO, Educational Psychologist and Speech and language Therapist. We work closely with the Local Authority, other special schools as well as mainstream schools. It is important to work with the families of our pupils and as such, we contact parents/carers on a weekly basis with updates. Pupils' views are elicited in a number of ways including pupil-voice questionnaires and through the school council. The annual review process gives all stakeholders an opportunity to evaluate provision, contribute to and plan for the future.

The governing body works with the school; a named governor takes on overall responsibility for special needs.

## **SECTION 8 - TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of our pupils, all staff undertake continual professional development to ensure they receive regular, relevant and up to date SEN training. Staff training needs are reviewed regularly, and both teaching and support staff are made aware of training opportunities that relate to working with a pupil with SEND. Notton House is a founder member of WAND – a group of Bristol special schools who work closely together to raise the profile and expertise within SEND in the city.

## **SECTION 9 - ROLES AND RESPONSIBILITIES**

The Governing Body, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. They maintain a general overview of the school and have a designated SEN representative.

The designated teacher with specific responsibility for safeguarding is the Headteacher or the Deputy Head in his absence.

The Headteacher and SENCO are responsible for the management of Pupil Premium and Looked After Children funding.

The Headteacher along with the designated School Paediatrician and Head of Care are responsible for managing the medical needs of the children. Other agencies such as occupational health, may work with pupils as needed. Staff receive regular training in basic first aid and the administration of medication.

Class teachers, with the assistance of Learning Support Staff, are responsible for the pupils on a day to day basis. They plan a differentiated curriculum that meets the needs of the individual pupils in order that they can make good progress. Teachers undertake regular assessments and monitor progress. A whole school intervention programme is devised and regularly reviewed to support individual's needs; this may include additional 1:1 academic tutoring, Learning Mentor support, speech and language therapy along with others as needed.

All pupils are involved in contributing to their annual reviews. They are encouraged to be self-reflective learners.

## **SECTION 10 - STORING AND MANAGING INFORMATION**

All pupils have a 'Pupil File' which is kept in a locked cabinet. All documentation is kept until a pupil leaves the school when relevant records are passed on to their next setting.

With regard to the management of all confidential pupil records and data, whether in paper or electronic format, we adhere to Bristol City Council's Information Security Policy.

## **SECTION 11 - REVIEWING THE POLICY**

This policy is reviewed by the governing body on an annual basis.

## **SECTION 12- ACCESSIBILITY: Statutory Responsibilities**

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to

prepare accessibility strategies covering the maintained schools in their area. For further details see our Accessibility Plan.

### **SECTION 13 - DEALING WITH COMPLAINTS**

In the first instance, we encourage parents and carers to speak to a member of their child's tutor team, care team, a Key Stage leader, the SENCO or member of senior management if they have a complaint and require further clarification in relation to a concern around SEND provision. However, we do also have a complaints procedure which is available if further recourse is required.

### **SECTION 14 - BULLYING**

Our Anti-bullying Policy is available on the website.