

# SEE

O L D H A M

## **SEND Policy**

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## Policy statement

At SEE (Oldham) we recognise that all of our learners have individual educational needs that must be understood and taken into account. We seek to raise engagement, participation, and achievement by removing any barriers to learning and by increasing curricular access for all.

Learners with Special Educational Needs and Disabilities are valued members of our school community and we believe that all teachers are teachers of SEND. However, some learners will require extra support and resources to support their engagement and learning, and to realise their potential.

### Our Vision for learners with SEND

For all of our learners to believe in themselves, to achieve their academic and social potential and to succeed in securing their future in education, training or the workplace.

### General Principles behind the SEND Policy

Every Learner in our school has an entitlement to personal, social and academic achievement. All learners are entitled to the opportunity to achieve their potential in learning. All young people with Special Educational Needs and Disabilities are entitled to a high quality and appropriate education.

## Policy aims

This policy is designed to:

- To ensure learners with Special Educational Needs and Disabilities can engage with learning, make progress, and achieve success;
- To ensure that learners with additional SEND are identified and assessed promptly so that provision matches need;
- To ensure that learners with special needs and disabilities are given full and equal access to a broad and balanced curriculum;
- To allocate appropriate resources to ensure that learners make the best possible progress;
- To ensure parents and carers are informed about their child's progress and attainments, and are fully included in meetings and reviews, so that communication between parents and carers, and school is effective;
- To ensure that all learners have their views heard and are fully involved in decisions which affect their education;
- To ensure that all staff are fully aware of the entitlements of SEND learners and;
- To improve the outcomes for all learners with SEND.

## Key principles

### Legislative context

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 requires independent schools to "have regard to the Code of Practice." This means that whenever we are taking decisions, we must give consideration to what the Code says. We cannot ignore it. We must fulfil our statutory duties towards children and young people with SEN or disabilities in the light of the guidance set out in it. We must be able to demonstrate, in arrangements for children and young people with SEN or disabilities, that we are fulfilling our statutory duty to have regard to the Code.

Under the Equality Act (2010) the School has a statutory duty not to discriminate against disabled children and young people and must make reasonable adjustments, including the provision of auxiliary aids and services, for them.

## **Definition of Special Educational Needs and Disability**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

Many children and young people 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 children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

In addition, we are required to also have regard to statutory guidance regarding supporting learners with medical conditions (DfE 2015).

## **English as an Additional Language (EAL)**

A child must not be regarded as having a learning difficulty solely because the language or (form of language) in which they are being or will be taught is different from a language or (form of language) which is or has been spoken at home. (Section 20(4) Children and Families Act 2014). However, children for whom English is an additional language will be provided with appropriate support which is available within school via specialist software, clubs and, if necessary, withdrawal for support or a reduced curriculum. A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.

The expression "learning difficulty" covers a wide variety of conditions and may include those known as dyslexia, dyscalculia, dyspraxia, attention deficit (hyperactivity) disorder, semantic processing difficulty and learning problems which result from social, emotional or mental health difficulties. The expression may also include those who have problems with their eyesight or hearing or who have an autistic spectrum disorder.

Learning difficulties may affect children who have a high IQ and academic ability as well as those of lower IQ and ability. Sometimes a child's learning difficulty becomes apparent for the first time at the age of 11+ or older, when the educational pressures tend to increase.

## **Social Emotional and Mental Health (SEMH)**

All our learners, by the very nature of attending our school are likely have needs within the SEMH category, however many of our learners may have additional SEN within the other categories.

In addition to this, the liaison meeting at the 'feeder' school and the induction meeting with parents/carers, provides a more fully informed picture of the needs presented by the learner regarding their behaviours, emotional regulation capacities, self-constructs, relational issues and any relevant developmental history that may impact their functioning. Any prior or current specialist involvement will be followed up by the SENCO to ensure any advice is consistently planned into the provision and that effective multiagency working can take place.

All learners are monitored constantly during their provision at SEE (Oldham), enabling staff to identify the barriers to being able to settle to learn and develop an understanding of underlying SEMH difficulties that may drive unhealthy behaviours.

## **Roles and responsibilities**

The directors will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting learners with SEND.
- Ensuring that there is a qualified teacher designated for the school.

The head of school is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all learners, including learners with SEND.

In enacting this policy, the head of school will:

- Ensure the school holds ambitious expectations for all learners with SEND.
- Establish and sustain culture and practices that enable learners with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of learners, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the directors to ensure that there is a qualified designated teacher for the school.
- Ensure the designated teacher has sufficient time and resources to carry out their functions.
- Provide the designated teacher with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for learners at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against learners with SEND.

The designated teacher/ head of school and SENCO Assistant will be responsible for:

- Collaborating with the governing board and head of school, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual learners with SEND.
- Liaising with the relevant designated teacher for CLA with SEND.
- Advising on a graduated approach to providing SEND support.
- Liaising with the parents of learners with SEND.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that learners and their parents are informed about the options, and a smooth transition is planned.

- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all learners with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Advising on a graduated approach to providing SEND support.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

All teaching staff will be responsible for:

- Planning and reviewing support for learners with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the learners themselves. Setting high expectations for every learner and aiming to teach them the appropriate curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every learner achieving.
- Ensuring every learner with SEND is able to study the full school curriculum.
- Being accountable for the progress and development of the learners in their class.
- Being aware of the needs, outcomes sought, and support provided to any learners with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable learners with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the head of school.
- To ensure the classroom meets the learners sensory needs.

## Safeguarding

SEE (Oldham) recognises that evidence shows learners with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that learners with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of learners. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the learner's condition without further exploration.
- These learners being more prone to peer group isolation or bullying (including prejudice based bullying) than other learners.
- The potential for learners with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The head of school and directors will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical

intervention and reasonable force in response to risks presented by incidents involving learners with SEND, staff will have due regard for the procedures outlined in the school's Behaviour Policy.

Care will be taken by all staff to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL.

## **SEND support**

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual learners, is the first step in responding to learners who have SEND.

Teachers at the school will:

- Set high expectations for every learner.
- Plan stretching work for learners to develop their ability.
- Plan lessons for learners who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every learner achieving.
- Be responsible and accountable for the progress and development of the learners in their class, including where learners access support from teaching assistants or specialist staff.
- Provide learners with an appropriate curriculum that meets their needs.
- Provide students with one-to-one support when necessary.
- Allow learners to access the quiet or sensory room when required.
- Adapt classroom expectations to meet learners needs, for example, music playing in classroom.
- Utilise timetabled 'mindful time' to meet learners sensory needs

Decisions on whether to make special educational provision for learners will be based upon:

- Discussions between the teacher and designated teacher/ head of school
- Analysis of the learner's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the learner and their parent/carer.

For all learners the school will employ a graduated approach to meeting the learner's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and what supports the learner in making good progress and securing good outcomes. The process is as follows:

- Assess: establishing a clear assessment of the learner's needs
- Plan: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- Do: implementing the agreed interventions and support
- Review: analysing the effectiveness of the interventions and their impact on the learner's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

## **Partnership with parents/carers**

The School aims to work in partnership with parents/cares. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child

## **Involvement of learners**

We recognise that all learners have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all learners are involved in monitoring and reviewing their progress.

We endeavour to fully involve all learners by encouraging them to:

- state their views about their education and learning
- identify their own needs
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition learners who are identified as having SEND are invited to participate in:

- reviews and setting of individual targets
- regular meetings with named adults
- annual reviews

## **EHC needs assessments and plans**

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a learner, some learners may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC plan review.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the learner, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood. The head of school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.

- Providing the LA with any school-specific information and evidence about the learner's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

Where the LA issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the learner's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

## Reviewing EHC plans

The school will ensure that teaching staff monitor and review the learner's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the learner prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst learners and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and learner that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the learner's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each learner's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a learner's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or head of school will request the LA to conduct a re-assessment of a learner whenever they feel it is necessary.

## Preparing for transition to adulthood

At SEE (Oldham) we help our learners with SEND to start planning for their future adult life as early as possible. Our aim is to support our learners to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with learners and parents/carers at an early stage (and particularly from Year 9)
- Ensuring that careers advice and information provides high aspirations and a wide range of options for learners with SEND
- Helping learners, parents and carers understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions

The School has specific duties to prepare young people with an EHCP for the transition to adulthood. The review of an EHCP in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the learner and will inform decisions about the next stage of education.

To support the transition of learners between The School and the next stage of life or education, all relevant documentation is shared with schools and colleges prior to transfer. Contact is coordinated by the SENCO or the head of school. Transition arrangements for learners with SEND either moving into the school or moving on to new school, college or vocational training provision should also be agreed with the specific officer of the local authority.

## **Professional development and SEND training for all staff**

The professional development of all staff involved in meeting the needs of learners with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's performance management process.

## **Use of data and record keeping**

All information about learners will be kept in accordance with the school's GDPR and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the learner's time in the school, as well as its impact.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all learners.
- Maintain an accurate and up-to-date register of the provision made for learners with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

## **Confidentiality**

The school will not disclose any EHC plan without the consent of the learner's parents, except for specified purposes or in the interests of the learner, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the learner's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the learner is intending to start their next phase of education.

## **Complaints**

Any complaints from parents/carers of learners with special educational needs concerning the provision made at the school should be made through the school's complaint procedures as set out on the school's website.

## **Monitoring**

The effectiveness and appropriateness of the policy will be continuously monitored by the head of school in conjunction the Special Educational Needs Coordinator (SENCO) or the nominated representative in conjunction with the teaching staff. The use of resources, identification, programme planning, effectiveness and quality of individual planning, learner progress, learner participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition, the school will annually undertake a self-evaluation of the policy to both update the policy and to plan further improvements and development