

Pencalenick School

SEN Policy



2018 - DRAFT

<u>Review date</u>	<u>Date, Initial of SLT & Reviewing Committee</u>
2014/2015	
2015/2016	
December 2018	

SENCO

Gary Oak - SENCO

Responsibility for SEN and Pupil Premium

SEN Governor

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Safeguarding (DSL):

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This policy was developed in consultation with the parent governor with responsibility for SEN, the SLT and the Teaching and Learning Committee of the Governing Body prior to be being presented to the Governing body to be ratified. It has been devised in accordance with the SEND Code of Practice 2014 s 0-25.

Pencalenick School is a designated special school which caters for pupils between the age of 9 -16 who have Severe and Complex Learning Difficulties. The profile of need is articulated and clearly understood by the Local Authority (LA), Governors, Leadership Team and staff.

This policy accepts the definition of Special Educational Needs (SEN) as set out in the Child and Families Act (C & F Act) 2014 section 20. The Head teacher is the person responsible for co-coordinating the day-to-day

provision of education for pupils with special educational needs assisted by the SENCO. There is a named governor with responsibility for SEN.

Aims and Objectives

All pupils are special, they all have individual needs, and they all matter.

The philosophy of the school supports the belief that all pupils are entitled to a curriculum which is creative, lively, broad, balanced, age appropriate and accessible. Individuals are challenged to exceed their own expectations in an environment which concentrates on solutions rather than problems. All policies are written from the perspective of responding to the needs of individuals in preparing them for life after Pencalenick to 'achieve the best possible educational and other outcomes' (Child and Families Act 2014 s. 19(d).)

The admissions criteria are agreed by the Governing Body and Head in accordance with the LA. The school is named in the child's statement or Education, Health and Care (EHC) plan (C & F Act 2014 s. 43). Under section 66 of the C&F Act 2014 the governing body ensure that special educational provision is made and that they monitor this through regular visits to lessons in the school and meetings with the SENCO. Reports of these meetings are posted on the website and presented for discussion at the full governing body meeting. This enables Governors to be proactive in meeting the needs of the pupils.

The needs of the pupils are communicated to all teaching, support and care staff. Where appropriate the needs of individuals are highlighted with other key staff such as the catering and the caretaking team. Clear records are kept which articulate the special educational needs of pupils and this is reviewed with parents. Progress towards outcomes are recorded and monitored through half termly data drops. In accordance with Teacher's Standards 2012 it is every teacher's responsibility 'to adapt teaching to respond to the strengths and needs of all pupils'. They are supported by the SENCo and where appropriate other specialist staff and professionals. All staff have the highest of aspirations leading to pupils making rapid and sustained progress in their learning, behaviour and interaction.

In rare cases where we feel we can no longer provide the support and education that an individual needs strategies are put in place to make a successful transition to more appropriate provision. This process is done in consultation with parents, outside agencies, governors and the LA. Appropriate provision is identified and the transition is managed by the Head, Head of Upper or Lower School and the SENCo.

The school operates a diversity and equal opportunities policy for all its pupils. All pupils have equal access to the full range of educational activities in school. In order to achieve this some activities may be modified for individual pupils; clear lines of progression are articulated in Positive or Behavioural Support plans (PSPs or BSPs). The plans are devised by the SENCo and the Senior Teacher with responsibility for monitoring Behaviour in consultation with key staff, outside agencies and parents. The plans are reviewed and modified at designated intervals.

Support

Support is provided in a range of ways including:

- Modification to teaching method and materials, differentiating of task and outcomes

- In-class support by teacher and Learning Mentor
- Pastoral Team for pupils requiring highly individualised support and education programmes
- Home/school reading and numeracy schemes
- Social, Communication and Interaction skills support
- Use of specialist equipment
- Use of external agencies and professionals
- Pupils can identify who they wish to approach for support. They know that they will be listened to.
- The SENCo is supported by a senior speech and language specialist.
- Pupil Premium
- LAC reviews

The impact of Intervention strategies are monitored through PSPs, or BSPs and the half termly data drops. Regular checks enable us to see that there are no significant gaps in the progress of potential vulnerable groups, such as those who are in receipt of Pupils Premium, LAC, pupils for whom English is a Second Language (and their parents), or the children of service men and women.

- All tutors act as the hub of communication with parents and outside agencies, official referrals to outside agencies are managed by the Head of Care. Parents and carers are informed when an external agency becomes involved with their child.

Funding

Resources are used efficiently to meet the needs of all pupils. This is monitored through the teaching and learning evaluations, pupil issues meetings and leadership meetings. Additional needs for development are articulated in the School Development Plan. Identified additional needs are met from the designated budget and through pupil premium.

Identification and Assessment

All pupils have a full statement of Special Educational Needs / EHC Plan prior to their admission to Pencalenick. They are assigned to a 'band' or category by the LEA. Their places are funded according to their designated 'band'. This gives a general profile to the school.

Formative and summative assessments are used and reviewed in accordance with the Code of Practice 2014.

Any specific needs are identified by staff and parents with requests made for additional support from specialist agencies when appropriate.

Teachers are responsible for assessment. Results of assessments are communicated to parents and the LA through meetings with parents, school reports and the data transfer in June. Annual reviews are continuing for this academic year for pupils in year 7, 8 and 10. Pupils in Year 9 and 11 will have a transfer review which will inform their EHC plan.

We are continuing to use 'P Scales' and NC levels to monitor attainment within the curriculum until new guidance for special schools is communicated. Progress is deemed to be outstanding if it exceeds three levels of progress from our baseline data the end of KS 4. The curriculum co-ordinator monitors attainment by scrutinising data five times per year. An annual report for the Governors is prepared during the Autumn term.

Access to the Curriculum

Pencalenick provides a rich environment which encourages pupils to access learning successfully and develop as individuals.

The ethos of Pencalenick enables pupils to grow in self confidence, pupils understand that they are valued; they know that they will face challenges and be supported through their endeavours.

The curriculum is age appropriate and fulfils the requirements of the National Curriculum whilst meeting the needs of the individual outlined in their statement.

The pupils are taught in their chronological year group with the exception of a small number of pupils who have significantly complex needs and as a result are working in one of our three nurture groups. In any academic year a minority of pupils will follow highly intensive and specialist plans.

Differentiation enables the needs of individuals to be met within each learning situation.

Schemes of work for pupils reflect the teaching and learning policy, they are age and need appropriate.

Whilst academic learning is a priority, social interaction features strongly within the curriculum. There are opportunities for extracurricular activities as part of the extended school provision and activities programmes.

Opportunities for integration are rich and varied; they are developed according to need. Integration into society is part of the curriculum offer. There is careful preparation for post 16 transition through our life skills programme, options courses and work related curriculum.

Staff Development

Training enables staff to develop their pedagogy to meet the changing needs of the pupils. Through the CPD programme the school is able to keep up to date with trends in education.

The Role of the SEN Governor

- Monitor Data with the SENCO as part of the Annual review prior to its presentation to the full Governing Body with a focus on how accessible it is.
- To participate in Learning Walks to monitor the provision for the pupils in Nurture Groups.
- To review the SEN Policy with the SENCO
- Facilitate special arrangements in exams by being a reader or scribe

- A point of contact for parents
- To meet new parents at the induction parents evening

Working with Parents

Prospective parents are invited to visit school and meet with the Family Liaison Officer and the Head of Lower School.

In the Summer Term parents and carers of children who have been awarded places at Pencalenick are invited to an Induction evening to meet the Head, Head of Care, Tutors, Learning Mentors and SENCO.

Tutors are the first point of contact with parents, there is an open door policy and parents are advised that they can make appointments to meet with any staff.

The school seeks the involvement of parents and carers in the education of their children through annual review meetings, parents evenings to discuss progress, informal conversations, social events and parent workshops.

Parents and carers are kept informed about their children in accordance with the recommendations outlined in the Code of Practice.

Our Family Liaison Officer is on hand to assist parents and carers. She is a fully qualified Councillor. She checks in with parents during their child's first term in school and with parents whose children have left school to see how smooth transitions have been and whether additional support is required. She is also responsible for coordinating the parent questionnaire, a valuable source of feedback about our provision.

Pupil Voice

Pupils are involved in decision making about their school through the student council and regular pupil questionnaires. Pupils are fully involved in the interview process for new staff.

They are involved in decisions about their own provision through the annual review meeting. They are taught how to become their own advocates and guided through the process of learning how to make decisions about their life.

Evaluating Success

This school policy will be kept under regular review in accordance with new legislation, the nature of the client group and the School Development Plan.

The success of this policy is measured against

- the targets outlined in the School Development Plan
- the success of intervention programmes developed to meet individual needs
- the data audit and progress review
- exam results and other outcomes such as work experience placements

- the amount of involvement in the extended school provision and the literacy and numeracy schemes
- a reduction in exclusions
- improved attendance

Access to the Curriculum for pupils who are absent for medical reasons

Tutors will negotiate with the parents or carers about the nature of the illness and whether homework is appropriate. Tutors will then co-ordinate the collection of appropriate work and materials with subject specialists and arrange for the work to be delivered or collected. In some cases home visits may take place in accordance with the health and safety guidelines. In cases of prolonged absence the LEA guidelines for Education Out of School are put into practice.

Storing and Managing Pupil Records

Pupil information is stored in locked cupboards in the administration office and has to be signed for if it is removed; It does not leave the school premises. Sensitive information is locked in confidential files and the only people with access are the Child Protection Officers. There is a locked archive room where pupil information is stored for seven years after the pupil has left.

Dealing with Complaints.

Please refer to the Complaints procedure policy.