



SEN-D Policy

Status:	STATUTORY
Responsible Person:	Head teacher
Responsible Governor:	Full Governing Body
Ratified by Head Teacher	26 th March 2014
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Review date:	September 2019

Signed.....M Williams Chair of Governors

Date...21st September 2018

Penkford School revised 2018

Head Teacher Ms Julie Johnson

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THE AIMS OF THE POLICY

The objectives of our Governing Body in making provision for students at Penkford with special educational needs, and a description of how our governing body's- policy for SEN-D will contribute towards meeting these objectives, is detailed below.

It should be noted that:

1. As appropriate, the aims and objectives of the SEN-D Department relate directly to those of the school, the Statement of Principles adopted by the LA and are also based on the values derived from and are guided by the requirements of the 2011 Education Act, the Children and Families ACT 2014 (part 3) the SEN-D Code of Practice 2014;
2. To be consistent with the SEN-D code of practice 2014 the following terminology has been used:

'Learning difficulties and disabilities; special educational provision'

Mission Statement

At Penkford School each students has a diagnosis of SEMH (social, emotional, mental health), formally SEBD (social, emotional and behavioural difficulties). We welcome each and every student with SEN-D as part of our community and we will ensure that all they have an equal opportunity to engage in the curriculum.

We also recognise that we will need to consider the individual needs of students when planning the curriculum therefore we will endeavour to provide a curriculum which meets the individual needs of our students.

We will ensure that the needs of students are identified and assessed and we will provide appropriate support strategies. If additional specialist advice and support is necessary we will contact the appropriate external agencies.

At Penkford we are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting students' special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.

Who was consulted?

Staff and governors

Relationship with other policies

This policy should be read in conjunction with the following policies: Equality, Curriculum, Assessment and Safeguarding policies as well as St Helens Children and Young People's Plan.

The school Lead for Additional Needs is Mrs. Janet Jackson and the SEN-D Governor is Mrs. M Williams (Chair).

The SEN-D team comprises of Lead for Additional Needs, Deputy Head teacher, Assistant Head teacher, HLTA, Learning Mentors and an Intervention Teaching Assistant. Who provides individual and some small group literacy support.

Definitions and Stages

The definitions of SEN-D are described in Appendix 1

The Code of Practice (2014) advocates a graduated approach to identifying and supporting pupils with SEN-D which has four stages: assess, plan, do and review this replaces the School Action and School Action Plus from the old code of practice.

The process of annual review of statements/EHC Plans stated in the Code of Practice 2014 is described in Appendix 2.

Equalities

Penkford School provides education for SEMH pupils. We strive to ensure that the culture and ethos of our school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with respect and fairness. Students are provided with the opportunity to experience, understand and celebrate diversity.

The *Disability Discrimination Act 1995 (DDA)* and the *Disability Equality Duty 2006 (DED)* and *Equality Act 2010* introduced measures aimed at eliminating the discrimination often faced by people at Penkford School. Each day we endeavour to promote the spirit of inclusion typified by these Acts.

The range and degree of behavioural issues and learning difficulties that might be found in a typical class can be considerable and we recognise that this situation exists in this school.

Roles and Responsibilities

Lead for Additional Needs

The Lead for Additional plays a crucial role in the school's SEN-D provision . This involves working with the Head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students
- Liaising with and giving advice to fellow teachers
- Managing key staff
- Overseeing students' records
- Liaising with the parents/carers
- Providing INSET opportunities for all staff
- Cooperating and liaising with the Deputy Head teacher and fellow SENCOs in St Helens to ensure smooth transition to secondary school and post-16 provision.
- Liaising with external agencies

Governing Body

The Governing Body's responsibilities to students:

- Ensuring that provision is of a high standard

- Ensuring that students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN-D policy

The Head teacher

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the provision
- Keeping the Governing Body well informed about SEN-D within the school
- Working closely with the SEN-DCO/SEN-D team
- Ensuring that the school has clear and flexible strategies for working with parents

Teachers

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include: Ensuring Quality First Teaching which is personalised and appropriately differentiated.

- Being aware of the school's procedures and provision for students
- Collaborating with the Lead for Additional Needs to decide the action required to assist the student to progress
- Working with the Lead for Additional Needs to collect all available information on the students
- In collaboration with the Lead for Additional Needs, contribute to the development of Personalised Provision Maps
- Working with students on a daily basis to deliver the individual programme set out in the Personalised Provision Map
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN-D policy

Teaching Assistants (as recorded in the job description)

Purpose of the Post: To work with and supervise individuals and groups of children under the direction/instruction of teaching and/or senior learning staff, inclusive of specific individual learning needs, enabling access to learning for all pupils and assistance and support in classroom management and behaviour techniques.

Or

Duties and Responsibilities:

1. SUPPORT FOR THE PUPIL

- Establish good working relationships with pupils, acting as a role model
- Be aware of and respond appropriately to individual pupil needs ensuring effective interaction
- Provide specific support to pupils dependent upon their individual needs ensuring their safety whilst supporting access to learning activities, under the direction of the teacher/other senior learning staff.
- Promote inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher
- To provide one to one support in either a care/special needs capacity for individual pupils, as directed by the teacher

Aims

1. To provide every child with access to a broad, balanced and relevant curriculum.
2. To ensure full entitlement and access for students to high quality education with a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
3. To stimulate and/or maintain student curiosity, interest and enjoyment in their own education by encouraging students to engage actively as school council reps and consulting students for feedback via focus groups and surveys.
4. To ensure the curriculum promotes intellectual, emotional, social and physical development, in order that students can develop as valuable members of society both now and in the future, e.g. students should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
5. To strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues
6. To meet the needs of all students by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

Objectives

To make appropriate provision to overcome all barriers to learning (see appendix 3)

Monitoring and Evaluation

The Governing Body will receive regular SEN-D reports including reports on spending to the finance committee.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
 - Parents
 - Students
 - External agencies
- Student progress will be analysed and reported on each half term:
- Consideration of each student's success in
 - Use of standardised tests
 - Evidence generated from annual education re

Appendices

Appendix 1

Definition of SEN

A child or young person has SEN (Special Educational Needs) 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 or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

N.B. This definition of **learning difficulty** does not apply to students who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education.

A child who has a **Behavioural/learning difficulty or disability** which requires **special educational provision** is said to have **learning difficulties and/or disabilities** (as defined under the Disability Discrimination Act 2001) (**LDD**) and the **Children and Families Act 2014**.

Appendix 2

Review of EHCs (Education Health and Care)

EHC plans must be reviewed annually. The LA will inform the Head teacher at the beginning of each school term of the students requiring reviews. The Deputy Head teacher/Lead for Additional Needs will organise these reviews and invite:

- The child's parent/Carer
- The child if appropriate
- A representative of the LA
- Any other person the LA considers appropriate
- Assess the student's progress in relation to the targets/outcomes identified in the EHC plan and the Personalised Provision Map

Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills

- Consider the appropriateness of the existing EHC plan in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new outcomes for coming year

NB The term 'parents' is employed throughout this policy and others to refer to any parent, carer, or other adult in 'loco parentis'.

Appendix 3

Objectives

1 The SLT works closely with the Lead for Additional Needs and teachers when planning the school curriculum and timetable to ensure that:

- It is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;
- allows for differentiation according to individual needs;
- offers equality of opportunity and access to the different curricular and skill areas.

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the children's needs both present and future.

2a The Lead for Additional Needs offers advice and INSET (training/induction) opportunities to teaching

assistants, subject teachers and we work with subject teachers, parents and students in developing Personalised Provision Maps

and approaches to enhancing student self-esteem. Personalised Provision Maps are reviewed a minimum of twice a year and are used to plan for differentiation in lessons.

2b The Additional Needs staff is linked to departments and support their linked subject area on INSET/training days.

The team:

provide expertise in the education of students with learning difficulties;

provide expertise in the education of students with emotional and behavioural difficulties; e.g. 1:1 keyworker, circle time, SEAL initiatives.

provide expertise in the education of students with dyslexia and Autistic Spectrum Disorder e.g. Asperger'

2c Teaching Assistants support students in lessons. Students with literacy and numeracy difficulties are usually withdrawn during the week for 20 minute workshop sessions in the Support base weekly.

2d Close liaison between subject teachers and the Additional Needs staff is necessary if personal resources are to be effective and TAs are enabled to contribute to successful lessons.

2e The Additional Needs staff ensures that subject staff are fully informed as to the special educational needs of students in their charge. The SEN-D register is updated regularly and is on the staff shared area.

3 Teachers and TA's provide a variety of experience
There are opportunities for individual and/or group activities.

4a Lead for Additional Needs offer advice and INSET (training) opportunities to subject teachers and other departments on employing teaching methods and resources that allow all students to have equal access to the curriculum and to experience success and enjoyment in their work.

4b Lessons are conducted in a secure, supportive and disciplined manner. The students and the staff interact in a manner that demonstrates mutual respect. The staff at Penkford believes that learning takes place most effectively in the context of a caring relationship and that good teacher/student relationships foster trust and promote self-reliance and initiative.

4c Staff use a reward system, e.g. direct verbal praise, and student rewards chart and termly reward trips: this encourages students to work to their full potential and to experience a sense of achievement.

4d Safety is always a major concern, particularly when working in the science, workshop, ceramics and textiles areas and risk assessments are undertaken when necessary.

5. During the first weeks of a student entering Penkford they are given a Reading and Spelling Test: when appropriate, developmental and diagnostic assessments are completed using the Boxall Profile. Identification of students needing support will be based on the results of these tests alongside teacher observations.. Specific requests for support are also considered from various sources including parents, teachers, etc.

6. In literacy, the 'Active Literacy Kit' is a phonics based intervention programme that targets specific identified areas of difficulty: the follow on programme is 'Units of Sound'.

Computer programmes such as NESSY and Word-shark are a motivational tool used to improve basic literacy.

8. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/student/teachers, supported when and where appropriate by other specific professionals and agencies. Penkford has strong links with child health services, social services, educational services and voluntary organisations.

9. To implement a model of special educational needs provision based upon that described in the Code of Practice 2014.

Penkford offers specific help to students in the areas of reading, and spelling as well as emotional and social behaviour support. Emotional and social support is delivered via small group workshops or 1:1 sessions where students are withdrawn for 50 minute sessions. Emotional literacy support is delivered via an on-site qualified counsellor. Penkford is actively involved in supporting young people and their families via the Combined Assessment Framework (CAF) and has strong links with outside agencies with relevant, specific expertise. The school also has access to a 'calm area' or 'sanctuary' – the O-zone where vulnerable and distressed students are supported at any time during the day.

Connecting Policies for Safeguarding purpose

Penkford School believes it is very important that policies relating to Safeguarding issues, across the school, are read in conjunction between one another. The Policies in question have been listed below.

Safeguarding Policy

Child Protection Policy

Safer Recruitment Policy

Health & safety Policy

Drug Policy

First Aid Policy

Anti-bullying & harassment Policy

Behaviour Policy

Positive Handling and Guidance Policy

Attendance Policy

E-safety Policy

Lone Worker Policy

Signed (Chair of Governors)M Neale

Date19 September 2018

Next Policy Review DateJuly 2019