

# SEND Policy



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### 1. Aim

This policy document is a statement of the aims, principles and strategies that provide the framework to ensure the effective and efficient provision for children with Special Educational Needs (SEN) at Horizon Care and Education Schools. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2015
- Equality Act 2010
- Schools Admissions Code, DfE 1 Dec 2014

### 2. Definition of SEN

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 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 (2015 p 16)

#### Definition of Disability

Many children and young people who have SEN may also 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 provides a relatively low threshold and includes more children than many realise: 'longterm' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2015 p 16)

### 3. School designation

The school is designated for pupils with Social Emotional and Mental Health needs (SEMH) and learning difficulties, and associated conditions such as Autistic Spectrum Conditions (ASC) and Attention Deficit Hyperactivity Disorder (ADHD). The school's aim is to:

- a) Provide all pupils with access to a broad, balanced, relevant and differentiated curriculum, which meets the needs of the individual pupil incorporating the National Curriculum and appropriate externally accredited courses.
- b) Pupils achieve their maximum potential ensuring wherever possible that they have equality with mainstream peers.
- c) Ensure all pupils are treated equally and have access to opportunities according to their ability, regardless of their protected characteristics.
- d) Provide, wherever possible, a multi-agency approach to assessment and target setting alongside pupils and parents.
- e) Maintain the Child's Education Health and Care Plan (EHCP) through Annual Statutory Reviews, Transitional Planning meetings, Provision Planning and Careers Action Planning with a range of post 16 providers.
- f) Offer pupils a comprehensive Personal, Social and Education programme,

### 4. Roles and responsibilities

The executive principal holds responsibility throughout the school for and including EHCP lead, inclusion, and examination access.

All members of the school community work towards the schools aims by sharing a commitment to inclusion and a partnership approach to provision. Horizon Education SLT, in partnership with the executive principal and Senior Leadership Team, determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work.

The executive principal has strategic responsibility for overseeing the provision for children with special educational needs and keeping directors fully informed. In conjunction with the Leadership Team the executive principal will be responsible for monitoring and evaluating the success of the policy and ensuring that necessary revisions are undertaken.

### 5. Parental consultation

All parents of pupils at the school are invited to formally discuss the provision makes for their children on a regular basis. One of these occasions is when parents will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be presented in accessible formats for parents. Another occasion is when parents will be invited to contribute to target setting meetings at the start of each term. There is also a report which shares social, emotional and academic achievement and progress with parents which is sent home in the summer term. In addition, the school is happy to arrange meetings at parental request.

As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary, all such provision will be recorded, tracked and evaluated.

## 6. Identification, assessment and provision

### Allocation of resources

The school budget is allocated by Horizon Finance and Resources Team in conjunction with the executive principal. The school staff is complemented by a range of external agencies, which are utilized depending on the identified needs of the young person concerned.

### Identification, assessment and provision

Pupils' needs are initially identified through an Education Health and Care Plan and reviewed through the Annual Review Process. Outcomes identified through these processes are delivered and monitored through the school tracking process and address specific needs requiring additional resources.

A wide range of assessments are used throughout the school to specifically identify and track pupils' progress, to highlight their strengths and difficulties and to identify strategies for managing or addressing these needs, to celebrate achievement and to provide reliable and credible information.

Assessment is essential to staff in evaluating the learning process and informing future planning. The main areas of assessment within the school are:

**Academic Achievement:** The school uses Classroom Monitor for assessment and reporting to parents. This is further supported by diagnostic testing and the recording of differentiated programmes.

**Personal and Social skills:** These include behaviour, independence and life skills training, health education, mobility training including journey training, community service and work experience. Assessments for these areas are conducted using Boxall Profile and through subject assessments.

**Key skills:** Including communication and information handling skills, planning and organisational skills, are tracked through subject assessments.

All methods of assessments are carefully chosen to enable pupils to demonstrate their skills and to ensure validity for the intended purpose.

### Providing curriculum access and inclusion

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have special educational needs. Additional intervention and support cannot compensate for a lack of good quality teaching. Cressey College regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN.

Our curriculum is differentiated to meet the needs of pupils with a range of learning difficulties, whilst fulfilling the requirements of the National Curriculum. The three main principles of the National Curriculum Inclusion Statement are adopted:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment.

The school aims to fully develop the academic ability of each pupil through the delivery of a relevant curriculum, which sets realistic and challenging targets.

The curriculum is delivered largely by subject specialists. All staff are experienced in working with pupils with Special Educational Needs and relevant professional development is regularly undertaken to develop greater expertise in meeting the changing needs of the pupils admitted to the school.

When the content of the Curriculum is being planned attention is paid to ensure that:-

- The pupil is at the centre of the learning.
- Activities are matched to pupil age and ability.
- Pupils are clear about what they are doing and why.
- Activities are varied and taken at an appropriate pace.
- Pupils have the opportunity to work in a variety of groupings, or individually, according to the nature of the task.
- Activities are planned to include a range of skills.
- Assessment is manageable, regular, ongoing and is used to inform future planning.
- Progression is the key element of planning.
- Regular evaluation of activities and pupil progress is part of the curriculum monitoring process.
- Multi-agency assessments and advice inform individual learning programmes are considered.

Pupils are able to experience a wide range of learning styles which are designed to enable them to access the curriculum at a suitable level. These opportunities include the acquisition of skills and knowledge from didactic teaching approaches, directed group work, working in friendship groups, access to a wide variety of resources, flexible experiential learning, regular and meaningful feedback, individual learning programmes, encouragement of independent learning and the opportunity to celebrate and share success.

Inclusive opportunities are available to pupils and parents and where appropriate inclusion programmes are devised to facilitate reintegration to mainstream settings or inclusion into more specialist settings. Inclusion planning is a focus for discussion at Education Health and Care Plan Review Meetings.

### **Enrichment**

The school offers a variety of Enrichment Activities to all pupils which include trips out of school, in school workshops, outdoor activities and in school lunchtime clubs.

### **Evaluating Success**

The success of the school's SEN Policy and Provision is evaluated through:

- Monitoring of classroom practice by Subject Leaders and the Leadership Team
- Analysis of pupil tracking data and test results
- Horizon Care and Education SLT QA visits
- Parental and pupil feedback
- The School Development Plan
- External monitoring via School Improvement Partner and Ofsted inspection process, Examination Boards
- Entry and Exit data
- Student Support Plans form part of a pupil's EHCP

### **Complaints**

Any complaints regarding the SEN Policy or the provision made for children with special educational needs should follow the school's Complaints Procedure. A copy of the Complaints Procedure can be obtained from the school office.

## **7. Partnerships within and beyond the school**

Staff undertake a wide range of specialist training and the school is committed to the continuing professional development of all staff. Relevant training opportunities are regularly provided, and all staff are able to identify developmental needs through an appraisal system.

The school has arrangements for securing access to external support services for pupils with special educational needs.

The school is committed to the principle and practice of parents as partners and seeks to develop open and confident working relationships with them.

The involvement of parents within the life of the school is fundamental in developing each child's potential to the full. Parents are seen in partnership and welcomed in school throughout their child's education. Such an "open door policy" enables us to work together on issues as they arise throughout the school year. Parents are encouraged to attend any appointments that are made for them, for example any meetings with agencies involved with their child. The school values the opportunity to be involved in Multi Agency Planning and actively support parents with these links.

Parents are expected and encouraged to attend an annual review (EHCP review) meeting in which a detailed report of the pupil's progress is discussed. Pupils are encouraged to attend EHCP Reviews and they are given the opportunity to complete a 'Pupil Views Form' prior to the meeting. At this meeting the child's needs are discussed, and pupils' and parents' aspirations are shared and teachers agree upon targets for the coming year. For pupils in Year 6 and in Year 9 a Transitional Planning Meeting takes place, which is an opportunity to review progress and agree future action, to plan for career provision and if necessary, modify the EHCP. In Year 11 a multi-agency review is convened which sets out the action plan for transition into 16 – 19 environments.

The school contacts parents either by telephone, email or letter if there are issues or concerns. Parents are encouraged to similarly contact school. Parents are welcome to visit the school and to meet staff subject to prior arrangement to discuss areas of concern, monitor the progress of their child, to support staff with a better understanding of their child's needs or to assist with developing behaviour management programmes for both home and school.

We encourage pupils to participate in their learning and, where appropriate to become involved in making decisions. Pupils will be given the opportunity to make choices and to understand that their view is valued. PSHE programmes help pupils to learn to express their views and opinions with confidence and conviction. A School Council meets regularly with elected representatives; the Council raises issues about the school with the Leadership Team and directors. A Pupil Survey is undertaken annually.

The school is part of a group of Horizon care and education schools. This is a network of SEMH schools across England.

The school forges links with local colleges and training provision, which offers courses to KS4 and KS5 pupils to assist with the transition process at post 16. Other specialist providers are accessed at 16+. The review of the Transition Plan ensures that the transition from school to post 16 provision is effective and successful. Where recommendations from an EHCP review suggest a transfer between phases, the school ensures that the new statutory arrangements requiring the EHCP to be amended by February of the year of transfer are undertaken.

The school is a flexible and creative school, which endeavours to work proactively with pupils, parents and local schools to address the increasingly complex SEN that pupils present.

[The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25.](#)

Information Advice and Support services within local LA's provides a free and confidential, information, advice and support service, for parents of a disabled child or a child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations.