



**NORTH EAST SURREY
SHORT STAY SCHOOL (NESSSS)**

SPECIAL EDUCATIONAL NEEDS POLICY

SECTION 1

The SENCO responsible for overseeing the SEN/Inclusion provision
in NESSSS is: **Pam Cookney**

Contact number: 01932 229369

E-mail: pcookney@nessss.surrey.sch.uk

The Assistant SENCO who manages the day to day SEND
in NESSSS is: **iki Razey**

Contact number 01932 229369

E-mail: nrazey@nessss.sch.uk

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Principles

NESSSS promotes an ethos which values and includes all students, staff parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. The school celebrates difference and diversity and recognises that all students have differing needs. We therefore promote a culture of awareness, acceptance and inclusion.

We believe that all students have skills, talents and abilities which we have the responsibility to develop fully. To fulfil this we aim to provide all students and staff with strategies and resources within a supportive environment, within a culture of high aspiration and achievement to enable each one to succeed in all areas of school life and beyond.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 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 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- Mental Health and Behaviour in Schools (DfE 2014)
- Exclusions from maintained schools, academies and pupil referral units in England (June 2012)

Process

This policy has been created by Mrs M Blackman and the school's SEN Consultant Mrs D Constable, in liaison with the Management Committee elected SEN representative, SLT, all staff, and parents of pupils with SEND. In light of the SEN Code of Practice 2014 and its underlying principles of achieving positive outcomes for all students with special educational needs it takes account of the importance of the involvement of all stakeholders. In particular it has a clear regard for the child/young person and their parents in:

- having due regard to their views and aspirations of the child/young person;
- facilitating their participation in all decision making processes and;
- supporting them in the development of the child/young person towards achieving their goals and planned outcomes and preparing them for life beyond school

SECTION 2

Aims

The aim of this policy and associated provision is to engage all learners (in particular those with SEND) with a clear focus on positive outcomes achieved through a culture of high aspiration and achievement. Our ultimate goal is to develop independent learners who are well prepared for moving forward in life with all of the skills required for achieving success in adult life.

Objectives

To achieve our aims we will;

1. Identify and provide for students who have special educational/ additional needs.
2. Work within the guidance and statutory requirements as set out in the SEND Code of Practice (January 2015)
3. Operate on a 'whole student, whole school' approach to the management and provision of support for special educational/additional needs.
4. Provide access to the SENCO or Head teacher who will oversee the work of the Assistant SENCO and who will work under the guidance of the SEND policy.
5. Provide support and advice for all staff working with students with special educational/additional needs.

SECTION 3

Identification of need

The SEN Code of Practice (January 2015) identifies 4 broad categories of special educational need that are:

1. Communication and interaction.
2. Cognition and Learning.
3. Social, emotional and mental health.
4. Sensory and physical.

(Further information on these categories can be found in section 6:28 to 6:35 of the SEN Code of Practice)

It should be noted that children do not fit neatly into any one category and our role as a short stay school is to identify each individual's needs following assessment processes that includes;

- baseline assessment on entry;
- teacher assessments;
- individual diagnostic assessments and;
- scrutiny of information provided by parents, schools and other professionals

Outcomes from the assessment process will inform future planning around meeting individual need where special educational need(s) and/or any other needs have been identified.

There may be some instances where a special educational need has not been identified but whereby other barriers to learning are evident that may have impact upon progress and attainment. In such circumstances NESSSS processes and procedures will provide support; for example, where;

- a disability that does not constitute a special educational need but that requires 'reasonable adjustments' to be put in place as required by Disability Equality legislation;
- poor attendance and punctuality are evident;
- there are concerns with health and welfare;

- a student has English as an additional language (EAL)
- a student is in receipt of pupil premium
- a student is a looked after child.
- a child/young person is the son/daughter of a Serviceman/woman.

SECTION 4

Planning to meet need – a graduated approach

Planning to meet student need will be based around the process as outlined in the Code of Practice of **Assess, Plan, Do, Review**, and be based upon progressive intervention through the '3 wave' model of intervention.

Wave 1

Teachers are responsible for meeting the needs of all students in their classroom. NESSS promotes high quality teaching that is managed by the classroom teacher and includes clear differentiation/personalised learning for individual students who require such support with their learning.

We see this as being core to all Wave 1 provision. Such provision will be through the use of a range of techniques, resources and strategies to achieve successful outcomes that can be clearly evidenced through student progress mapping.

Where a student does not make adequate progress, following the assessment of need stage that includes the involvement of class teachers, teaching assistants, student, parents and the Assistant SENCO the student will be moved to the Wave 2 level of intervention.

Before moving to Wave 2 parents will be contacted by the Assistant SENCO to discuss their child's progress and the processes of assessment to be undertaken with a view to establish whether there is any identified special educational need(s). The outcomes of the assessment will be either: i) the student remains at Wave 1 with further advice/support to staff to improve classroom provision or; student moved on to Wave 2 level.

Wave 2

This includes Wave 1 provision with further adjustments of learning objectives, teaching styles, strategies and resources and /or the nature of support. In addition to this, time limited intervention programmes designed to get the student(s) back on track in areas where there are real barriers to learning will be put in place. These interventions will include more structured programmes to support the development of skills/learning and/or in class support. All programmes will be measured against pre-agreed criteria/outcomes set within specific time-scales for evaluation purposes in line with the assess, plan, do, review process.

At Wave 2 level, in agreement with the parent the student will be placed on the SEN list and be assigned to the Assistant SENCO whose responsibility it will be to map the student's progress and to provide bespoke support to the student. At this stage the Assistant SENCO will arrange a meeting with parents to discuss their working relationship and the Wave 2 level provision. The Assistant SENCO will keep in regular contact with the parents updating them on their child's progress and, where requested by the parent, further meetings may be arranged outside of the reporting cycle..

Where a student who has been through intervention programmes at Wave 2 under the assess, plan, do, review process that has included the involvement of class teachers, teaching assistants, the Assistant SENCO, student and parents the following decision will be made at the end of each intervention:

1. The student has made significant progress and is back on track at expected levels of progress and requires no further additional intervention up and above Wave 1. The Assistant SENCO will provide continued support for a period of no more than one term where the student continues at expected levels and at that stage the student's name will be removed from the SEN list following consultation with parents, or;
2. The student shows some progress but still requires ongoing intervention at Wave 2 or;
3. The student continues to make inadequate progress and is to be moved to the Wave 3 level of intervention and remain on the SEN list.

Wave 3

Following the evaluation at Wave 2, more in-depth assessment will be undertaken that may involve outside agency specialists. Provision at Wave 3 will entail further adjustment of learning objectives, teaching styles, strategies and resources and /or the nature of support. In addition, the Assistant SENCO will develop a personalised programme for the student designed to provide more intensive support. This will form the 'plan and do' part of the intervention process.

The student will remain on the SEN list with Assistant SENCO continuing to provide individual student and family support in conjunction with the Family Support worker.

Wave 3 intervention is to facilitate greater access to Waves 1 and 2. Where a student who has been through intervention programmes at Wave 2 under the assess, plan, do, review process that has included the involvement of the Assistant SENCO, class teachers, teaching assistants, student and parents the following decision will be made at the end of each intervention:

1. Where the student makes significant progress at Wave 3, they will be moved to the Wave 2 intervention level where they will continue to be monitored and supported at that level through the set processes, or;
2. Wave 3 level of intervention is maintained where it is deemed through the assess, plan, do, review process that this level of support/intervention is required with continued monitoring and support or;
3. Whilst remaining at Wave 3 intervention level a request is made for a statutory assessment of need to the Local Authority. The outcomes of the assessment may result in: i) the authority's decision not to provide an Education Health Care Plan and the student remains at Wave 3 Level of intervention or; ii) the student has an Education Health Care Plan written and in addition to the Wave 3 provision, additional directed support is put in place in line with the advice written in the plan. At this stage the student will continue to be monitored and supported at Wave 3 Level and in addition have a statutory annual review.

Assessment of need

Student assessment will be undertaken upon entry to NESSSS. Assessments undertaken may include:

- Personal interview with the Assistant SENCO

- SNAP assessment (Special Needs Assessment Profile)
- Scrutiny of information/paperwork from the student's mainstream school
- Scrutiny of information from outside agencies where available

As a part of student assessment and provision for need, requests for exam exemptions will be actioned where a student's special educational need(s) can be evidenced as impacting on their ability to complete all requirements for examinations. Where exemptions are agreed by the exam boards both student and parents will be informed of the provision to be allocated to support them.

The persons responsible for facilitating the exam exemptions is the Examination Secretary in conjunction with the SENCO.

SECTION 5

The SEN List

Students on the SEN list will be receiving support at Wave 2 and Wave 3 levels of intervention. In line with this, any student on the list will access the following:

1. As for all students in NESSSS, following the induction process and baseline assessment a written profile will be written that will include information on the individual student's need's and the strategies and resources required to support their learning.
2. The Assistant SENCO will support the student and their family towards achieving pre-agreed outcomes for the student. The Assistant SENCO will keep an ongoing record of the student's progress that will include information on staff, student and family interactions. Information shared may be added to the profile at any time by the Assistant SENCO.
3. A bespoke timetable/programme of interventions that will be regularly reviewed through the assess, plan, do, review process.
4. A progress review set within planned timescales with movement both onto and off the list based on sound judgements resulting from the assess, plan, do review process. This will be done in conjunction with all stakeholders. If differing opinions should arise on the placement of a student on/off the list the final judgement will lie with Mrs Blackman the Head Teacher. It should be noted that if at any time, following discussion with the Head Teacher a parent is in disagreement with decisions taken they should request a copy of the NESSSS's complaints procedure and follow those guidelines.
5. In the case of a request being made to the Local Authority (LA) by NESSSS, parents or an outside agency for a formal assessment of need towards an EHCP, NESSSS will provide all documentation requested and inform the LA of all partners/stakeholders involved.
6. Student support for interventions/support at Wave 2 & 3 will be funded by NESSSS In addition to this, for some students with EHCPs there will be additional funding from the Local Authority's 'High Needs' block where it has been identified that additional support is required above and beyond that which is available from the NESSSS's support funds.
7. A final assessment for any student who makes progress and moves back through the Waves model of intervention from 3 to 2 prior to returning to Wave 1 level. This will include a range of assessments related to their identified need(s) and will also include scrutiny of the students progress across the curriculum, in wider whole school areas and discussion with teachers,

teaching assistants, the Assistant SENCO, the parents and the child before the final decision is made for the student to be removed from the SEN list (as described in Section 4 - Wave 2).

SECTION 6

Supporting parents and families

All students on the SEN list will have contact with the Assistant SENCO whose role it is to keep in regular contact with the parent about student progress. There is an expectation that there will be contact at least weekly and daily for students either well on track to provide a regular praise report or where there are/have been difficulties.

Where a student is having difficulties that have not been resolved in the first instance an appointment will be arranged for the parents to meet with the Head Teacher.

Parents will be kept well informed by NESSSS on the provision they and the Local Authority offer for students with special educational needs, their right to access them and contain information on the processes with regard to accessing the right educational provision for their child and clear explanation of direct payments where a student is being assessed for/ has an Education Health Care Plan as set down in the NESSSS's SEN Information Report

Working with outside agencies

The Head Teacher Senior Management Team liaise with the following outside agencies to support the student and their family in providing for their needs:

- Behaviour Intervention
- Educational Psychologist
- Surrey's specialist teachers/ advisers
- Surrey Personal Advisor (Moving on Plans/transition)
- Health, including school nurse, clinical psychologist, paediatricians, speech and language therapists, occupational therapists, and;
- Social Services.

Referral to an outside agency will be only undertaken following parental permission/agreement.

Admission arrangements

Students with special educational needs should have equal opportunity to attend NESSSS and will be allocated places in line with our Admissions Policy.

Transition

Students attending NESSSS will be supported through transitional places in line with all students who are supported through;

- From year 9 onwards, in line with the statutory requirements of the SEND Code of Practice (2015), for Students with a statement of special educational need or Education Health Care Plan (EHCP) a focus on preparing for adulthood.

SECTION 7

Supporting students in NESSSS with medical conditions

NESSSS 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 children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Where some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision NESSSS is fully compliant with the SEND Code of Practice (2015).

SECTION 8

Monitoring and evaluation of SEND

NESSSS monitors the progress and provision for all of its students through scrutiny of:

- Data aligned to students' expected levels of progress
- Student books/work
- Attendance
- Exclusions
- Lesson walks/ focused observations
- Impact of CPD

This is done on a half termly basis

Where students are on the NESSSS's SEN list there is additional monitoring for those students accessing support through scrutiny of:

- Outcomes from intervention programmes aligned to criteria for success
- In class support through lesson observations
- Outcomes from advice taken and/or individual support provided through external agency input
- Impact of CPD specific to SEND

The school also analyses provision /outcomes through:

- Tutor records
- Audits/voice of teachers, students and parents on SEN provision
- Termly SEN Governor reviews of SEND

SECTION 9

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Assistant SENCO to explain the systems and structures in place around NESSSS's SEND provision and practice and to discuss the needs of individual pupils.

To identify the training requirements of staff including SEND the Head Teacher gathers information from:

- Staff requests
- Individual student need
- School Improvement Plan

Planning for SEN training is undertaken at three levels:

- Whole staff training that is a part of the NESSSS's annual CPD programme aligned to the school improvement plan
- Small group/ individual training identified from staff/student need
- Specific training for identified staff to provide specialism's in the category of needs as identified in the SEND Code of Practice (2014)

Keeping up to date

The school's Assistant SENCO uses the support of the National association for Special Educational Needs (NASEN) Gateway website to:

- Keep up to date with statutory requirements for SEND
- Gain advice/guidance from the DFE
- Get information and access routes to a range of resources/training
- Use as a one stop shop for SEND guidance/advice/support

NESSSS works within local networks and uses local links to support its development and provision for students with SEN.

SECTION 10

Roles and Responsibilities

NESSSS's **SEN Governor** ****i , nominated by the Management Committee, works to support the Head Teacher to meet all statutory requirements and to provide for SEN students by ensuring that:

- Appropriate provision is made for any student with SEND

- All staff are aware of and able to identify barriers to learning and provide for such students including those with SEND
- Students with SEND join in activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- They report to parents on the implementation of the NESSSS's SEN policy through the school's SEN Information Report, available on the school's website (or on site if requested).
- They have regard to the requirements of the *SEN Code of Practice (2015)*
- Parents are notified if NESSSS decides to make special educational provision for their child
- They are fully informed about SEND issues, so that they can play a major part in NESSSS self review
- They set up appropriate staffing and funding arrangements, and oversee NESSSS's work for students with SEND
- They, and NESSSS as a whole, are involved in the development and monitoring of this policy
- SEND provision is an integral part of the NESSSS strategic plan
- The quality of SEND provision is regularly monitored.

The **Head Teacher**, in co-operation with the Management Committee, has a legal responsibility for determining the policy and provision for students with SEND, and has responsibility for:

- Ensuring that the implementation of this policy and the effects of inclusion policies on NESSSS as a whole are monitored and evaluated and reported to the Management Committee.
- The management of all aspects of NESSSS work, including provision for students with SEND.
- Keeping the Management Committee informed about SEND issues.
- Working closely with the SEN personnel within NESSSS to ensure the provision for all students with SEND is effective and provides value for money.

Management of SEN is managed by the Head Teacher who delegates to the Assistant SENCO who receives support from a qualified SENCO .

The Head Teacher relays the strategic direction of SEN as agreed by the leadership team and supports all SEND provision through the implementation of the School Improvement Plan. Supported by the SENCO

- The day-to-day operation of this policy in line with guidance set down in the SEN Code of Practice (2015) is in place and operational
- Co-ordinating the provision for students with SEND
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Supporting staff in the identification of students with SEND
- Carrying out detailed assessments and observations of students with SEND
- Having learning plans in place for students with SEND with related reviews being carried out within given timescales
- Supporting teachers in devising and implementing strategies, setting targets appropriate to the needs of the students with SEND, advising on appropriate resources and materials for meeting identified need and on the effective use of materials and personnel in the classroom

- Liaising closely with parents of students with SEND to identify expected outcomes and to discuss and agree on the strategies that are being used to support their child's learning and to fully facilitate their involvement as partners in their child's education
- Organising the preparation of paperwork in connection with applications for statutory assessments and reviews of Education Health Care Plans/SEN statements
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, teachers, teaching assistants and parents
- Maintaining the NESSSS's SEND list and records
- Assisting in the monitoring and evaluation of progress of students with SEND through the use of the NESSSS's and SEN performance tracking systems
- Contributing to and supporting the in-service training of staff
- Liaising with the SENCOs in mainstream schools to help provide a smooth transition to NESSSS.

All **Teachers** are responsible for:

- Providing high quality teaching and setting high expectations for student achievement
- Planning to meet the needs of all students in learning and to remove barriers to student learning and achievement through differentiated and personalised teaching/learning
- Including students with SEND in the classroom and applying advice/ strategies/ resources/ support mechanisms from the student's learning plan and/or those provided by SEN staff members.
- Seeking advice/guidance and/or use the expertise of SEN specialists and the team of teaching assistants for strategies and resourcing to support learning.
- When needed, giving feedback to parents of students with SEND
- Making themselves aware of this policy and procedures for identifying, monitoring and supporting students with SEND

Teaching Assistants have responsibilities for:

- Being fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEN
- Giving feedback to teachers about students' responses to tasks and strategies and use this information to support the development of provision for individual students
- Carrying out their duties as directed by the Head Teacher that includes; provision of in class support, 1:1 and small group teaching and the development of resources

SECTION 11

Policy Review

This policy will be reviewed annually from the date of ratification by NESSSS's Management Committee.

SECTION 13

Accessibility

In line with the school's vision, values and strategic priorities to meet the duty to promote equality of opportunity for disabled students, staff, parents and other users of the school we work towards successes in:

- Promoting equality of opportunity between disabled people and other people.
- Eliminating discrimination
- Eliminating harassment of people and for disabled people where the harassment is related to their disability.
- Promoting positive attitudes towards disabled people.
- Encouraging participation by disabled people.
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

Equality of access is provided through:

- Wheelchair access to identified areas of each school building.
- Access to disabled toilets in designated areas of each building.
- Positive involvement of the Management Committee in the wish to improve access for all.
- Clear focus on the quality of teaching and learning for all and access to learning for all students including those with disabilities.
- Appropriate technology is used where possible to support communication with students, staff and parents.
- Designated SEN support.
- Active work with parents

SECTION 14

Dealing with complaints

See the schools complaints policy

SECTION 15

Bullying

The School has an anti bullying policy.

SECTION 16

Appendices

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