SEN Policy

Approved by:	Children's Committee	**Date:**	23rd November 2020
Signed by:		(Chair)	
Last reviewed on:	November 2020		
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INTRODUCTION

This policy document clarifies Special Educational Needs provision made at Croft Community School and those policies, partnerships and procedures that aid the Governing body, Headteacher and staff team in making effective decisions about that provision. It has been informed by guidance from the DfE, QCA and other agencies.

It should be read in conjunction with all policy documents of the school, but particularly those relating to:

- Individual subject areas
- Curriculum
- Assessment
- Equal Opportunities
- Behaviour Management
- SEN Information report

Croft Community School is maintained by Durham LEA and has planned places for 130 students aged between 4 and 16 years. The school is a generic community special school for students with learning difficulties. Many students also have additional difficulties such as emotional and behavioural difficulties or high medical needs. All students have an Education Health and Care Plan.

Students attend the school on a day basis.

The school aims to meet the needs of students with a very wide range of learning difficulties. The majority of students are functioning at levels which are significantly below average for their chronological age. Pupils all have moderate learning difficulties and/or Autism Spectrum Conditions.

There is discrete provision for those students with Autism Spectrum Conditions (ASC) who need it.

Students leave Croft at the end of year 11; there is no Sixth Form provision within school.

RATIONALE

This policy statement informs the type of SEN provision the school provides, and the manner of its implementation.

SCOPE

This policy statement provides information about:

- the school's SEN provision and resourcing,
- the school's curricular intentions,
- school practice on the identification, assessment and provision for its students,
- school staffing roles and responsibilities,
- the school's partnerships with stakeholders including parents/carers.

AIMS

SEN Code of Practice 2015

All children and young people are entitled to an education that enables them to make progress so that they:

• achieve their best

• become confident individuals living fulfilling lives, and

• make a successful transition into adulthood, whether into employment, further or higher education or training

The school's provision in relation to curriculum, environment, resources, staffing structure, policies and staff development are focused on meeting the individual needs of the children as identified through their Statement or EHC Plan and aims to meet the outcomes as outline above.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN CODE OF PRACTICE 2015)

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 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

IMPLEMENTATION

Accommodation

Croft Community School is situated over 2 floors. There is a lift enabling access to all areas by wheelchair users.

The ground floor is arranged around a large hallway, which is known as "The Street". This is used for assemblies, lunch time, and as a quiet workspace during the day. On one side, there are 5 primary classrooms, the therapy room and the sensory room and on the other there is a library, a specialist Art/Design and Technology room, a Science room and a Food Technology room.

The secondary classrooms, Computer suite, the Behaviour Support Unit and The Bridge are situated upstairs.

The school has a large gym. Pupils need to go out of the school and cross a pathway to enter.

Every corridor has small group rooms designed as low stimulus spaces, and there are accessible toilets and specialist hygiene areas.

There are two playgrounds, the larger one being used for active play during break and lunchtimes and a smaller area which is used by EYFS. There is also a Multi-Use Games Area (MUGA) and an outdoor education area.

Staffing

The professional staff working directly with pupils consists of Teachers, Higher Level Teaching Assistants (HLTAs), Teaching Assistants and Health Care and Education Assistants.

The Executive Head Teacher is responsible for co-ordinating strategic provision within the school and across The North & South West Durham Learning Federation. There is a Head of School, a Deputy Head Teacher and two Assistant Head Teachers. Both the Deputy and one Assistant Head are safeguarding leads. The Deputy Head teacher is also the school's special educational needs coordinator (SENCo), one assistant head teacher is responsible for pupils in EYFS and key stages 1 and 2 and the other for key stages 3 and 4. Both liaise with supporting agencies and professionals to procure additional support for students and advise staff on appropriate special teaching and learning strategies.

Form staff support students in their form group, liaise with parents and write annual reports.

All teaching staff have responsibility for providing suitably differentiated tasks and activities within their subject area to appropriately challenge students and facilitate progression. They have cognisance of students' special educational needs, their current targets and any additional planning information.

Teaching Assistants work in conjunction with classroom teachers to support students' learning. They spend most of their time supporting students in lessons and have an agreed role with the class teacher. Some Teaching Assistants have specific responsibility for withdrawing and supporting students engaged on specific intensive programmes.

Other Professionals

Links with professionals from outside Croft Community School form an essential part of planning and implementing activities to identify and meet the needs of students.

Meetings are held between the school's Educational Psychologist and senior leaders to discuss student progress, concerns and strategies. The Educational Psychologist also provides links with some other LA support services and professionals from the Health Service.

The school itself has links with local colleges, the Improving Progression Team, the Education Welfare Service, Social Care and Health and some areas of the Health Service including Physiotherapy, SALT, Occupational therapy and CAMHS. The school aims to work as closely as possible with all relevant agencies in providing the best overall package of education and support for each student.

Identifying the needs of the students

The school has three main mechanisms for understanding specific individual needs. Staff can also identify any additional or new needs at any time during a pupil's time in school. Concerns may be educational, medical, social, personal, behavioural or a combination of some or all.

Baseline Assessment

All students are baseline assessed on entry to Croft Community School. This is done as soon as is expedient. This allows students' Action Plan to be formulated, written and distributed to relevant personnel within the mandatory eight weeks time scale of the Code of Practice.

The following "tools" are utilised:

- consulting previous school records, assessment reports, EYFS/SATs results, PIVATS/Progression data and EHCP. STAR reading test (linked to Accelerated Reader)

Major Incident Reports - Behaviour

The school's system of recording and monitoring student behaviour using Behaviour Watch, allows staff to identify the incidence of behaviours and any patterns of behaviour that emerge for individual pupils. These may highlight areas where pupils require additional support or guidance and inform risk assessments. All incidents of inappropriate behaviour are added to a database which can highlight areas in which there may be heightened anxiety.

Annual School Reports

The school based Annual Educational Report provides a basis for discussing a student's progress and planning for the future. The Review Report includes information on:

- academic functioning
- curriculum skills
- personal qualities
- behavioural characteristics which impact on learning
- health issues which impact on learning
- preferred learning style
- learning outcomes

Educational advice is written under the headings of: Sensory and/or Physical, Social Mental and Emotional Health, Cognition and Learning and Communication and Interaction.

Meeting the needs of the students

The school fully supports the principle of curriculum entitlement which includes access to the core and foundation subjects of the National Curriculum. This involves the need for differentiation and modification for individual or groups of students.

The degree and complexity of students' learning difficulties interface with and impact upon curriculum entitlement. The range of experiences, both within and outside the classroom, during the teaching day, are important to student progress. This often involves a balance between the need to access the statutory curriculum and the specific personal needs of individual students.

Overall, the school attempts to raise student achievement through the curriculum by:

- creating a supportive environment
- identifying challenging, but realistic learning outcomes
- assessing progress
- celebrating individual success

- monitoring student progress and putting intervention strategies into effect
- providing a wide range of courses and opportunities for external accreditation

Pupils are taught in small age-related class groups. Primary pupils are class based and the majority of secondary pupils move around the school to have lessons with specialist teachers. Some secondary pupils with Autism Spectrum Conditions remain class based.

Primary pupils are following the International Primary Curriculum, which has clear links to The National Curriculum.

At Key Stage 3 students follow the National Curriculum within the permitted modifications that allow students to study fewer subjects so that they can consolidate their learning across the curriculum and access opportunities for work related and vocational learning. The majority of courses at Key Stage 4 lead to external accreditation. In Key Stage 4 students spend time engaged in work related learning including careers education and work experience.

Small class groups, additional support staff and appropriate differentiation assist teachers in providing relevant and suitably challenging work for individual students.

Review Meetings

All students admitted to the school, have their progress reviewed at a minimum of termly intervals. The Annual EHCP Review meeting establishes a plan for the future and specifies learning outcomes to achieve the plan.

The review is informed by school based reports and those from other involved professionals.

A comprehensive summary of the review is produced and includes:

- recommendations to the LA in respect of changes to the EHC plan
- a summary of verbal professional views,
- a summary of verbal parent/carer views,
- a summary of verbal student views,
- a summary of learning outcomes,
- provision required to meet the learning outcomes.
- Pupil outcomes

Individual Education Plans

All students at Croft Community School have an EHC plan.

Objectives identified in the plans are updated at the Annual Review where learning outcomes for the following year are also set. Although most objectives and learning outcomes will be met through normal working practices, those which are specific to a particular pupil are identified in the Action Plan. Pupils are encouraged to be part of the learning outcomes setting process in all subjects each term, in consultation with their subject teachers.

Additionally, some students with challenging behaviour may have an individual behaviour plan, known as a My Plan. This may be created because a pupil's behaviour is excessively challenging and is severely impacting upon their achievement and progress. Staff are made aware of any particular de-escalation and preferred handling strategies to use with the student.

The My Plan is designed to be short term and frequently reviewed. Updates to pupils' My Plans relating to behaviour are shared with staff through weekly briefings and are placed on the school's sharepoint.

Some pupils have individual Moving and Handling and/or Intimate Care plans, which are updated regularly.

The school nurse supports Medical Management Plans for those young people who have additional medical needs such as epilepsy, asthma, eczema or severe allergies.

Staff Training

In order to meet individual needs safely, relevant staff undertake a rolling programme of training in the following:

- Moving and Handling
- Child Protection
- Emergency Medication
- Team Teach (Behaviour Management)
- First Aid at Work
- Prevent

Resources

The school staff are the most important resource the school has. All staff contribute to the social and academic progress of the students. An increasing number of staff have been especially trained to provide students with intensive support in specific areas.

Material resources and any changes needed to the environment relating to Special Educational Needs provision are based upon needs identified through the following:

- School Improvement Planning
- Reviews
- Staff Meetings
- Governors' Meetings
- The School Accessibility Plan
- New Legislation

The school is well resourced to cater for the needs of students with a wide range of physical disabilities.

Importance of Parents/Carers

Parents and carers play a vitally important role in supporting the school in the education of their children. They have easy access to staff and are encouraged to visit the school regularly to attend reviews meetings, parents' evenings and organised school events.

Also, as part of the ongoing work of the school, parents/carers are encouraged to keep in telephone contact with school staff as necessary. Staff similarly try to maintain regular contact with parents/carers via telephone. Parents/carers comments are requested and reported at each review of their son or daughter on the Parent/Carer Review Questionnaire. Some young people have home school diaries. Parents can receive information from school via text, email and the school website.

The school urges parents/carers to bring any concerns directly and swiftly to the Head of School or other senior leader who will involve any relevant staff. In the event of any issue not being resolved satisfactorily the school has a Complaints Procedure.

Evaluation of the school's SEN policy and strategy

The school has a SENCo and SEN Governor who are responsible for ensuring the needs of all pupils are met. Every pupil attending Croft has been identified as having a special educational need. However, within the school we acknowledge groups who may need additional support. These groups are pupils with: high medical needs, those who present challenging behaviour, pupils with physical difficulties, those with severe ASC and high academic achievers (Gifted and Talented).

A variety of means are available to both the SEN Governor and the Governing Body as a whole to evaluate the success of the school in implementing its SEN Policy. The following are examples:

- Assessment results
- Improved performance in literacy and mathematics
- Annual review meetings
- Evidence of improved student performance on specific targets through Action Plan documentation
- OFSTED Inspection Reports
- Reports and comments from Durham LA Inspectors/Advisors/Officers
- School Improvement Plan Outcomes
- Information presented in the Executive Headteacher's termly report to Governors
- Communication from parents/carers
- Personal observation
- Student comments and views

The SENCo and SEN governor also carry out a joint audit of provision annually

REVIEW
This policy and practice will be reviewed by the School Committee on an annual basis