



Special Educational Needs and Disability Policy

Reviewed: September 2024

Introduction

Selwyn Hall School is a specialist Education provision for pupils who can't access mainstream education due to difficulties with Social, Emotional or Mental Health challenges which often result in behaviour which challenges.

The pupils at Selwyn Hall can have had a very turbulent educational history. They may have a variety of diagnosis including ASD, ACES, ADHD, ODD, PDA, FASD, Disruptive Mood dysregulation disorder, Neuro diverse difficulties or may have learning difficulties or a specific learning difficulty. Although we may have pupils with many other diagnosis.

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children, families and Care teams. Every child and family in our school community is valued and diversity celebrated.

Selwyn Hall is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil lifelong learning aspirations for everyone through a range of activities which are fun and enjoyable.

Inclusions Statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced and broad curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Proprietary body will ensure that appropriate provision will be made for all pupils with SEND.

Aims and objectives of this policy:

- To reach high levels of achievement for all;
- to be an inclusive school;
- to ensure the identification of all pupils requiring SEND provision as early as possible in their school career;
- to meet individual needs through a wide range of provision;
- to attain high levels of satisfaction and participation from pupils, parent, carers;
- to share a common vision and understanding with all stakeholders;
- to give transparent resourcing to SEND;
- to provide curriculum access for all;
- to work towards inclusion in partnership with other agencies and schools;
- to achieve a level of staff expertise to meet pupil need.

We recognise that all of our pupils have Special Educational Needs or Disabilities. However, pupils may have changes in those special needs during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

See Admission Policy

In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Management of SEND within School

The Head of Education has the overall responsibility.

All staff have a level of responsibility in ensuring this policy is supported across school by:

- Coordinating provision for children with special educational needs;
- liaising with and advising teachers;
- managing learning support assistants;
- managing the Pastoral Leads;
- overseeing the records on all children with SEND;
- liaising with parents of children with SEND (in conjunction with Pastoral Lead);
- contributing to the in-service training of staff;
- liaising with external agencies including the LA's support and educational psychology services;
- health and social services, and voluntary bodies.

The management of SEND is supported by the Pastoral Lead and administration staff.

All school staff have a responsibility for pupils with SEND in their classes, to ensure Quality Teaching with adaptation, differentiation and personalisation to meet need.

Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice:

- Communication and Interaction (C and I)
- Cognition and Learning (CL)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil, we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability;

- disadvantage;
- attendance and punctuality;
- health and welfare;
- English as an additional language (EAL);
- being in receipt of the Pupil Premium. (PP);
- being a Looked After Child (LAC);
- being a child of a service woman/man.

Whole school tracking data is shared termly as an early identification indicator of possible need. We use a number of additional indicators of special educational needs. The analysis of data, including profiles at KS2 and KS3 baseline and end of year data, SATs, reading ages, annual and termly pupil assessments, the following up of teacher concerns, following up parental concerns, tracking individual pupil progress over time, information from previous schools on transfer, information from other services.

Curriculum Access and Provision

Our classes are small (no larger than 6 pupils per class). We have a Nurture unit at both sites which are designed to have a much higher level of support for the pupils. In the main part of our school the classes are organised into Key Stages and then broken down into groups each with a different general learning ability theme. In order to meet the learning needs of all pupils, teachers adapt the curriculum and differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

All of our pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs.

The range of additional provision may include:

- in class support for small groups with an additional teacher or Teaching Assistant (TA);
- small group withdrawal with TA, CT, or Learning Mentor (LM);
- individual class support / individual withdrawal;
- further differentiation of resources;
- study buddies/cross age tutors;
- homework/learning support club;
- 1:1 Social, Emotional and or Mental Health Programmes of work built into the timetable - designed to meet the individual needs of the pupil;
- Interventions;
- provision of alternative learning materials/ special equipment;
- group support;
- provision of additional adult time in devising interventions and monitoring their effectiveness;
- staff development/training to undertake more effective strategies;
- access to specialist teaching and educational psychology service.

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers;
- prevents the attainment gap widening;
- helps pupils catch up with pupils of a similar age;
- is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- equals or improves upon the pupil's previous rate of progress;
- ensures full curricular access;
- shows an improvement in self-help and social or personal skills;
- shows improvements in the pupil's behaviour.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCo and pastoral lead will maintain the records and ensure access to them.

In addition to the usual school records, the pupil's profile will include:

- Pupil's own perceptions of difficulties;
- information from parents;
- information on progress and behaviour;
- information from health/social services;
- information from other agencies;
- targets and support plans.

All pupils will have an individual support plan, setting out targets and any provision made that is additional to and different from usual classroom provision.

For pupils with an EHCP, provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets these are used to inform the Support Plan. Curriculum targets are recorded in teachers planning.

Strategies for pupils' progress will be recorded in an Action Plan containing information on pupils ambitions for the short/long term future:

- Short/Long-term targets;
- teaching strategies;
- provision made;
- outside agency support;
- date for review;
- success and/or exit criteria;
- the outcomes recorded at review.

The Action Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs.

The Action Plan will be created through discussion with both the pupil and the parent or carer.

Reviewing a Support Plan

Support Plans will be reviewed by teachers, with tutor responsibilities, three times a year. The reviews will be shared with the pupils.

Code of Practice Graduated Response

All pupils attending Selwyn Hall will have high levels of SEND. Nearly all will arrive with an EHCP

The school adopts the levels of intervention as described in the SEN Code of Practice.

A graduated approach. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the school will support the assessment of the pupil.

The class teachers will remain responsible for planning and delivering individualised programmes.

Parents will be closely informed of the action and results.

External support services may advise on targets for a new Support Plan and provide specialist inputs to the support process.

Support Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period;
- Continues to work at National Curriculum levels considerably lower (one year lower) than expected for a pupil at a similar age;
- Continues to experience difficulty in developing literacy/numeracy skills;
- Has emotional problems that substantially impede their learning;
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The resulting support plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Request for Statutory Assessment

The vast majority of our pupils already have a Statutory Assessment. The school will request a Statutory Assessment from the Local Authority (LA) when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

The school will have the following information available:

- Records from past interventions;
- current and past SEND Support Plans;
- records and outcomes of regular reviews undertaken;
- information on the pupil's health and relevant medical history;
- National Curriculum levels;
- other relevant assessments from specialists such as support teachers and educational psychologists;
- the views of parents;
- where possible, the views of the pupil;
- social care/educational welfare service reports;
- any other involvement by professionals.

Education, Care and Health Plans (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP;
- of shorter term;
- established through parental/pupil consultation;
- set out in a Support Plan;
- implemented in the classroom;
- delivered by the class teacher with appropriate additional support where specified;
- reviews of an EHCP.

EHCPs must be reviewed annually and before their anniversary. The LA will inform the Head teacher, at the beginning of each academic year, of the pupils requiring reviews.

The SENDCo will organise these reviews and invite:

- The pupil's parent/carer;
- the pupil if appropriate;
- any professional, outside of school, who has had an input during the review year;
- any other person the Head teacher or parent/carer considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP;
- review the provision made to meet the pupil's need as identified in the EHCP;
- consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it. If appropriate to set new objectives for the coming year;
- at Key Stage Phase transition Reviews receiving schools/colleges should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity

to liaise with the lead from the receiving school/college. Within the time limits set out in the Code of Practice, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

Co-Production Partnership with Parents/Carers

The school aims to work in partnership with parents, carers.

We do so by:

- Keeping parents/carers informed and giving support during assessment and any related decision-making process about SEN provision;
- working effectively with all other agencies supporting children and their parents giving parents, carers opportunities to play an active and valued role in their child's education making parents, carers feel welcome;
- ensuring all parents, carers have appropriate communication aids and access arrangements providing all information in an accessible way;
- encouraging parents, carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning;
- identify their own needs (self assessment and self evaluation, Assessment for Learning);
- share in individual target setting across the curriculum;
- self-review their progress.

In addition pupils who are identified as having SEND are invited to participate in:

- Support Plan reviews and setting of individual targets;
- regular meetings with named adults;
- where appropriate, working with learning mentors;
- annual reviews.

Special Provision

The school has some of the following adaptations in place to meet sensory and physical needs:

- Appropriate seating, acoustic conditioning and lighting;
- adaptations to the physical environment of the school;
- adaptations to school policies and procedures;

- access to alternative or augmented forms of communication;
- provision of tactile and kinaesthetic materials;
- access to low vision aids;
- access to specialist aids, equipment or furniture;
- regular and frequent access to specialist support.

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services.

Links with Other Services

Effective working links are maintained with:

- Speech and language therapy service
- Other children and young people's services
- Community health service
- Family support and safeguarding
- Parent Partnership Service
- Child Development Centre
- CAMH
- School nurse
- ASD outreach
- Social care

Links with Other Schools/Integration Links

Links with other schools, including special schools and colleges are promoted. It is recognised that transition phases can be particularly difficult and therefore every effort will be made to ensure these are made.

INSET Days

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. The head teacher delivers training within school to all teaching and support staff all of whom also benefit from training opportunities from external providers

Review of the SEND Policy

The school considers the SEND Policy document to be important and undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Appendix

Common Abbreviations

A

ADD Attention Deficit Disorder
ADHD Attention Deficit Hyperactivity Disorder
AFL Assessment for Learning
AGT Able, Gifted and Talented
APD Auditory Processing Disorder
AS Asperger Syndrome
ASD Autistic Spectrum Disorder
AT Attainment Target

B

BDA British Dyslexia Association

C

CAF Common Assessment Framework
CAMH Community & Adolescent Mental Health Service
CATs Cognitive Ability Tests
CDC Child Development Centre
ciC Children in Care
ciN Children in Need
CLA Children Looked After
CLD Complex Learning Difficulties
CoP Code of Practice
CP Cerebral Palsy
CP Child Protection
CPD Continuing Professional Development
CT Class Teacher

D

DfES Department for Education & Skills
DS Down Syndrome
DSD Developmental Co-ordination Disorder (Dyspraxia)
DST Dyslexia Screening Test

E

EAL English as an Additional Language
ECM Every Child Matters
EFL English as a Foreign Language
EHCP Educational Health Care Plan
EO Equal Opportunities
EP Educational Psychologist
EPS Educational Psychology Service
ESN Educationally Subnormal (obsolete)
EWO Educational Welfare Officer

F

FAITH Focusing on Autism in the Home
FE Further Education
FLS Further Literacy Support
FSM Free School Meals

G

G & T Gifted and Talented
GDD Global Developmental Delay

H

HD Huntington's Disease
HD Hyperactivity Disorder
HLTA Higher Level Teaching Assistants
HoD Head of Department
HoY Head of Year
HSA Home School Agreement
HT Headteacher

I

ICT Information and Communications Technology
IEP Individual Education Plan
INSET In Service Training
IS Irlen Syndrome

K

KS Key Stage

L

LA Local Authority
LAC Looked After Child
LD Learning Difficulty
LEA Local Education Authority
LSA Learning Support Assistant
LTM Long Term Memory

M

MDS Mid-day Supervisor
MFL Modern Foreign Languages
MLD Moderate Learning Difficulties
MND Motor Neurone Disease

N

NACE National Association for Able Children in Education
NAS National Autistic Society
NC National Curriculum
NLS National Literacy Strategy
NNS National Numeracy Strategy
NQT Newly Qualified Teacher

Q

ODD Oppositional Defiance Disorder

OT Occupational Therapy

P

PD Physical Difficulty

PDD Pervasive Developmental Disorder

PDA Pathological Demand Avoidance Syndrome

PEP Personal Education Plan **PI** Physically Impaired

PMD Physical and Medical Difficulties

PMLD Profound and Multiple Learning Difficulties

PoS Programme of Study

PPP Personal Provision Plan

PRU Pupil Referral Unit

PS Performance Scale (below NC level 1) Scale

PSHE Personal, Social and Health Education

PSI Physical and Sensory Impairment

PSLD Physical and Severe Learning Difficulties

PSP Pastoral Support Programme

PTSD Post Traumatic Stress Disorder

PX Permanent Exclusion

R

RA Reading Age

RE Religious Education

RNIB Royal National Institute for the Blind

RNID Royal National Institute for the Deaf

RoA Record of Achievement

S

S Statement (of Special Educational Needs)

S&L Speech and Language

SA Spelling Age

SALT Speech and Language Therapist

SATs Standard Assessment Tasks

SCD Severe Communication Difficulties

SCLD Social communication and language disorder

SEAL Social and Emotional Aspects of Learning

SEF Self Evaluation Form

SEMH Social, Emotional and Mental Health

SEN Special Educational Needs **SENCo** Special Educational Needs Coordinator

SEND Special Educational Needs and Disability

SIMS Schools Information Management Systems

SLCN Speech, Language and Communication Needs

SLD Severe Learning Difficulties

SoW Scheme of Work

SpLD Specific Learning Difficulties

STM Short Term Memory

T

TA Teaching Assistant

TES Traveller Education Service

TLR Teaching and Learning Responsibility

TS Tourette Syndrome

V

VAK Visual-Auditory-Kinaesthetic

VLE Virtual Learning Environment

VI Visual Impairment