

# Special Educational Needs Policy



**Date:** 3<sup>rd</sup> February 2021

**Next Review due by:** 3<sup>rd</sup> February 2022

**Approved by Chair of Management Committee:**

*Obaidy*

## **Special Educational Needs Policy**

Summerfield Education Centre is a pupil referral unit for permanently excluded students from the Solihull Borough. We provide educational opportunities for students who have trouble coping in a mainstream setting. On referral many of our students may be achieving below their potential and each child is baselined upon entry to establish their starting point.

The cohort composition from the last 5 years informs us that our students mainly experience the following difficulties:

- Emotional regulation difficulties
- Mental health difficulties
- Attachment difficulties
- ADHD (diagnosed and undiagnosed)
- ASD (diagnosed and undiagnosed)
- General learning difficulties
- Dyslexia (diagnosed and undiagnosed)
- Drugs and alcohol issues
- Experience of domestic violence
- Low school engagement and attendance

### **Aims of the School SEN policy**

The Senior Leadership Team, Middle Leaders, Teaching Staff, Teaching Assistants and Learning Mentors will do their best to ensure that the necessary provision is made for any student with special educational needs.

The Head Teacher and staff are committed to identifying (where appropriate) and then providing for any student's special educational needs.

We aim to facilitate a student's learning by identifying their individual needs and taking steps to address those needs within the context of the whole school curriculum, PSHCE and social skills, taking account of the SEN Code of Practice (2014) and the Special Educational Needs and Disability Act (2001).

We continuously evaluate and develop our ways of working with each student to provide a high quality bespoke provision, to ensure:

- Early identification
- High quality differentiation
- Classroom strategies
- Intervention work allow each student to make the most progress they can, including:  
Academic, Social, Behavioural & Emotional

Our high expectations for student achievement, academically, socially and behaviourally, form the basis of our ethos and approach.

## **Objectives of the School SEN Policy**

The Senior Leadership team will continue to undertake training to develop best practice and, in turn, train other staff where appropriate, or provide specialist INSET training for staff, in order to enhance SEN provision.

We are committed to providing educational experiences which allow all our students to develop confidence in their abilities and gain the best qualifications they can. We apply the key principals of the Graduated approach: Plan, Do, Review around the curriculum and activities are consistently reviewed and developed, as our cohort needs change, to ensure that all students have access to as broad, balanced and high quality education, which allows them to make progress, succeed and prepares them for their next destination, be that mainstream school, special school, further education or apprenticeship.

We will work closely with parents, offering information, guidance and advice to optimise the progress of their child and maintain that working partnership by sharing information on students' progress in individual needs.

## **Arrangements for Co-ordinating Educational Provision for Students with SEN**

### **The Senior Leadership Team will:**

- Manage the day to day operation of this policy
- Co-ordinate baseline assessments and request further testing from Educational Psychology or Solihull Inclusion Support Service, if this is thought necessary.
- Ensure that SEN provision for students is arranged.
- Review any existing Educational Health and Care Plans where necessary
- Liaise with teaching staff and provide information and advice on teaching and learning strategies, which are documented on the students Personalised Learning Plans.
- Liaise with teaching and support staff to monitor the impact of support, differentiation, intervention and teaching strategies
- Keep up to date with new initiatives to support students with SEN and share good practice with all staff
- Monitor, review and evaluate the effectiveness of provision for SEN in line with the Plan, Do, Review cycle
- Ensure applications for appropriate Access Arrangements are completed for examinations.
- Decide whether to put forward students for statutory assessment, in consultation with parent/carers.
- Identify resources for SEN and ensure they are used to support students in the most efficient, effective and equitable way.

### **Class Teachers will:**

- Flag to the Senior Leadership Team any students experiencing difficulties
- Discuss students with SEN with the Senior Leadership team

- Discuss possible strategies with the student and other staff.
- Deliver high quality first, differentiated teaching in lessons
- Plan and provide for students with SEN, using a range of appropriate teaching strategies.
- Employ reasonable adjustments that are agreed with the senior leadership team.
- Set high expectations for all students, including those with SEN
- Monitor progress and the impact of differentiated teaching strategies, and review these routinely, at briefing and staff meetings where each student's progress is discussed
- Make regular assessments to track the progress of students against their baseline assessments and predicted grades using the school pod system

## **Referral Arrangements**

When a student is first referred to Summerfield, a Referral Form (Passport) is completed by the mainstream school and information about assessments, SEN and any provision is requested.

On arrival at Summerfield Education Centre students work one to one and are enrolled onto our accelerated reading program and baselined in mathematics which identify their current skill level in word reading, comprehension, spelling and maths. These results are converted to our school assessment system (please see Assessment Policy) and delivered to each of our teaching staff who will then baseline each student in their subject.

Any students with low scores are highlighted to Senior Leadership Team (SLT). In the first few weeks' staff will note any difficulties, share information at staff briefings and differentiate materials accordingly. SLT will notify parents/ carers of initial concerns.

If appropriate further assessment and/or screening may be sought through the many external agencies available, for example:

- Solihull Inclusion Support Service (SEMH, ASD, CLD and Physical Disability Teams)
- Educational Psychologist
- Speech and Language Therapy Service
- Specialist Assessment Service (ASD Assessment)
- School Nurse
- ADHD Specialist Service
- Occupational Health Service
- Paediatrician

As all times the SLT will liaise with parents/ carers without outcomes to provide the best possible outcomes.

Appropriate information is then discussed with the staff who are given teaching and intervention strategies which might enhance the educational experience and performance of that student.

Information relating to each child is securely stored using school pod, including learning strategies, handling plans and risk assessments.

## **Building Adaptations**

The main entrance to the building has no stairs and offers wheelchair access with double doors. The building is all on one floor. Toilets with wheelchair access and facilities are readily available. Visiting parents/carers or other visitors with mobility difficulties can be accommodated for meetings.

## **Coordinating the Provision of SEN**

All students within our School are seen as having additional needs and these are met by a personalised approach. Daily briefings and weekly staff meetings are used to discuss each student's progress, as well as emotional, social or behaviour difficulties. Arrangements are made, according to need, to provide any support it is felt is necessary. Teaching and support staff work very flexibly, responding to need as it arises.

## **Monitoring Provision**

Student academic progress is monitored by the SLT, who will routinely discuss with staff which teaching methods and intervention strategies are helpful and facilitating improvements. The progress of each student and the impact of strategies and interventions are discussed several times a week. Provision and intervention is reviewed and amended according to need. Progress is reviewed in every subject every half term when a data entry is made to track development. Each pupil is supported through bespoke:

- Pupil Profiles
- Risk Assessments
- Needs Based Plans

These provide a complete picture of all SEN screening, assessments, reasonable adjustments, challenges, 'Plan, Do, Review' strategies and aspirations of your child. They are frequently reviewed and altered as need arises.

Progress is shared with parents:

- Through frequent telephone conversations with school staff
- School Reports, written annually
- Parents Afternoons, subject specific meetings with teachers
- Progress Days, holistic performance reviews with a staff member that works regularly with the young person
- School or subject reports, where a young person may not be making expected progress
  
- Review of Pupils Profile, Risk Assessment and Needs Based Plans.

In addition, parents are encouraged to contact the School whenever they wish, to make an appointment to discuss concerns, provision and progress.

## **Access to the Curriculum**

After initial baseline assessment, a timetable is devised for students, who will be placed in a group and subjects appropriate to need. The School is committed to offering as wide a range of subjects and educational experiences within the School that are frequently reviews and modified. This is supported by a programme of activities. Students will gain as many accredited qualifications as possible, at a suitable level, in order to enhance progression in to further education or training.

## **Arrangements for Inclusion**

We seek to be an inclusive centre in the following ways:

- Using the SEN review procedure to identify any barriers in the way of the student and plan appropriate and reasonable action
- Ensuring that all students have appropriate learning targets which are challenging
- Seeking to make provision for SEN within routine class arrangements wherever possible.
- Seeking opportunities for students with SEN to work with and socialise with other students wherever possible
- Offering all pupils access to extracurricular activities and visits

## **Criteria for evaluating the success of the Centre's SEN Policy**

Progress of students, academic, behavioural, social and academic, is monitored closely, at the end of every half term, over the year. The impact of SEN provision and policy is evaluated at all SLT meetings and strategies amended where appropriate. The academic progress of the student is assessed by comparing grades achieved at Key Stage 2 and baseline information to establish if acceptable levels of progress are being made. In addition, attendance is monitored and compared with that in the referring school. Increased attendance at Summerfield might be an indicator of educational needs being met, along with social and emotional requirements.

## **Arrangements for the Treatment of complaints about the SEN provision in Centre**

In the first instance, complaints should be raised with Head Teacher, either by phone, letter or in person.

The Head Teacher may:

- Arrange a joint meeting with complainant
- Undertake further investigations
- Seek the involvement of the local authority
- Take action to address the complaint
- Decided that the complaint does not warrant any action and advice complainant of further action they can take.

## **The Centre's arrangements for SEN in-service Training**

- All staff receive In-Service training or information about the SEN Code of Practice (2014), and issues relating to Disability.
- All staff are required to receive In-Service training on SEN Procedures in Centre.
- All staff are required to receive In-Service training on specific disorders and/or disability of children within their care.
- Staff are required to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, ASD, ADHD etc.
- The SLT will identify areas for In-Service training which will be written into the School's Development Plan.

## **Further support/referral**

- External agencies will be used in conjunction with in-house specialists to provide advice and in service training for staff, especially specific needs as they arise within Centre.
- External agencies will be used in conjunction with in-house specialists to identify strategies for students' learning and handling plans to manage their behaviour, in line with the Centre's procedures.
- The SLT will decide at the SLT meeting on a case by case basis for any external agency referrals
- Regular liaison takes place with other professionals to access the following services:
  - Children's Services
  - Child and Adolescent Mental Health Service (SOLAR)
  - Solihull Inclusion Support Service (SEMH & ASD Team)
  - YOS (Youth Offending Service)
  - YOT (Youth Offending Team)
  - Str8up (Drugs and alcohol service for young people)
  - Youth and Crime Prevention Officer (Police)
  - School Nurse and other Health Services
  - Educational Psychological Service
  - Careers Service
  - Looked After Children team.

## **Arrangements for Partnership with Parents**

The concept of parents as partners is central to the Draft SEN Code of Practice (2014).

Parents/carers will always be kept informed about their child's progress at School and any difficulties made known to parents at the earliest stage.

Parents/carers are encouraged to attend Progress Day Reviews and Parents' Afternoon, where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they can support their child at home, where applicable. We recognise the value of parent's/carer's knowledge of their children and will seek to use that information in planning support for pupils. We will engage the services of an interpreter where needed to promote effective home-school dialogue.

We seek to work in partnership through:

- Regular consultation and review procedure for the sharing of information
- Discussing with students and parents provision which is to be offered and made that is beyond differentiation in lessons
- Sharing of assessment and planning information through discussion
- Discussing with parents/carers options when students leave the Centre
- Meeting the parents/carers of prospective newly referred students to the centre to discuss SEN support and/or next steps to be taken (e.g. evidence for EHCP if appropriate)
- Links with other mainstream schools
- It is Summerfield's objective wherever possible to return students to a mainstream school whenever appropriate and possible.
- We provide new schools with assessments and a full report on progress, to facilitate transition. During the re-integration period the student is fully supported by a member of staff from the centre who liaises closely with the receiving school.

## **Arrangements for year 11 students leaving the centre**

All year 11 students receive CE/AG input and are supported in identifying appropriate post 16 provision. When a student with SEN leaves Summerfield Education Centre information on need, provision and Access Arrangements for examinations which are in place is forwarded to the college/training provider.

One to one Careers support is provided by our external Careers Advisor (Yvonne Waters) and our in-house career advisor (Maria Galbraith) which follows the national CE/IAG framework. All year 11 students are supported with initial information, advice and guidance through to interviews, taster days and support for transition to post 16 options. CF units are undertaken to accredit this work.