



ENDEAVOUR Federation

Special Educational Needs Policy

Date completed:
June 2018

Review Period:
Every 2 Years





Manchester EBSD Federation: Special Educational Needs Policy

Principle

All young people in the Federation have Special Educational Needs in that they all have a learning difficulty which requires special educational provision to be made.

Pupils have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age,
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority

Pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

The needs that have been evident in previous schools have usually been assessed with the primary need being identified as an Emotional, Social and Behavioural Disorders (EBSD) before the young person arrives at a Federation School and are described in their individual Statement of Special Educational Need or EHC Plan. This does not mean that (EBSD) is their only need and through our initial assessment process and information from previous provision, we identify and endeavour to meet their often diverse needs and provide sufficiently precise objectives and programmes to work to.

This SEN policy was written with reference to the SEN Code of Practice 2015, the Green Paper Support and aspiration: A new approach to special educational needs and disability, published on 11 March 2011 and the consultation response Support and aspiration: a new approach to special educational needs and disability – Progress and next steps and details how this school will do its best to ensure that the necessary provision is made for every pupil and that those needs are made known to all staff

Policy Statement

A. Roles and Responsibilities

1. Parents

We will ensure that parents are notified of any decision by the school in relation to their child's SEN. Partnership with parents plays a key role in enabling children and young people to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's need and the best ways of supporting them. All parents of pupils at the Federation schools will be treated as partners and supported to play an active and valued role in their children's education.

2. Pupils

Young people with SEN often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in the decision making processes and contribute to the ongoing assessment of their needs, the review and transition processes.

When pupils arrive at a Federation school, the school will:

use information from their previous school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class

- ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning

- ensure opportunities for the pupil to show what they know, understand and can do
- involve the pupil in planning and agreeing targets to meet their needs
- involve parents in developing a joint learning approach at home and in school

3. SEN Coordinator (SENCo)

The SENCO at each site, in collaboration with the Head Teachers and Governing Body play a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of all students at a Federation school. The key responsibilities of the SENCO include:

- overseeing the day to day operation of the school's SEN policy
- liaising with and advising fellow teachers
- managing teaching assistants
- coordinating additional provision for students needs
- overseeing SEN records
- liaising with parents about specific needs
- contributing to in-service training of staff
- liaising with external agencies
- Managing, attending and chairing all annual reviews

B. Assessment

Assessment is a continuing cycle that will identify additional needs and/or changing needs of pupils within the Federation.

The initial assessment procedures within all Federation schools cover two main areas of need and two additional areas:

1. Social, Emotional and Behavioural Needs

The Head Teacher, SENCo (and Head of Care at Buglawton Hall) read the Statement, the supporting Advices, the school reports and other information and drafts a set of "personal objectives", which state the new behaviours that it seems the young person needs to learn in order to overcome the difficulties that he/she has previously experienced. These are discussed and agreed with the young person.

Observations are made during the first few weeks by teachers (and care workers at Buglawton Hall) on the young person's approach to classwork, relations with other young people, relations with adults and personal competence/life-skills.

The needs and objectives arising through these processes are discussed with the young person and parents / carers at a meeting held a few weeks after the young person's arrival at the school. A summary of the Statement and a list of the agreed objectives is then placed on the pupil's file. The objectives are then incorporated into the classroom (and residential planning documents at Buglawton Hall) and used as the basis for the social, emotional and behavioural programmes.

At the time of each Annual Review (see Section the information in these records is taken together with a fresh round of observations and interviews, key staff again complete checklists covering the same aspects of the young persons' behaviour, and young people give their own views of their progress. An overall summary of progress is written, new objectives are established for the coming year and the cycle is repeated.

2. Academic and Cognitive Needs

All young people are screened on their entry to the school by the SENCo to establish levels of attainment in basic literacy and numeracy skills and to identify any particular learning difficulties. The assessment of these needs will be assessed using evidence from:

- evidence from teacher observation and assessment
- their performance against level descriptions within the National Curriculum at the end of each key stage
- their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- standardised screening or assessment tools. These include: NFER verbal and non-verbal reasoning, BPVS, The Wide Range Assessment Tests (WRAT4) and a range of diagnostic spelling tests and dictations

A summary of the results of these initial assessments is provided to the class teacher and learning support assistants, giving information on the young person's current level of skills and recommendations for action.

Other needs may be identified and investigated as they arise when the young person begins to tackle the work in the first assignments and assessment modules in class work.

At each Annual Review the standardised tests of basic skills are repeated to provide a measure of progress over the previous year.

A formal assessment of the National Curriculum levels of all young people in all subjects is made each term.

3. Health and Physical Needs; Buglawton Hall Only

On-going special educational needs arising from health or physical factors are usually identified in the pupil's Statement, but on admission to the School a written health form is also completed with the parent or guardian. Young people with identified medical needs meet a doctor from the local GP practice within a month of admission to establish how those needs will be met while the young person is at Buglawton Hall. All young people also have a comprehensive health assessment with the school nurse, who gives advice and health education and arranges referrals to other health professionals as necessary.

All young people at Buglawton Hall have a six-monthly dental check and an annual examination from an optician.

The school nurse assesses and advises on the management of any accidents or health needs on an on-going basis and coordinates the administration of medication and reviews in consultation with the GP.

Arrangements are made where appropriate for young people with identified or potential mental health needs to be referred to a CAMHS team and we employ the services of a CAMHS nurse on site one day per week.

4. Other needs

Other forms of need (for example concerning language difficulties or specific difficulties such as those arising in Asperger's Syndrome or Attention Deficit Disorder) are assessed through processes of observation and investigation coordinated by the SENCO and Educational Psychologist, following which there is liaison with services outside the school to determine how those needs will be met.

Pupil Progress Plans

To help monitor progress all students have a Pupil Progress Plan. Information is gathered from the assessment process, and the students' formal statement of SEN/EHC Plan, to effectively target support.

The Pupil Progress Plan includes information about:

- the short term targets set by or for the student
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes

Annual Review of a Statement of Special Educational Needs or Education, Health and Care Plan

All plans are reviewed at least annually with the parents, the student, in some cases a representative from the LA, Outside Agencies and the school, to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the plan. The annual review focuses on what the child has achieved as well as on difficulties that need to be resolved. The annual review in Year 9 and 11 is particularly significant in preparing for the student's transition to employment, the further education sector, work based training, KS4 provision, and adult life.

C. How Special Educational Needs Are Met

1. In General

Every member of staff is continually engaged in meeting special educational needs, in that everything they do helps to shape better thinking, better attainment, better relationships and increasing levels of personal competence. Most special educational needs are met through the regular daily good teaching (and care work practices at Buglawton Hall) that are a standard part of The Federation Schools' special learning environment. Special educational needs that could not previously be met because mainstream schools or family environments could not provide the necessary helpful conditions can now be met because of the particular arrangements in the classrooms (and residential areas at Buglawton Hall) and through the attention to detail in the school's routines and approach to the young person's difficulties.

2. Meeting Social, Emotional And Behavioural Needs

Details of the school's approach to managing behaviour are laid out in the Positive Behaviour Management Policy. In addition to the attention to external management described in that document every effort is made to help the young people understand and manage their emotions for themselves. Ways in which they can be more successful are discussed with them and opportunities are arranged for them to try them out these suggestions in practice, with coaching and feedback from staff.

Comments and help from other young people are constructively used through meetings and discussions in a variety of situations. Each young person has a form tutor (At Buglawton Hall each young person also has a Key Worker), a member of staff who has a particularly personal relationship with him or her, and important issues are regularly talked through between young person and Form Tutor/Key Worker during allocated and spontaneous time slots. Each teacher has a learning support assistant who assists in supporting individual young people and helping to ensure a consistent approach.

In all circumstances young people are involved as far as possible as active partners in helping the School make the best arrangements to help them. Where there is a persistent difficulty a problem may be discussed with the Educational Psychologist, who will then usually observe the situation more closely, meet the young person, and offer advice and/or more specific forms of individual support.

3. Meeting Academic And Cognitive Needs

The foundation of our approach is to take seriously the consistent application of good standard teaching practices in each of the following areas:

- Designing programmes of work to meet the needs of all young people in the class
- Delivery of these programmes in suitable step-sizes
- Using an interesting and challenging style of lesson delivery
- Using the best teaching methods to suit the lesson content
- Effective management of behaviour
- Clear and supportive feedback on performance
- Sensitive correction of mistakes
- Recognition of effort and achievement.

Our young people often have very confused and inefficient thinking styles with respect to classwork. Because of their emotional and behavioural difficulties they have not been successful in class or with school work and have had little commitment to thinking carefully. However, once they experience success as a result of the good teaching strategies described above they quickly want to develop their new sense of competence and become much more effective learners. Young people who have previously found it very difficult to engage with school work or who have showed very poor strategies for learning find that they can be successful and start investing energy and commitment, which transforms their approach.