



Clifford Holroyde Specialist SEN College

SEND Policy 2014/15

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012

1. Name and contact details for the SENCO/ Inclusion Manager.

This policy was created by the Head Teacher and the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. It was a co-produced policy in the spirit of current reform (2014).

SENCO: Ms Elaine Dwyer (Head Teacher) SEN Governor: Mr Terry Sweeney (Chair of Governors)

*Contact: Phone - 0151 228 9500
email - Clifford-s1@cliffordholroyde.liverpool.sch.uk*

2. The policy was Produced in Feb 2015 by the Head Teacher

It will be reviewed in: July 2016

3. Aims and objectives of Clifford Holroyde Specialist SEN College in relation to SEN provision

- To create an ethos and educational environment that is person centered and has the views and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.

- To reflect the New SEND Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants (LSA) or specialist staff. Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To work within a 'person centered approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies;
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities;
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self esteem with a long term goal of independence and preparation for adulthood.
- To ensure that every child's Education Statement or Education Health and Care (EHC) plan is understood, monitored and reviewed effectively.

4. How Pupils with SEN are identified within Clifford Holroyde Specialist SEN College.

Clifford Holroyde is a special school that caters for students who have an SEN statement or EHC plan. All students admitted to the school have social, emotional and mental health issues (as defined in the SEN code of practice 2014). A number of students have additional needs including communication and interaction, and cognition and learning.

Education statements and EHC plans are reviewed annually together with interim/emergency review meetings arranged when necessary.

5. Clifford Holroyde Specialist SEN College teaches pupils with special educational needs (referring to the section on SEN provision in schools in the Code of Practice).

- Differentiated quality first teaching is a priority for all pupils in the school.
- Action is taken to remove barriers to learning and put effective special educational provision in place.
- The SEN support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review**).

6. How Clifford Holroyde College assesses and reviews the progress of pupils with special educational needs

Assess: On admission to the school a learner's needs are initially identified from examining the child's educational statement or EHC plan. All teachers, the child's identified Learning Support Assistant (LSA), together with the appropriate external agencies continuously assess the learner's educational needs.

Plan: A child's SEN plan or otherwise known as their MAP (My Achievement Plan) is developed and implemented by their form tutor and LSA.

Do: A child's needs and areas for development as identified in their MAP are reinforced daily. This information on the child's progress is communicated daily to Parents/Carers.

Review: Due to the nature and specificity of the school a child's educational plan is constantly reviewed and monitored. A child's plan is also formally reviewed termly and annually at their statement or EHC plan review meeting.

7. How Clifford Holroyde manages the needs of pupils

- In many cases the pupil's needs are effectively met within school. The way this is done is accessed in the School's Local Offer which is published on the School's website and the Liverpool Family Services directory.
- Where a pupil makes less than expected progress despite evidence based support matched with interventions addressing areas of need it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies. (Except in child protection cases where a child is deemed to be at risk).
- Where assessment indicates that support from specialist services is required the school strives to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed.
- Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant may decide in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate. Children's services (Careline) are contacted if a child is deemed to be at risk in any way.

8. How Clifford Holroyde College works with parents and carers in planning for provision and reviewing progress, and how you support them in accessing information (for a detailed summary of this area please see the college's SEN Information Report that can be found on the school website).

- At Clifford Holroyde College we recognise that the impact of SEN support can be strengthened by increasing parental engagement in the approaches and teaching strategies that are being

used. We also value and welcome the essential information on the impact of SEN support outside school as well as the parents/carers particular knowledge of their child/young person and any changes in needs which they can provide.

- In creating the School's Local offer parental consultation was crucial and parents views on this were sought, acted upon and valued. This is an ongoing process and the school operates an open door policy where parents are encouraged to communicate openly with the school in a timely way should they have any concerns regarding their child/young person. There are other systems to encourage communication such as parents/carers afternoons, SEN review meetings and questionnaires etc.

9. What support Clifford Holroyde College offers for improving the emotional, mental and social development of pupils with special educational needs.

Clifford Holroyde College recognises that the children who are admitted to the school experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include:

- becoming withdrawn or isolated
- displaying challenging, disruptive or disturbing behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Attachment Disorder (AD)

It is also recognised by the school that children may display certain behaviours as a result of self esteem or other issues such as neglect.

A full description of how the college supports social, emotional and mental health is provided in the local authority's local offer, accessed at;

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/organisation.page?id=O-EduXIEU3s&familychannel=10-1-7>

10. What training on SEN will be available for teachers, support staff and the SENCO.

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The senior leadership team provides school-

based INSET and targeted support to develop awareness of resources and practical teaching and management strategies for use with pupils with SEND.

Some recent whole school training has been completed on;

Behaviour Development, Autism Friendly Teaching, Transactional Analysis, Teaching and Learning (specifically Differentiation and Assessment for Learning), Safeguarding Children, De-escalation and Positive Handling.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan.

11. How your school supports pupils with medical conditions

Information on how the college supports children with medical conditions can be obtained in the college's Medication Policy that can be found on the college website.

12. How Clifford Holroyde College approaches its statutory duties in terms of increasing its accessibility over time.

All pupils at Clifford Holroyde College have equal access to a broad and balanced curriculum differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self esteem and confidence that will lead to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

Relevant information is shared with parents/carers of pupils on Special Needs Support or with an Education Health and Care Plan (EHC Plan). They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments.

13. How Clifford Holroyde College handles complaints from parents/carers of pupils with SEN about SEN provision.

Any complaints should first be raised with the child's form tutor, then if necessary with the Head teacher and finally, if unresolved, with the SEN Governor. All complaints follow the school's complaints procedure.

Managing parental complaints related to SEN (any of the following may apply)

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as the 'Information, Advice and Support Service' (currently Parent Partnership).
 - Key issues are identified including where there is agreement.
 - Discussions should take place with the SENCO
 - Reports provided by outside agencies should be considered
 - Outcomes are reviewed examining what progress the pupil has made.
- Any behaviour logs should ensure strategies are included and shared with parents/carers.

14. Who is responsible for what?

We acknowledge that the SENCO shares responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remains responsible for SEN they often appoint a SEN Governor to support their work. The SEN Governor at Clifford Holroyde College promotes the development of SEN provision by:

The Governing Body will report annually on the success of this policy under the statements listed in '**The aims and objectives of this policy**'

In evaluating the effectiveness of this policy, the school will consider

- Findings of the SEND information report including its Local Offer.
- Reports presented by the Head teacher (SENCO) and Link SEN Governor
- Parents/carers
- Pupils
- Outside Agencies with evidence of joined together working.
- Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:
 - Consideration of each pupil's success in meeting their agreed outcomes.
 - Use of standardised tests including reading, spelling and numeracy ages
 - An analysis of external tests including SATs, GCSEs or equivalent qualifications
 - The school's tracking systems and teacher assessments
 - Evidence generated from Provision mapping and related interventions and person centered planning reviews from Education, Health and Care plans and EHATs.
- Raise online
- Reports provided by outside agencies including Ofsted.