SEND Policy

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Responsible Person	**Headteacher – Ian Griffiths**
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Special Educational Needs Policy

"The purpose of education for all Students is the same; the goals are the same. But help that individual Students need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles."   (Warnock Report, 1.4)

MISSION STATEMENT

Clifford Holroyde Specialist SEN College seeks to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility.

General Objective

The SENCO / Head and SLT will work closely with the governors and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO / Head will identify areas for development in special educational needs and contribute to the school's development plan. They will co-ordinate provision at EHC for each individual.

All teaching and non-teaching staff will be involved in the delivery of the special educational needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum and will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO / Head.

We therefore intend . . .

➢ To have regard to the Code of Practice on the identification and assessment of special educational needs.

➢ To follow the guidelines laid down by Liverpool Education Authority.

➢ To work in partnership with the student, parent/carers, all staff, governors and outside agencies.

➢ That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.

➢ Where a student is identified as not making adequate progress provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.

➢ To recognise the importance of early identification and if the student's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the student may need.

➢ Where a student is identified as having a cognitive or specific special educational need an Individual Education Plan will be drawn up tailored to each individual student's needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the student, parent, teacher and all support services.

➢ Enhance self-esteem by setting appropriate targets and by using the school rewards system to celebrate them.

➢ To use a variety of complementary approaches to support the class teacher and student – differentiation, 1-1, group, whole class, within the class or withdrawal for literacy / numeracy intervention when appropriate.

➢ To include the student within the class, wherever and whenever practicable.

➢ Endeavour to use all resources appropriately and efficiently.

➢ Make full use of all the support agencies that have been made available through the LEA.

Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

The following pages set out the model of Assessment and Provision that the School will provide in line with the 2015 Code of Practice.

Areas of Need

Students will have needs and requirements which may fall into at least one of four areas, many students will have inter-related needs. The areas of need are:-

➢ Communication and interaction
➢ Cognition and learning
➢ Behaviour, emotional and social and mental health
➢ Sensory and/or physical
➢ Medical

Broad areas of need

Communication and interaction: Students and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. students and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and learning: Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties: Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as 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 students and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs: Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning

Identification and Assessment

The law says that a student has special educational needs if he or she has:

A learning difficulty (i.e. a significantly greater difficulty in learning than the majority of students of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for

➢ Special educational provision (i.e. provision additional to, or different from, that made generally for students of the same age in local schools).

➢ If the school is alerted to the fact that a student may have a specific difficulty in learning we will make our best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Whether or not a student has SEN will therefore depend both on the individual and on local circumstances. It may be entirely consistent with the law for a student to be said to have special educational needs in one school but not in another.''"(Excellence for all students, DfEE, October 1997).

Therefore the importance of early identification, assessment and provision for any student who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the student is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular student. If a difficulty proves transient the student will subsequently be able to learn and progress normally. If the student's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the student's progress.

Any of the following may trigger a concern. The student and parent/carer are involved throughout.

➢ Parents/carer
➢ Student
➢ Class teacher assessment
➢ Repeated behaviours
➢ EHCP evidence
➢ Any of the support services mentioned later
➢ Records – transferred from another school
➢ Base line assessments
➢ Cognitive assessment results
➢ In-house testing and assessment
➢ Lack of progress on the schools assessment system
➢ Special needs register
➢ Pupil tracking

In identifying students who may have additional special educational needs we can measure student's progress by referring to:

➢ Their performance monitored by the teacher as part of ongoing observation and assessment
➢ The outcomes from baseline assessment results
➢ THRIVE assessments to support the assessment of specific emotional needs of students
➢ Their progress against the objectives specified in the assessment framework
➢ Their progress on Flightpaths against KS2 data
➢ Their performance against the SMART targets within their IEP's
➢ Assessments on entry, WRAT 4 assessments, LASS Assessments, possible CTOPP2 assessments, EP reports.

English as an Additional Language

The identification and assessment of the special educational needs of students whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Specific EAL interventions will run weekly to develop the language of EAL students.

School Model of Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways ie:-

➢ closes the attainment gap between the student and their peers
➢ prevents the attainment gap growing wider
➢ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
➢ matches or betters the student's previous rate of progress
➢ ensures access to the full curriculum
➢ demonstrates an improvement in self-help, social or personal skills
➢ demonstrates improvements in the student's behaviour

Individual Education Plan

An IEP should be used to plan the interventions for individual pupils made through:
➢ Clearly stating the specific need of the individual
➢ Highlighting the most profound need of the student
➢ Broad targets for the duration of the time at Clifford Holroyde Specialist SEN College
➢ SMART short term targets
➢ Specific Teaching strategies supporting the needs of the pupil
➢ Specific behaviour plans
➢ Review dates
➢ Strengths of the individual

Record Keeping and Assessment

All staff are able to access the SEN register on the shared area as well as whole school data and feedback from the assessment reports. The records kept in school are appropriate for all students, as are the individual levelling folders. It is important that records for all students are accurate, yet as positive as possible. This is particularly important for students with special needs. The following tests, if appropriate, will be used and recorded in the individual student's SEN file for every student. These help with the setting up of Individual Educational Plans and aid outside agencies as well as school in the monitoring of progress. All tests/assessments that are done for all our students in school. Post pre admissions all staff are given student IEP's which are also kept on the shared area, these detail individual needs, behaviour management techniques, medical information and any other relevant information

➢ We will also carry out a detailed individual assessment of each student at the earliest opportunity to make an accurate assessment of their needs considering:
➢ GL asssessment
➢ Reading and spelling age assessment
➢ For some students, their needs may be assessed further through, for example:
➢ Observation by SENCO or other specialist
➢ Specialised testing, e.g. dyslexia screening

Medical Information

SIMS is updated as and when information comes into school. Any major changes are passed on to the teacher straight away. The SEN register also includes medical information and updated individual medical information is passed on to all the staff during briefing in the morning.

However a medical diagnosis or a disability does not necessarily imply SEN. It is the student's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a student's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the student's parents, the school, the school doctor or the student's GP and any specialist services providing treatment for the student will be essential to ensure that the student makes maximum progress.

The Role of the Support Team

See Appendix 1 Provision Map

- SENCO
- Pastoral Manager
- Engagement Programme Manager
- 1 Tutor and 1 LSA (AEP)
- 10x Teaching Assistant (Main School)
- School Health ADHD nurse
- CAMHS link worker
- EWO
- School Family Support worker
- SEN Governor

The agreed role of the special needs team is to support the work of class teachers by offering specific and general support to students who are experiencing learning difficulties in either the long or short term.

The SEN nominated Governor, meets regularly with the SENCO to discuss SEN issues. The team will have regard to the Code of Practice. We will work closely with and support class teachers in the early recognition, assessment and testing of students. We will work closely with parents meeting as and when necessary.

We will coordinate the writing of Individual Education Plans and all contributions of those involved. We will regularly test and set new targets (Broad and SMART short term) when appropriate and work with the named students within the class, a group or 1-1 as appropriate. We will plan reviews post assessment dates to determine the level of intervention on an individual basis required.

The objectives are:

1.   To help students to cope with broad-based curriculum and to make progress through the National Curriculum by:-

a)   Testing, assessing and reviewing the needs of the individual student for the duration of their stay at Clifford Holroyde and the writing of their IEP
b)   Setting SMART achievable targets in a 'small steps' approach

c)   In partnership with student, parent, staff and any relevant outside agency
d)   Giving access to appropriate resources and encouraging independent use
e)   Support in the classroom with a variety of tasks where appropriate
f)   Providing additional encouragement and praise to promote self-esteem, motivation and concentration
g)   Monitoring students e.g. those who wear spectacles, or who have short term needs
h)   By using a system of awards (praise, stickers, certificates, special mentions, Head Teachers awards, Reward Trips etc.)
i)   Providing positive counselling when needed.

The role of the SENCO

➢ Overseeing the day-to-day operation of the school's SEN policy
➢ Coordinating provision for students with special educational needs
➢ Liaising with and advising teachers
➢ Managing learning support assistants and targeted interventions for individuals
➢ Overseeing the records of all students with special educational needs
➢ Liaising with parents of students with special educational needs
➢ Contributing to the in-service training of staff
➢ Liaising with external agencies including the LA's support and Educational Psychology Services, Occupational Health, S&L Services, Health and Social Services, and Voluntary bodies
➢ Attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
➢ Work closely with the nominated Special Needs Governor
➢ Monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

Ideas to assist with the meeting of SEN

We do need to be particularly aware of some students who have SEN. Students who learn at a slower rate than their peers, or who are developmentally delayed, so that they progress more slowly and may need some support with classroom tasks, either from the class or a support assistant/ teacher.

Students who have specific learning difficulties, often involving language tasks. This may become more apparent as the student grows older and fails to make as much progress as his/her peers. They will often require modification of some tasks and structured activities to work on specific skills. The class teacher will be given support. The student may get additional support from school or external support services.

Students with physical disabilities which affect their learning, including speech problems, impaired vision and hearing, fine and gross motor or mobility problems, need particularly careful monitoring, to check they are making good progress, but may not necessarily need extra support. The needs of individuals with mobility problems have to be addressed when planning educational visits, and all aspects of PE and movement around the school site.

Students who are underachieving because of behavioural difficulties and poor work attitudes, may have learning difficulties which may be the cause of their problems, and they will need a positive approach and careful monitoring, ideally before the problem becomes acute.

Students who are passive or withdrawn are sometimes easily overlooked, but may not be making acceptable progress in academic and/or social skills.

We also need to be particularly aware of new entrants, students who are absent for an extended period, students who are coping with family crises, and students who are the victims of abuse.

Planning the Curriculum

It is vital that students with special needs do not have a narrow curriculum, particularly with the demands of the National Curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all students. All SEN students have literacy and numeracy every day within the curriculum and students requiring additional support may have Thrive Therapeutic interventions, guided reading sessions, 1 to 1 phonics intervention, suffix intervention or read to the dog/snails.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:
➢ setting suitable learning challenges
➢ responding to pupils' diverse needs
➢ overcoming potential barriers to learning and assessment for individuals and groups of pupils
(For details see Inclusion Policy.)

The "small steps" Approach

It is very important to realise that many students have complex, inter-connected needs and they should not be categorised or labelled. Clifford Holroyde Specialist SEN College will endeavour to build on what a student already knows in a 'small steps' approach and will use the assessment data to record and celebrate these. It is more valuable to think in terms of individual differences and achievements rather than deficits from within students. We must be aware that student's needs and difficulties can be linked to a mismatch between task demands, levels of concentration and the student's ability/disability.

The main aim is always to give students access to all aspects of the curriculum, with priorities which are:
Real   -   relating to the student's needs
Relevant   -   so that the student sees the purpose of the activity
Realistic   -   so that the student can achieve success

This means – differentiation of work by:-

1.   Using a multi-level approach in the classroom with tasks matched to the individual needs of the students.
2.   Breaking difficult tasks down into more manageable parts, across the curriculum.
3.   More attention to the student's point of entry.
4.   More variety between practical and written tasks.
5.   Making use of computers, fidget toys, sensory support and Apps
6.   Building on a student's strengths and interests, rather than dwelling on his weaknesses.
7.   Modifying of worksheets and activities when necessary.
8.   Being aware of the differing concentration levels of students within the class.
9.   Praising and enhancing self-esteem.
10.   The setting of achievable targets.
11.   Effective use of additional staff, parents and other students.

Classroom Organisation

It is important to ensure that this facilitates learning for all Students, but particularly for those with special educational needs.

This can be achieved by:-

1.   Flexible grouping arrangements, to allow students variety and the stimulus of working with different students. Students with learning difficulties benefit from mixing with their peers and must be encouraged to do so.

2.   Peer support and in some cases peer group tutoring can be valuable, although its implications need to be carefully considered.

3.   Students with special needs should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning and classroom environment. It may mean that the class teacher needs to re-assess the physical class room organisation depending on size specific needs of the group.

Managing Students

Behavioural difficulties are usually complex. Poor work attitudes and under-achievement, poor concentration levels, miss-match of work to student, personal and home problems, lack of appropriate resources, movement around the room/school, constant changing of the groups are some of the factors that need to be addressed. Students are supported by the behaviour management team and TCI is used when necessary.

Code of Conduct

Whole school expectation by all who work in our school is that we all should accept responsibility for our own actions and learn/choose to act in an acceptable way. Students have a right to learn and staff have a right to teach.

Class Rules

All teachers have classroom rules which are also the behaviour targets. These should be few in number and on display in the classroom. Staff remind the whole class of their commitment to these regularly and involve them in decisions about class life.

Managing the classroom / resources

Keep on the move in the classroom, and so not become too involved with individuals at the expense of the general classroom atmosphere. Encourage students to ask for help when required.

Make task demands specific and realistic, so that students know exactly what is expected of them. Ensure that work is challenging but not daunting.

Decide what is the minimum amount you expect from individuals. Some students may need the work broken into small challenges. Point of entry, differentiation in work and recording are key issues to be thought about when planning the lesson. Make sure that the student understands the value of the work as a learner, to encourage intrinsic motivation.

Use praise and a positive approach as much as possible with all students. Give students attention for behaving well, not just for behaving badly. Negative behaviour can often be discussed privately, not in front of the class.

Accept that some students find it particularly difficult to conform all the time and try to praise them for progress, however minimal. It is sometimes useful to praise behaviour which is nearly what you like, particularly in a student who finds it difficult to cope with classroom demands.

Praise positive behaviours, discuss inappropriate ones but avoid comments which suggest that you expect poor behaviour or work from a student.

A few Students may need some extrinsic motivation, and will benefit from receiving rewards for good work or behaviour. Rewards include:-

➢ Praise by staff/colleague
➢ Being given a responsible job
➢ Choosing an activity for himself or a group
➢ Using ICT
➢ Being first out of the classroom when a session ends
➢ Choosing a story, poem or song for the class
➢ Showing work to another member of staff or parent
➢ Sticker or certificate (available in school)
➢ Use of special mention assembly

Rewards should be achieved on a session or daily basis, to make success as immediate as possible.

Rewards are better than punishment.

Managing Challenging Behaviour

It is very important that staff should enlist the help of SLT members before a student's needs become acute, in monitoring progress, counselling and reinforcing the positive approach. It may be appropriate to inform other members of staff including all support staff, when a particular effort is being made with a student. If the challenging / inappropriate behaviour persist then we will seek additional help and advice from the support services.

Exclusion from school

Occasionally, a student finds following our school rules very hard and continually behaves in an unacceptable way putting others or themselves at risk or disrupting others persistently. We will have worked closely with the parent/carer. The student may be excluded from school for a set number of days. The school follows LA guidelines here. Parents are given reasons for the exclusion and contact numbers.

Roles and Responsibilities

The governing body has important statutory duties towards pupils with Special Needs as outlined below:-

The SEN Register

The school maintains a SEN register which contains details of all students identified as having special needs and the category of need for EHC. This can be found on the shared area under SEN REG. The register is continually being revised and updated.

Access and Integration

Our aim is for all students to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All will have access to all National Curriculum subjects at the appropriate stage and programme of study. All students within Clifford Holroyde are encouraged to be involved in the wider aspects of school life where individual skills and prowess can boost self-esteem and gain respect from peers. (See Inclusion Policy)

Admission Arrangements

All students at Clifford Holroyde are placed by the local authority with an EHC plan however It is important when registering a student, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

Building adaptations/special facilities

Clifford Holroyde Specialist SEN College is built on 2 levels with easy access for wheelchair users to the bottom floor. Unfortunately there is no access to wheelchair users upstairs. The school has a wide disabled toilet for pupil/adult use.

Governor responsible for SEN

The governor responsible for SEN together with the SENCO / Head monitors the most efficient use of the SEN budget. Reports go back to the governing body and parents on the effectiveness of the policy.

"At Risk Register"

All confidential paperwork is kept in the Designated Safeguarding Lead officer's office.

Whole School Staffing

The class teacher accepts responsibility within their day to day management of their class for meeting the needs of all their students. We have Teaching Assistant support within all classes within the school who contribute greatly to the support of all students within the classes. They excel at helping develop skills in all areas.

Governor/Staff Training

We will continue to develop staff / Governors expertise by making full use of courses provided by the Education Authority, National conferences and other agencies or INSET drawing on staff specialisation. The needs are identified by the individual, the SENCO and through the School Improvement Plan. The school's Performance Management system will assist in highlighting training needs as will the SLT.

We aim to inform parents as soon as a student is "flagged" as a cause for concern, so that they are fully involved in the school based response for their student, understand the purpose of any intervention or programme of action, and be told about the EP and in school assessment service.

SENCO / Head, class teachers and SEN support talk both informally/formally to parents in school, may write, telephone or home visit if appropriate.

Parents also have a responsibility to communicate effectively with professionals to support their student's education. They should:
➢ communicate regularly with their student's school and alert them to any concerns they have about their student's learning or provision
➢ fulfil their obligations under home-school agreements which set out expectations of both sides.

We will ensure that parents are fully involved in any discussions leading up to a school's decision to request an emergency EHC review.

Partnership with Pupils

We will continue to work towards positive pupil involvement in decision-making related to their development. Most students have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, students with SEN should be actively involved at an appropriate level in discussions about their IEP's, including target setting and review arrangements and have their views recorded. Students should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self esteem. As all students are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

Complaints Procedure

Parents/carers are asked to speak to the class teacher, LSA, SLT or SENCO / Headteacher in the first instance. If the matter is not resolved then parents should contact the SEN Governor or the Chair of Governors in writing. If following this action the matter remains unresolved then subsequent recourse can be taken through the SEN team in Liverpool

Resources

The school is fortunate in having a number of reading schemes and students are encouraged to read a wide variety of books (fiction and non-fiction). It is very important that all Students are given as much opportunity as possible to be involved in the selection of their own reading material as well as the support of a structured scheme. Some students may benefit from using a multi-strategy approach with their reading such as the rapid plus software, Lexonik Leap, Lexia or phonics intervention with www.phonemetrack.com. We developed the school library and all the books are clearly marked with the levels so students can see their progress in reading and these are cross referenced with pupil tracking.

All classrooms hold some resources and differentiated materials at different levels matched to ability. Advice is always available from the SENCO, subject leaders or support teacher/TA's.

Evaluation of Success

Evaluation of the success of this policy requires evidence of:

1. Increased parental and students involvement.
2. Careful monitoring of targets achieved against those set in the IEP.
3. Early identification of additional SEN.
4. Improvement in standards of achievement by individual students as determined by formal and informal assessment.
5. Staff/governor development with In-Service training.
6. Further developing links with other specialist schools in Liverpool and the surrounding area.
7. Improvements within individual flightpaths.

Targets for Future Development

1. Develop staff understanding of THRIVE approach and specific emotional strategies to target gaps in emotional progress.
2. Establish systems to further improve early identification with CTOPP2, WRIT, DASH, WASII specific assessments more linked to the individual needs of the students