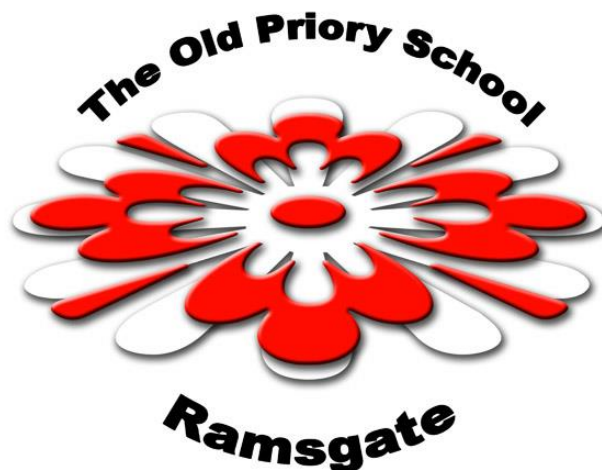


Special, Education Needs and Disability Policy

The Old Priory School



Contents

- 1. Introduction 3
- 2. The SEND Objectives of the School:..... 3
- 3. Co-Ordination of Provision of Education for Students with SEND 4
 - Admissions: 4
 - Inclusion: 4
 - Allocation of Resources for SEND: 4
- 4. Identification, Assessment and Provision:..... 4
 - Approach to Identification and Assessment: 4
 - SEND Provision: 5
 - The Range of Provision Provided for Students with SEND: 5
 - English as an Additional Language:..... 6
- 5. Monitoring Student Progress 6
- 6. Record Keeping: 6
- 7. Provision and Interventions: 6
 - Nature of Intervention: 7
- 8. Pupil Passports:..... 7
- 9. Reviewing Pupil Passports's: 8
- 10. Request for Statutory Assessment:..... 8
- 11. Reviews of EHCPs:..... 9
- 12. Working in Partnership with Parents/Carers: 9
- 13. Complaints Procedure: 9
- 14. Links with External Agencies / Organisations:..... 10
- 15. Evaluating the Success of the School's SEND Policy:..... 10
 - SEND Policy Review:..... 11

The Old Priory School

Special Educational Needs and Disability (SEND) Policy

1. Introduction

This policy is written in accordance with the requirements set out in Part 3 of the Students and Families Bill (2014) and associated regulations. The Policy is fully compliant with the Special Educational Needs (SEND) Code of Practice (September 2014).

The Old Priory School is committed to providing for each student, regardless of gender, ethnicity, ability, disability or sexuality, the best possible environment for learning. With careful assessment, monitoring and appropriate differentiation, teachers provide a variety of approaches to address the complex needs of our students.

Our SEND Policy is planned to help all students in the school develop their individual potential as far as possible, to achieve their best and become confident individuals who can make a successful transition into adulthood and therefore maximise their life chances.

2. The SEND Objectives of the School:

The Old Priory School is an independent, special school for students who have social, emotional, and mental health barriers to learning, most of whom are Children in Care to Local Authorities other than Kent and in Residential or Foster Placements. As such, most students have Special Educational Needs (SEN) and Education, Health and Care Plans (EHCP's) or are in the process of Statutory Assessment.

To address the individual needs of each student we implement a process of identification, assessment, planning and support. To achieve this, we adhere to the following principles:

- To ensure that all students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To identify the specific needs of students requiring SEND provision as early as possible.
- To ensure that SEND students have every opportunity to participate fully in all school activities.
- To ensure that Parents/Carers are kept fully informed of their child's progress and attainment.
- To ensure that the views of SEND students are included where practical, in decisions affecting their future provision.
- To help and encourage SEND students to take positive responsibility for their own learning.
- To work collaboratively and effectively with other agencies for the benefit of our students.
- To ensure that Education, Health and Care Plans are reviewed in line with regulations.
- To ensure appropriate training is provided for those implementing the Policy.

3. Co-Ordination of Provision of Education for Students with SEND

The school's provision for students with SEND will be co-ordinated by the Special Educational Needs Co-ordinator in close liaison with the Head of Education, Teachers, and support staff. As all students at The Old Priory School have SEND, the school adopts a whole-school approach to the day-to-day provision of education for our students.

Admissions:

The Old Priory School believes that the admissions criteria should not discriminate against any pupil with SEND and has due regard for the practice advocated in the Code of Practice 2014. See Admissions Policy.

Inclusion:

This policy builds on our School Inclusion Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. All Teachers are Teachers of students with Special Educational Needs and Disabilities.

Allocation of Resources for SEND:

The Old Priory School ensures that resources are allocated to support appropriate provision for all students requiring it, and to meet the objectives set out in this policy.

4. Identification, Assessment and Provision:

We have adopted a whole-school approach to SEND policy and practice, students have full access to the curriculum and are integrated in all aspects of the school.

Identification and assessment of SEND considers the nature of the special needs and disabilities of each individual. Identification takes the form of quality formative assessment, as well as effective tools and early assessment materials. All new pupils will be assessed in the first four weeks of entry into the school and will undergo regular reviews. Pupils who are assessed as having below average skills in literacy and numeracy will receive individual targeted intervention in these areas with varying levels of support, depending on their needs. Other interventions include, learning mentors, Speech and Language assessment and intervention by a fully qualified Speech and Language therapist, Emotional Literacy and Social Cognition programs, individual Literacy programs, and differentiated and scaffolded teaching and learning. Some students will receive specially adapted timetables to support their individual need.

Approach to Identification and Assessment:

Early identification of students SEND is a priority, the school will use appropriate screening and assessment tools and ascertain student needs through:

- Evidence obtained by teacher observation/assessment.
- Their performance judged against level descriptions in NC.
- Standardised screening or assessment tools.

The school makes use of a variety of:

- Reports or observations.
- Records from feeder schools etc.
- Existing EHCP's, PEP's or Pastoral Support Programmes.
- Screening and diagnostic tests.
- Information from parents/carers.
- Progress indicators towards GCSE examinations.
- Specialist assessment by other professionals.

SEND Provision:

On entry to the school, each student's attainment is assessed to ensure continuity of learning from their previous education provider.

The school will:

- Use information from the previous school or provision to shape the student's curriculum and pastoral support in the first few months.
- Identify the student's skills and note areas that require further development.
- Process and share information and outcomes from EHCPs.
- Read and implement strategies from the EHCP.
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, to plan future learning pathways.
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in Social and Emotional Development.
- Involve students in planning/agreeing their own targets.
- Involve parents/carers in a joint home-school learning approach.

The Range of Provision Provided for Students with SEND:

The main methods of provision made by the school are:

- Full time education in classes, with additional support by class teacher through a differentiated curriculum and scaffolding.
- In-class intervention.
- Periods of withdrawal to work with a Learning Support Assistant/Teacher.
- Small group intervention.
- Support from specialists within class or as part of a withdrawal programme.
- Speech, Language and Communication assessment and intervention.
- Individualised learning programmes to address specific needs.
- 1:1 intervention

English as an Additional Language:

Particular care will be needed with students whose first language is not English, teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs.

5. Monitoring Student Progress

The progress of students is a whole-school responsibility, the core of the Teachers work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes and interests. Some students may need increased levels of provision and support. Progress is the crucial factor in determining the need for additional support.

Adequate Progress is that which:

- Narrows the attainment gap between the student and the national average for their Key stage.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves the student's previous rate of progress.
- Shows an improvement in self-help, social or personal skills.
- Shows improvements in the behaviour, regulation, and self-management.

6. Record Keeping:

The school will record the steps taken to meet student's individual needs, the school will ensure that the records are maintained, and the information is made accessible:

- Information from previous school/provision.
- Information from Parents/Carers.
- School information on progress and behaviour.
- Student's own perceptions of difficulties.
- Information from Health/Social Services.
- Information from other agencies.
- Review and amendments to EHCP's.
- Personal Education Plans.
- Pupil Passports.
- Assess, Plan, Do, Review records.

7. Provision and Interventions:

Provision is planned to include interventions that are different from or additional to the normal differentiated curriculum. Additional intervention can be triggered through concern,

supplemented by evidence that, despite receiving differentiated teaching and scaffolding, students:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems and make little progress despite the provision of specialist equipment and resources.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents/carers, that a student requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject Teacher will remain responsible for planning and delivering individualised programs. Parents/carers will be fully involved in the process.

Nature of Intervention:

The SENCO in collaboration with the subject Teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of staff to work with the student.
- Providing alternative learning materials/special equipment or resources.
- Group Intervention.
- Individual intervention.
- Provision of additional adult time in devising interventions and monitoring effectiveness.
- Staff development/training to implement more effective strategies.
- Ongoing learning support strategies and Access Arrangements.
- Referral to the Pastoral Higher Level Teaching Assistant (HLTA).

8. Pupil Passports:

Strategies for students' progress will be recorded in the Pupil Passport and includes:

- Short term targets.
- EHCP Outcomes
- Strategies to achieve the targets.
- Provision to achieve the target.
- Success criteria.

The Pupil Passport 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 students' needs, these targets that are also recorded in the Personal Education Plan (PEP). The Pupil Passport will be shared with the student and the parent/carer.

9. Reviewing Pupil Passports:

Pupil Passports will be reviewed three times a year with involvement from all staff, the student, and their Parent/ Carers.

10. Request for Statutory Assessment:

A Statutory Assessment will be requested from the Local Authority when, despite an individualised programme of sustained intervention within the school, the student remains a significant cause for concern. A Statutory Assessment may be requested by the school, a Parent/Carer, referring Authority or outside agency. The school will have the following information available.

- The action followed with respect to meeting the students' needs.
- Assess, Plan, Do Review Cycles.
- The students' Pupil Passport.
- Records and outcomes of regular review undertaken.
- Information on the student's health and relevant medical history.
- Attainment levels.
- Standardised scores.
- Other relevant assessments from specialists such as support Teachers and Educational Psychologists.
- The views of both Parents/Carers.
- Where possible, the views of the child.
- Social Services/Educational Welfare Service.
- Any other involvement by professionals.

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

The EHCP will include details of the provision and outcomes for the child, these are used to develop targets that are:

- Matched to the longer-term outcomes in the EHCP.
- Short term strategies to achieve the stated outcomes.
- Established through parental/student consultation.
- Delivered by the staff with appropriate additional support where specified.

11. Reviews of EHCPs:

EHCPs must be reviewed at least annually. The SENCO will organise these reviews and the following will be invited to attend:

- The child's Parents/Carers.
- The child (if appropriate).
- The relevant Teachers'.
- The SENCO.
- A representative of the students' Local Authority i.e., Social Worker.
- Local Authority Virtual School Advisory Teachers for Looked After Children.
- Any other Agencies considered appropriate.

The aim of the review will be to:

- Assess the student's progress in relation to the stated outcomes.
- Review the provision made for the student in the context of the curriculum and levels of attainment.
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue or amend it.
- Make any amendments and set new targets for the coming year.
- Make amendments to the strengths and difficulties of the student.

With due regard for the time limits set out in the Code, the SENCO will write a report of the Annual Review meeting and send it, with any supporting documentation, to the Local Authority. The school recognises the responsibility of the Local Authority in deciding whether to maintain, amend or cease an EHCP.

12. Working in Partnership with Parents/Carers:

We firmly believe in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs, how best to support them, and that this gives them a key role in the partnership.

Depending on age and appropriateness, SEND students will also be encouraged to participate in the decision-making processes affecting them. The SEND Code of Practice outlines that the school must make available to all parents/carers of students with SEND, details of the Advocate System e.g., Independent Supporters service available through the Local Authority (DfE Code of Practice, 2014: 34-35).

13. Complaints Procedure:

The school's Complaint's Procedure is outlined in the school prospectus, the SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to Parents/Carers if required.

14. Links with External Agencies / Organisations:

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND students. When it is considered necessary, colleagues from the following support services will be involved with SEND students;

- Educational Psychologists.
- Medical Officers/Health Practitioners.
- Speech Therapists.
- Physiotherapists.
- Hearing Impairment Services.
- Visual Impairment Services.

In addition, important links are in place with the following organisations;

- The LEA.
- Specialist Services.
- The business community.
- Education Welfare Officer.
- Social Services.
- CAMHS.

15. Evaluating the Success of the School's SEND Policy:

The school's SEND provision for each student is reviewed regularly, Carers, students, Social Workers, and Kent SEND Professionals are invited to individual student reviews.

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

- Teachers.
- Parents/Carers.
- Students.
- External Professionals.
- Other outside agencies that may be involved with the young person's well-being.

At the SEND Review we will judge the effectiveness of our provision and set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Student progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each student's success.
- Use of standardised tests.
- Evidence generated from PEP Review Meetings.

- Feedback and outcomes of EHCP Annual Reviews.
- Views of those invited.
- Monitoring of classroom practice by the SENCo/Head of Education.
- School self-evaluation process.
- The School Improvement/Development plan.

SEND Policy Review:

The school considers the SEND Policy document to be important and, in conjunction with the Senior Management, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.