

Christchurch Learning Centre

SEND Policy & Information Report

Approved by: Mrs Christine Emery

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Christchurch Learning Centre wants all our pupils to feel welcome, valued and included in the school community. We have high aspirations for our pupils with SEN and disabilities and will provide them with high quality learning opportunities to ensure that they achieve their best.

We also want to help our pupils with SEN and disabilities to develop a positive view of themselves, so that they can become confident individuals and go on to live fulfilling lives by making a successful transition into adulthood. We will endeavor to fully involve our pupils with SEN and disabilities in all decisions that affect them, so that they can help us to identify what works for them and reflect on what doesn't.

The views of our pupils and their parents are especially important to us and we will take these into account when consulting on, implementing and reviewing this policy.

To achieve the above, we will:

- create an atmosphere of encouragement and acceptance in which all pupils can thrive
- be sensitive to individual pupils' needs and celebrate achievements
- enable each pupil to take part and contribute fully to school life
- provide access to and progression within the curriculum
- involve pupils in planning to support their SEN or disability
- work in partnership with parents to support children's learning and health needs
- provide quality training for staff that enables them to support pupils with SEN and disabilities.

1.1 Objectives

Christchurch Learning Centre will do its best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our goals are to:

- identify all pupils who have SEN and disabilities at an early stage
- ensure that pupils with SEN and disabilities have their needs met and that they make progress
- work in line with the Special Educational Needs and Disability Code of Practice: 0 – 25 years

- provide support and advice to all staff who work with pupils with SEN and disabilities
- operate a whole school approach to meeting SEN and disabilities, in which all members of the school community have an understanding of their role
- ensure that pupils with SEN and disabilities join in with all the activities of the school alongside their peers

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO's are:

Mr Philip Gavin

Ms Charlotte Tracey.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special educational needs are identified as early as possible.

We start by:

- providing teaching that is of a high quality
- regularly assessing our pupils' progress and targeting areas of difficulty
- adjusting work for pupils who need this.

As necessary, we also:

- provide access to small group work of 1:4
- targeted literacy support
- targeted numeracy support
- targeted TA support
- targeted mentoring

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

To do this we may:

- complete cognitive assessments through the SENSS Team
- complete Speech & Language assessments
- complete social emotional assessments through our ELSA
- complete behaviour and engagement assessments through our outreach worker
- reflect on our behaviour and progress tracking tools

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

At Christchurch Learning Centre we use the "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make good progress. The four parts of this approach are as follows:

1. Assess – as already outlined above, we assess the pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so

2. Plan - the teacher and our SENCO will plan the support needed, involving the pupil and their parents. A review date will be agreed
3. Do – our SENCO will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved
4. Review – everyone, including the pupil and their parents will decide how effective the support has been. We will then adapt the support in light of the pupil's progress.

The list below identifies some of the strategies used within CLC (this is not exhaustive) however, if needed, during this process, we may ask for advice from specialist support services such as the Family Partnership Zone, SENSS, SALT, EPS, OT, GP, CP, CAMHS, ELSA. Parental permission will always be sought prior to this.

- At the point of admission, all pupils at Christchurch Learning Centre undergo a period of induction in which assessments are conducted in order for teaching staff to establish a clear baseline in which to judge progress and attainment. Pupils also complete cognitive assessments and ELSA questionnaires in order for the Centre to make informed judgements about support. This data, in conjunction with referral paperwork and information from any existing EHCP helps staff to identify appropriate IEP, SEN and academic targets.
- IEP's are reviewed with pupils throughout the term as dictated by the stated timeline for meeting targets. Year teams coordinate this support and ensure pupil IEP's consist of SMART targets and expectations for progress with appropriate time frames.
- Pupil provision is reviewed termly with representatives from school and other support services as appropriate. Parents are invited to attend termly reviews but are also aware that parents evening is held once a year in which academic progress can be discussed formally with teaching staff. Similarly, formal 'Pupil Centred' Annual Reviews are completed each academic year to monitor progress and achievement in line with the EHCP and desired outcomes.
- Progress data is recorded by teaching staff and collated using SIMS in order for the leadership team/department leads to monitor progress. Those pupils demonstrating delayed or stunted progress are highlighted through our FOCUS system for additional support/interventions, this may lead to the involvement of external services.
- The FOCUS system is also utilised to identify BESD concerns. The panel, consisting of Year Heads, Pupil Support Manager and a members of the Leadership Team, who are able to initiate a number of centre based interventions and strategies in order to overcome barriers to learning/progress but are also able to initiate support from outside agencies as appropriate. Interventions are monitored closely by Year Heads/mentors and minutes from FOCUS meetings highlight success criteria and work towards them. FOCUS meetings are held once a week.
- Any alteration to a pupils provision offer is ultimately the responsibility of the Headteacher. Any request to make changes to provision can be presented by Year Heads and discussed with the Headteacher and Pupil Support Manager in order to establish an appropriate course of action. If external agencies are involved with a pupils provision, their contribution to the decision making process is also welcomed. Parents are consulted during any consideration for a change in provision. If a pupil is subject to an EHCP, an interim review will be coordinated to discuss any alterations to provision. In order to access additional resources, the SEN team and allocated caseworker are able to consider additional funding but will require appropriate cost analysis and measurable outcomes that support progress.
- All provision is monitored closely through the FOCUS system. This provides the Centre with a record of interventions and their success. If the Centre is unable to effect positive change in behaviour or is unable to meet the requirements of an EHCP, evidence of a graduated response to pupil needs must be gathered from the FOCUS record keeping systems and IEP/Review minutes. If alternative provision is suggested/required, the Headteacher is able to discuss this further with the BCP Commissioner for Alternative Provision, SEN Team and/or the BCP Exclusions Team in order to establish a positive outcome or alternative educational package/establishment. Constructive communication with parents will be required throughout this process in order for parents to be fully informed and understand that provision at the Centre may not be appropriate or sustainable.

For any additional support requested that require application for High Needs Funding, the Centre will keep an accurate record of the cost and effectiveness of the support purchased in order to ensure value for money and effective use of available funding and resources. An electronic record of the allocated support agreed between the Centre and the LA, for any pupil will be tracked using Synergy.

Additionally, pupils with EHC Plans have an Annual Review held at their mainstream school, each year. The pupil, their parents and any relevant professionals are invited to this. For those pupils without a mainstream place, Annual Reviews will be held at Christchurch Learning Centre and are person centred and focus on the pupil's progress. They also:

- consider whether the outcomes in the EHC Plan are still appropriate
- review the special educational provision in place
- review any health or social care provision currently in place
- consider whether the EHC plan is still needed.

For pupils in Year 9 and above, there is a specific focus on preparing for adulthood. This includes thinking about:

- further or higher education (e.g. college, an apprenticeship or university)
- employment
- independent living
- participating in society
- being as healthy as possible in adult life.

A report of the meeting is sent to the Local Authority.

Further detail about Annual Reviews can be found on 'The Local Offer'

5.7 Adaptations to the curriculum and learning environment

In addition to the adaptations mentioned in 5.6 above, we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have two teaching assistants who are trained to deliver interventions and support as directed however, some pupils may require targeted support that has been identified on their plan. This type of support will be agreed and funded appropriately by the SEN team.

Teaching assistants will support pupils on a 1:1 basis when identified in a plan or to complete a specific piece of targeted work

5.9 Expertise and training of staff

Our current SENCO, Mr Philip Gavin has 10 years of experience in this role and has worked as Headteacher and SENCO at the school 17 years.

They are allocated 0.5 days a week to manage SEN provision.

We are currently training an additional SENCO to take over the role who will also have 0.5 days a week allocated time.

In the last academic year, staff have been trained in a number of interventions including attachment theory, KCA Mental Health awareness.

We use specialist staff for targeted mentoring and outreach but also utilise LA services to offer additional support as required.

5.10 Securing equipment and facilities

CLC will work closely with the EP Service, SENSS and SEND Team to identify and secure any additional resources to/facilities to address the needs of pupils.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals
- Reviewing the impact of interventions after an identified number of weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All pupils are encouraged to take part in all activities offered at CLC. Access to off-site activities, guest speakers and support services, specialist workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Pupils are referred to our provision by BCP officers that will help assess level of support required and ensure that admission is not hindered by disability
- Both sites have been configured to ensure that pupils have access to teaching materials and support regardless of their disability. The Cottage site has lift access as an additional support.
- Our School Accessibility plan is available on the website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to take part in topic lead discussions in tutor time.
- Pupils with SEN are offered additional mentoring through our outreach worker.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school works collaboratively with other agencies such as Social Care & Health, local authority support services and community based organisations in order to meet the needs of all SEN families. We also signpost to organisations and support services such as Wessex Autism and SENDias to ensure that families and pupils have access to support external to the school.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher and/or the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents are advised to visit the BCP SEND website which provides a number of support services, advice and guidance.

5.17 Contact details for raising concerns

If parents wish to raise any concerns, the following people can be contacted on 01202 471410:

Mr Philip Gavin,

Ms Charlotte Tracey

5.18 The local authority local offer

Our contribution to the local offer is: can be found on the BCP Local Offer web pages

6. Monitoring arrangements

This policy and information report will be reviewed by the Headteacher and SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions