

Policy for students with Special Educational Needs (R.E.A.L. Alternative Provision School)

Amended on: 07/10/2016

Review Date: 03/09/2018

Revision history:

15.07.16 - Revised in the light of SEND code of practice changes / EHCP

01/03/2014: - No amendments to policy.

01/03/2012: - Policy written for R.E.A.L. Independent Schools.

Introduction

The R.E.A.L. Alternative Provision School places children and young people at the heart of their learning experience. We focus on the needs of those with significant and complex additional needs who may be “lost to learning”, at significant risk of exclusion, or out of school with a placement difficult to establish. This group is commonly categorised as having “Special Educational Needs”.

We work with a range of children and young people for whom the learning experience has previously failed in either mainstream or special school. In order to reverse the identified pattern of failure, we promote a culture of respect alongside healthy and productive attitudes to learning by developing an ethos of ambition and achievement, enabling each young person to achieve their potential. A key to the success of this approach is the value we place on the nurturing of quality relationships in building trust for productive learning experiences.

In our work we are truly committed to re-thinking engagement and approaches to learning through the recruitment of staff fully committed to “going the extra mile”. This is embodied in a team of experienced, skilled and enthusiastic professionals, fully focused on empowering young people to prepare for their long term aspirations through a solution focused – “can do” – approach that will create realistic outcomes and appropriate pathways.

We know that many young people and their families who engage with this approach initially have significantly poor self-esteem and aspirations. By providing a vibrant and progressive culture and climate of continuous innovation, we “raise the bar” on achievement and attainment whilst building self-esteem, ambition and resilience.

We take an explicit, evidence-based approach to fostering the development of the emotional health and well-being of our learners, which we begin at induction. We draw on a range of approaches that have been shown to improve well-being and we integrate these into our work in both explicit and indirect ways. We see this as a core element of our work.

We are focused upon a commitment to improvement, based on continuous and consistent professional evaluation and analysis of our performance and current and future needs. To achieve this, we actively seek the participation of all stakeholders in striving to secure continued improvement.

This policy sets out some of the structures and strategies we have in place to support our aims.

Who is the policy for?

This policy refers to young people with special educational needs (SEN) with whom we work. It explains why and how R.E.A.L. Alternative Provision School works with them. The guiding principle informing this policy is to ensure that young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.

The Children and Families Act 2014 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from, the provision generally made for pupils of the same age.

Pupils with SEN and/or disabilities supported by R.E.A.L. Alternative Provision School could have difficulties with one or more of the following:

- Cognition and Learning
- Communication and Interaction
- Behaviour, Emotional, Social or Mental difficulties
- Sensory and/or physical needs

Aims

The aims of this policy are:

- To ensure that the school complies with the requirements of the Children and Families Act 2014 and the SEND Code of Practice 2014, the Equality Act 2010 and other relevant statutory guidance and that these requirements are implemented effectively within the school.
- To ensure that every pupil with special educational needs and/or disabilities has maximum opportunity to achieve the five Every Child Matters outcomes
 - be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
 - achieve economic well being

Management objectives for making provision for pupils with SEN

- The necessary provision is made for any pupil who has SEN.
- Quality assure the management of personalised learning programmes
- Determine the key responsibilities of Learning Managers and monitor the effectiveness of their undertaking of those responsibilities.
- Make sure that all staff are aware of the importance of and skilled in identifying and making provision for the specific SEN of pupils.
- Make sure that parents are fully aware of decisions by the School/local authority that SEN provision is being made for their child.
- Make sure that pupils with SEN and/or disabilities have access to quality learning experiences in line with their mainstream peers, so far as is reasonably practical and compatible with their needs.

- Make sure that, where the named Learning Manager at R.E.A.L. Alternative Provision School has been informed by the LA that a pupil has SEN, those needs are made known to all who are likely to teach them.
- Ensure that all staff are aware of the SEN and Disability policy of the school and work appropriately with all young people who have SEN and/or disabilities
- Have regard to both the SEND Code of Practice as well as the Equalities Act (2010) when carrying out our duties toward all pupils with SEN.
- Work in partnership with parents/carers and with relevant agencies when providing for individual pupil needs and ensure that parents/carers are made aware of the LA's Local Offer and how to access it.
- Ensure the quality assurance of services commissioned by the school and report to the school at regular intervals on the progress of children on their role.
- Report regularly to parents on their child's progress and on the implementation of the School's SEN and Disability policy.

Implementation

R.E.A.L. Alternative Provision School has regard to all the requirements of the SEND Code of Practice 2014. The SEND Code promotes a common and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of action and intervention to help young people who have SEN make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a young person may be experiencing.

For most students who attend R.E.A.L. Alternative Provision School, previous schools will have identified the student's SEN and a number of early intervention strategies will have been attempted. R.E.A.L. Alternative Provision School will provide specialist support to meet the students' complex additional needs. Tutors are therefore expected to look carefully at differentiating their approach to meet the specific learning needs of each pupil. All tutors focus on personalising teaching and learning as well as a regularly assessing the impact of specific interventions

Arrangements for co-ordinating the provision of education for pupils with special educational needs at the School

Each student at R.E.A.L. Alternative Provision School has a designated Learning Manager who fulfils the role attributed to a school's SENCO. The headteacher, together with Key Stage Managers, coordinates and monitors the work of these Learning Managers.

A list of all teaching and support staff with training and experience in areas of SEN is available on request from the Admin Department.

Identification and Assessment

Identification of particular individual needs of pupils is a collaborative process between referrers, Learning Manager, pupil and parents, with additional expertise provided as and when appropriate from the School's Educational Psychologist, advisory staff for autistic

spectrum disorders, specific learning difficulties, the CAMHS team, speech and language therapy, occupational therapy and medical and nursing services.

- Identification and assessment of SEN is usually made ahead of referral to R.E.A.L. Alternative Provision School.
- Referral information is provided at initial planning meetings; completed paperwork will give pen picture, risk management and previous academic history.
- On entry, baseline assessment information is gathered to evaluate the starting point for each student. There may often be a dip in attainment levels from those previously recorded due to the complex nature of the casework.
- Learning Managers meet with all teaching and support staff to identify an appropriate personalised approach for each student.
- Parents are encouraged to contact the Learning Manager if they have concerns about the progress of their child.

SEN Provision

Needs and provision for pupils with Education Health Care Plans is determined by the LA and are met through funding resources provided directly by the LA and from schools. When planning a programme of education for a child with a Education Health Care Plan, we make sure that it meets the requirements set out in the Plan. A purpose built PCR suite is available on site to encourage full participation of learners in the EHCP process

All staff at R.E.A.L. Alternative Provision School are equipped to support pupils with SEN. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from their previous experiences in mainstream or special education.

Staff help pupils with SEN and/or disabilities to access a balanced and broadly based curriculum by:

- Helping them improve their literacy and numeracy skills.
- Creating stimulating and exciting approaches to learning.
- Differentiating schemes of work.
- Providing alternative and appropriate teaching strategies and approaches.

Numeracy

- The numeracy coordinator works on curriculum development, linking the syllabus with appropriate functional approaches for those who require a bespoke approach to their learning.

Literacy

- The Literacy coordinator works on whole school initiatives to improve literacy. This is identified as a key area for students in efforts to raise their self-esteem and engagement in learning.

The study of numeracy and literacy has a clear focus on everyday use in the re-engagement of students in learning in these areas.

Provision for sensory and/or physical needs

- Links are made to appropriate specialist support as required for the specific needs of students

Provision for Communication and Interaction Difficulties

- R.E.A.L. Alternative Provision School supports the work of the Autism Education Trust and regularly holds training workshops to level 3.

Support for Behavioural, Emotional and Social Difficulties

- R.E.A.L. Alternative Provision School employs the support of a behaviour specialist to provide training and support to staff
- R.E.A.L. Alternative Provision School has developed a model of personal development and well-being, supervised by an educational psychologist, aimed at supporting personal progress of students in this area.
- SEAL (Social and Emotional Aspects of Learning) within the curriculum.

Access arrangements

Access arrangements for examinations are organised jointly by the Literacy and Numeracy coordinators. This can include 25% extra time, and/or provision of reader and /or scribe.

Staffing Arrangements

The SENCO role is fulfilled on an individual basis by Learning Managers. Their work is supervised by the leads for KS2/3 and KS 4 provision, with the Headteacher having the overview of the implementation of this policy.

Headteacher responsibilities:

- overseeing the day-to-day operation of the school's SEN policy;
- liaising with and advising fellow teachers;
- managing the team of teachers and learning support assistants;

Learning manager responsibilities:

- coordinating provision for pupils;

- overseeing and ensuring the records on all pupils are accurate and up to date;

- liaising with parents of pupils on a regular basis;
- liaising with external agencies, including educational psychology services, Connexions, medical and social services and voluntary bodies
- monitoring the effectiveness of any SEN provision made for the pupil;
- securing relevant services for the pupil where necessary;
- ensuring that a focus on preparing pupils for adulthood is paramount and that partnerships with all relevant providers are developed to enable young people to successfully transition to employment, further education or training
- coordinating the work and planning of all staff working with the pupil
- advising staff about differentiated teaching methods appropriate for the individual pupil

The team working with pupils has specific responsibilities for:

- appropriate specialist knowledge in the areas of basic literacy and numeracy;
- expertise in working with vulnerable children and those with severe emotional and behavioural difficulties;
- training and experience in social and communication difficulties
- the preparation of suitably differentiated approaches to learning for the individual.

Facilities

R.E.A.L. Alternative Provision School is often tasked with engaging the exceptionally hard to reach and will always seek to place a student in an environment conducive to their re-engagement in learning. Particular attention will always be paid to the management of health and safety and the management of risk that will include the venue and the individual circumstances of the student.

Admission Arrangements

See School Admissions Policy and School Prospectus.

Monitoring, Evaluation and Review

R.E.A.L. Alternative Provision School evaluates the success of the education which is provided for children with SEN through:

- Annual School Improvement plan
- Regular monitoring and reviewing
- Personal support plans for all students with SMART target setting
- SEN policy reviewed on an annual basis
- Regular SENCO reports to the Directors
- Pupil centred EHCP reviews

The managing body monitors the work of the Learning Managers/SENCO through:

- considering headteacher reports that reflect the activities of the Learning Managers and any current issues;
 - considering reports from the Learning Managers;
 - having regular discussions between the SEN committee member and the Learning Managers; and
-
- Regular meetings of Learning Managers to feedback in person to Directors.

Arrangements made by the members of the management group relating to treatment of complaints from parents of pupils with SEN concerning the provision made at the school

The school Complaints Policy outlines the measures to take in order to make a complaint.

Arrangements made for In-service training

R.E.A.L. Alternative Provision School is fully committed to ensuring staff are fully familiar with the latest developments and training in all areas of SEN and make regular training events available to all staff. Following whole staff in-set on SEN steps are taken to ensure that there is direct impact on the quality of teaching. The SENCO will do this through a combination of learning walks, lesson observations, learner voice and interviews.

External Support Services

- The school uses the services of an educational psychologist to support its work with all pupils.
- It also involves other outside agencies including Social Services (see Child Protection Policy), Education Welfare Officer, School Nurse, Speech and Language and Occupational Therapy, and CAMHS
- Learning managers have regular meetings with the educational psychologist and local authority SEN officers to discuss caseload and strategy.

The role played by parents of children with SEN

The School ensures that parents and pupils are involved in decisions about what SEN provision should be made. The R.E.A.L. Alternative Provision School recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of pupils and their parents are heard and incorporated into the planning to meet their needs.

The overriding aim is to have a productive partnership with parents –

- R.E.A.L. Alternative Provision School ensures that parents are kept informed of the work done with their child.
- Parents are encouraged to contact their designated Learning Manager if there are concerns they wish to discuss.
- Parents are involved in review processes.
- All contact with parents is recorded.