



## SEND POLICY & INFORMATION REPORT

*This policy, which applies to the whole school, is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

<b>Date Adopted:</b>	
<b>Written by:</b>	_____ Signature  <u>KAREN GASTER</u> Name  <u>HEADTEACHER</u> Title
<b>Approved by:</b>	_____ Signature  <u>ANNE-MARIE CARRIE</u> Name  <u>CHAIR OF GOVERNORS</u> Title
<b>Last Review by: Date:</b>	
<b>Next Review by Board of Trustees:</b>	[Date]

*Under the Equality Act 2010 we have duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief, and sexual orientation. This policy has been equality impact assessed and we believe it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any employee or applicant and it helps to promote equality at this school.*

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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.

Yarrow Heights School is a specialist educational setting where the children and young people attending are almost always in possession of a SEN Statement or a statutory Education, Health and Care Plan (EHCP) which has been agreed by families and all agencies involved.

The SEND Code of Practice (2014) states that Education, Health and Care Plans of educational needs are integrated support plans for children and young people with SEN from 0 to 25 years of age. They are focused on achieving outcomes and helping children and young people make a positive transition to adulthood, including into paid employment and independent living.

Our School is committed to working in partnership with education, health and care professionals to enable our pupils to achieve their academic potential and successful transition into adulthood.

We make provision for a range of special educational needs within the School setting, based on a needs-led assessment. The School specialises in supporting pupils with Social Emotional and Mental Health difficulties, where many may be diagnosed as being on the Autistic Spectrum. Our pupils often have compounding complex needs and these can include additional needs such as, sensory impairment, speech and communication difficulties or difficulties in the self-regulation of emotions and behaviours. We make provision for pupils in the age range 7-16.

An integrated professional therapy team provides for Clinical Psychology, Speech and Language Therapy, Occupational Therapy, and Mental Health Practitioners, to support pupils with all aspects of their EHCP requirements and nurture their social and emotional wellbeing.

At Yarrow Heights School we believe that:

- ✓ All pupils have the right to access a wide range of learning experiences that reflect their needs, abilities and interests.
- ✓ The learning opportunities and experiences provided for pupils should allow them to be successful in achieving knowledge, understanding and skills,
- ✓ All pupils have a right to access a suitable, enriched programme of learning.
- ✓ The views of pupils about their education and the views of parents/carers about the education their children receive should be sought and taken into account.
- ✓ Each student has the right to be valued for their culture, religion and their different style of learning.
- ✓ All pupils should be educated in an environment and atmosphere that supports their learning and provides them with safe and stimulating opportunities and experiences.

To enable all of our pupils to achieve, the School recognises the need to:

- ✓ Provide the highest standard of teaching and learning.
- ✓ Promote an inclusive curriculum and learning environment for all pupils.
- ✓ Value and support all pupils as individuals and treat them with courtesy, dignity and respect, celebrating their achievement.
- ✓ Create a calm, planned, safe, purposeful working environment.
- ✓ Oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination wherever it is found.
- ✓ Value the voice and views of all pupil, parents/carers, staff and other professionals attached to the School.

## 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 the 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 is **TBC**.

They will:

- ✓ Work with the Headteacher 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 within a child's EHCP, made to support individual pupils.
- ✓ Provide professional guidance to colleagues and work with staff, parents, therapists, 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 in regard to SEN provision across the School.
- ✓ Liaise with potential next providers of education 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, when appointed, 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 within 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 Learning Support Assistants, and specialist therapy 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:

- ✓ Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, speech and language difficulties.
- ✓ Cognition and learning, for example, dyslexia, dyspraxia.
- ✓ Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- ✓ Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

### **5.2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and baseline levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers and members of the therapy team will make regular formative and summative assessments of progress for all pupils across social skills, behavioural presentations, therapeutic and educational outcomes; identifying those whose progress is less than expected.

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.

### **5.3 Consulting and involving pupils and parents**

Prior to admission to the School, the SENCO and other involved professionals will discuss with the pupil, their parents and the previous educational.

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 Transition and Admission Programme 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:

- ✓ Observational assessments.
- ✓ The teacher's assessment and experience of the pupil.
- ✓ The relevant outcomes/assessments from identified therapists.
- ✓ Their previous progress and attainment or behaviour.
- ✓ Other teachers' assessments, where relevant.
- ✓ The individual's development in comparison to their peers and national data with similar presentations/diagnosis.
- ✓ The views and experience of parents/carers.
- ✓ The pupil's own views.

- ✓ Advice from external support services, if relevant.

The range of assessments will be triangulated and 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. The young person will be supported through the initial and following stages of the implementation of an agreed comprehensive Transition Plan. They will be supported through accompanied acclimatisation visits, sharing of outcomes, information and strategies and induction material and visits.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- ✓ All students will be allocated the resources they need to support their learning to include equipment, staffing and learning environment.
- ✓ Resources will be matched to students' needs and their suitability will be reviewed annually through the annual review process or as required.
- ✓ Curriculum subject resources will enable all students to effectively access the curriculum. The School will ensure that all students have equal access to the curriculum and will ensure that specialist facilities, equipment and links with outside agencies are used effectively to promote learning.
- ✓ A technology-led curriculum to support those pupils who have prior disaffection or sensory needs and to deliver stimulating and engaging learning.
- ✓ Therapeutic strategies to support the removal of barriers to an individual child's enjoyment of learning.

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- ✓ High levels of differentiating our curriculum to ensure that all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, differentiation by outcome, etc.
- ✓ Adapting our resources and staffing.
- ✓ Range of teaching strategies and styles.
- ✓ Using recommended aids, such as technology, 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, interest bespoke planning, etc.

### **5.8 Expertise and training of staff**

Yarrow Heights School is an SEN School, where the staff team of educationalists, therapists, and family liaison officers are all experienced in supporting children with SEN and have all undergone a full induction training programme and ongoing CPD, that addresses and discusses the range of presentations that the children may exhibit. The strategies that will be employed as a whole-school setting to support each child will form part of the training and be under regular review.

### **5.10 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of our SEN provision:

- ✓ Reviewing pupils' individual progress towards their goals each term.
- ✓ Reviewing the impact of interventions after an agreed number of weeks, according to the nature of the therapeutic intervention.
- ✓ Using pupil questionnaires.
- ✓ Monitoring by the SENCO.

- ✓ Using provision maps to measure progress.
- ✓ Holding annual reviews for pupils with EHC plans.

### **5.12 Engaging in Yarrow Heights School Enrichment Curriculum**

All of our extra-curricular after school and off-site activities and school visits are available to all our pupils, including our before-and after-school clubs.

- ✓ All pupils are encouraged to go on our residential trip(s).
- ✓ All pupils are encouraged to take part in sports day/school plays/special workshops.
- ✓ No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The School's Accessibility Plan is available on the School's website or emailed upon request.

### **5.13 Working with other agencies**

As part of our Assessment and Admission process all relevant agencies are involved in the admission of a child to our School. Establishing all relevant contacts such as (GPs, CAMHs, Social Services, therapists etc) and initiating, enabling and sustaining ongoing professional dialogue ensures a comprehensive team of professionals are supporting the child.

The School will seek the views of the parent and the child in this multi-agency process.

### **5.14 Complaints and Concerns about SEN provision**

Complaints about SEN provision in our school should be made to 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.

### **5.15 The Local Authority local offer**

Our contribution to the local offer is held with Southampton City Council

Our local authority's local offer is published here: **TBA**

## **6. Monitoring arrangements**

This Policy and information report will be reviewed by The Chair of Governors, 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.
- Positive Behaviour Support Policy.
- Equality Statement.
- Supporting pupils with medical conditions.