



SEN Policy

SPECIAL EDUCATIONAL NEEDS POLICY

Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (Sept 2014).

The school will admit pupils where it is named in an education and health care plan (EHCP) by a LA. Prior to naming the school in an EHCP, the LA will have consulted with the Head of School in line with the LA's statutory obligations to ensure that the school is able to meet the needs of the child. More generally, the school will liaise with LAs in order to make provision for the likely numbers of pupils who will be placed at the school. For example, this will include making full use of data generated by these LAs as to future need for particular types of special school provision. The school will also cooperate with LAs as they review their local offers which will provide information on the support and services available to children with special educational needs and their families.

The school's Governors aim to ensure that the school provides a high quality education to children identified through the process of the Code of Practice as having in the main significant learning difficulties, and for each one to reach his/her full potential. These needs and the ways in which they will be met will be set out in each child's EHCP. There will also be some children who will be admitted to the school for a limited period of up to 20 weeks while an LA assesses a child's SEN and decides whether to make an EHCP.

For all children who are admitted to the school, their needs will be fully recognised and met using the school's assessment, planning and recording policy. This will build on and develop further the details set out in each child's EHCP or initial assessment carried out by the LA where the child has been admitted to the school for a period of up to 20 weeks while an LA assesses a child's SEN and decides whether to make an EHCP. For example, this initial assessment carried out by the LA will be built on in order to identify and meet any further special educational needs which pupils may have and not as yet been identified.

The Governors' special educational needs policy is based on the school's aims which are:-

- To provide a safe and stimulating environment that meets the emotional, social, spiritual, intellectual and physical needs of the child; where boundaries of behaviour are clearly understood and adhered to, and where trust, acceptance and mutual support are encouraged.
- To ensure that all children are safe taking account of the fact that pupils with significant disabilities may be more at risk of abuse; more details are provided in the school's safeguarding policy
- To enable our pupils to recognise and come to terms with their own special needs and personal qualities; to appreciate the needs and achievements of others and to encourage independence and self-confidence in all our young people.
- To develop the child's full potential through a broad and balanced curriculum that is based on the individual's identified needs, whilst giving full access to the National Curriculum – using a wide range of teaching and learning styles.
- To work closely with parents and support agencies and the local community to develop a supportive partnership with the pupils and his/her learning.
- To endeavour to offer pupils the opportunity to work in more demanding settings and, where appropriate, offer a programme of inclusive education.
- To ensure that all our pupils are equally valued and are offered the same opportunity of access to any educational facilities regardless of gender, race, religion, ability or background.
- To continuously improve the school as an organisation to ensure that we meet the requirements of our philosophy and aims.

Basic Information

Daventry Hill School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEN) Code of Practice (DfE Sept 2014). As noted above, most children who are admitted to the school will have an EHCP. The plan will set out a child's needs and the

ways in which they will be met. There will also be some children who will be admitted to the school for a limited period of up to 20 weeks while an LA assesses a child's SEN and decides whether to make an EHCP.

The Code of Practice defines SEN as:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.
- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’.

The school provides special educational provision for pupils who require

“special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

The school provides for pupils whose special educational needs broadly fall in the four areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Guiding Principles

- At Davenport Hill School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.
- All pupils are entitled to an education that enables them to:
 - achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training.

SEN Provision Objectives

We will ensure that a child or young person with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support. As noted above, this will build on and develop further the details set out in each child's EHCP or initial assessment carried out by the LA where the child has been admitted to the school for a period of up to 20 weeks while an LA assesses a child's SEN and decides whether to make an EHCP.

To achieve this:

- the views of the pupil will be sought and taken into account
- our parents have a vital role to play in supporting their pupil's education
- our pupils with SEN will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- the school will manage, and adapt, its resources to ensure all pupils' needs are met
- a pupil's special educational needs will be identified early

- provision and progress for our SEN pupils will be monitored and reviewed regularly
- the school will involve outside agencies when appropriate
- EHCPs will be reviewed regularly in line with regulations
- appropriate training will be provided for those involved in the implementation of the policy
- all those working with pupils will have an excellent knowledge and understanding of pupils' needs .

The school will put appropriate evidence based interventions as identified in the pupil's EHCP in place. These will be provided as part of a Graduated Response, which includes regular reviews of the progress made and adaptations to the support provided as required and as identified in the pupil's EHCP.

The school provides for pupils with special educational needs who require a programme which is based on, or supported by, one or more of the following:-

- A curriculum which is taught through the setting and monitoring of detailed and specific objectives related to the particular needs of each individual, whilst ensuring appropriate access to the full National Curriculum.
- An emphasis on the use and understanding of expressive language, independence training and the development of personal and social relationships.
- A curriculum that specifies objectives to teach a range of skills that others usually learn incidentally.
- A more practical curriculum paying greater attention to work skills that others usually learn incidentally.
- A more structured social setting with clearly defined behaviour guidelines and boundaries.
- An emphasis on increasing and maintaining self-confidence, raising self esteem and presenting a positive image, through providing specific opportunities to succeed.
- An emphasis on age appropriate activities, but with simplified cognitive content.
- Smaller class sizes and access to regular one-to-one and small group teaching but with opportunities to take part in larger more demanding settings where appropriate including programmes of inclusion.
- Access to specific Individual Advice and Guidance (IAG's) to develop clear and negotiated action plans for the future.
- The need to have regular access to support agencies to share in the planning and delivery of educational targets.

How the Policy will Contribute to Meeting the Objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Head of School (in role of Special Educational Needs Coordinator (SENCO)) in conjunction with the Governing Body using the criteria listed. The Head of School will also have overall responsibility for the coordination of support for pupils. For example, the Head of School will liaise closely with the designated lead teachers for safeguarding and looked after children and young people.

The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

School Resources and Facilities

The Governors believe that facilities at the school for the majority of its pupils with special needs are good, although they are always reviewing these to make further improvements, especially for those with more complex needs.

- The school employs well qualified and experienced staff from a variety of backgrounds, who have expertise in a range of special needs teaching including ASD, and with experience of mainstream education. We cover the a range of National Curriculum subjects and have specialist teachers in specific areas.

- The school is set in purpose built buildings on attractive grounds and is ideally located to gain access to the town centre for practical teaching purposes.

School Policies for Assessment and Provision for all pupils

The school has certain principles when allocating resources to our pupils with special needs, these are:-

- a. Resources are allocated according to the pupil's identified needs.
- b. There is positive discrimination towards pupils with extra special needs by providing enhanced staffing and more resources.
- c. The school allocates a higher proportion of its budget to staffing than a mainstream school.
- d. Each class has designated staff and the school has a commitment to training for all its staff.

The Governors ensure that funds are allocated appropriately through the work of the Trust's Finance and Assets committee. Day to day management of the school budget is delegated to the Executive Head

Teachers work within the financial procedures laid down by the LA and to budgetary control guidelines devised by the Governors. This committee has as its guiding principles:-

- To discuss and review all budget plans, presented by the Executive Head Teacher/School Business Manager and make recommendations to the Board of Trustees, who are responsible for the approval of the annual budget plan.
- The Trust's Finance and Assets committee will monitor the expenditure and income of the school budget.
- The Trust's Finance and Assets committee will prepare and review financial policy statements, including consideration of long term planning and resourcing.

There is a School Improvement Plan agreed by the Governors that is reviewed annually which indicates priorities for the organisation. These priorities will also influence the allocation of resources.

Assessment and Admissions

As a special school all pupils are admitted with an EHCP (or statement) having undergone a full assessment based on LA Code of Practice assessment process. This initial assessment will then be built on in order to identify and meet any further special educational needs which pupils may have and not as yet been identified. All pupils at the school will therefore be subject to our assessment, planning, recording and reporting policy. We believe that the main purpose of assessment is to improve performance by gaining and recording accurate information on the development, achievement and progress of our pupils. Assessment is a continuous process throughout the pupil's school life and is used to inform the planning of learning objectives. We also aim to involve pupils fully in reflection, review and target setting.

Upon entry to the school, initial learning targets are planned by teaching staff, initially derived from the child's EHCP, and may also be based on the previous school's Individual Education Plan (IEP). Each new pupil will have a written IEP based on the main education and development objectives set out in the EHCP and copies are sent to parents termly. The IEP is then evaluated and amended as part of the annual review procedure. The staff use the IEP to plan learning objectives on a termly basis. Parents are encouraged to take an active role in the annual review process and IEP's.

Transition Meetings

At Daventry Hill School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology.

Preparing for Adulthood (Transition)

At Daventry Hill School we help our pupils with SEN to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents at an early stage (and particularly from Year 9)
- Ensuring that career advice and information provides high aspirations and a wide range of options for pupils with SEN; and
- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHCPs for the transition to adulthood, as set out in the SEN Code of Practice. The review of an EHCP in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education – specifically choices about whether GCSEs (at Davenport Hill we are able to offer a limited choice of English and maths) or other relevant qualifications the child will be studying, the range of post 16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life. There will also be a review of the EHCP at last seven months before transfer to any other phase of education if and when needed by an individual pupil.

Governors' Responsibilities

The Governors are fully aware of the continual need to evaluate the success of the school, although most of the responsibility for this lies with the Head and the management team. The local governing body have responsibility for overseeing performance and standards within the school and they receive reports on curriculum policies, schemes of work and pupil progress. The Governors receive full reports of pupil progress as part of the termly Head of School's report and are encouraged to make regular visits to witness the work in school. A bi-annual survey of parents is carried out to research levels of satisfaction in pupil progress and school communication. The Governors are involved in the formulation of the School Improvement Plan.

As Davenport Hill is a special free school, all governors are expected to play the role of SEN Governor

The Role Played by the Parents

All parents and carers of pupils with special educational needs at Davenport Hill School are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

Arrangements for Complaints

The school Governors have a complaints policy that is issued to all parents on pupil entry and is included in the school prospectus and can also be found on our website www.davenporthillschool.co.uk

The Governors believe that to achieve our philosophy and aims all staff are entitled to a well resourced personal and professional development programme. The school operates an inclusive policy and all new staff are included in a mentoring system.

Outside Agencies

- The school enjoys excellent links with a range of support agencies. We have weekly visits from a Speech & Language Therapist, Physiotherapist, School Nurse and Hearing Impaired Teacher. We have regular contact with the School Medical Officer and Schools Educational Psychologist. The latter are often involved in advice to staff on individual pupils and are invited to pupils' annual reviews. Outside agencies liaise with designated school personnel. For example, where appropriate, the school will liaise with the commissioning LAs during annual reviews.
- We believe that the pupil's successful progress depends upon a strong partnership between home and school. Parents are always welcome at the school, or alternatively staff will visit homes. Good communication with parents is encouraged by regular meetings, case reviews and social functions through the Parents' Forum. We are committed to ensuring that parents are given the opportunity to make informed choices on their child's education throughout their school career, on behalf of or with their child. Complaints are always taken seriously and every effort is made to investigate them fully to learn from any mistakes and to build a stronger partnership. The Complaints Policy and procedures are available for all and used consistently.
- We fully support the Code of Practice and are committed to the establishment of an inclusion programme which includes partnerships with mainstream schools which facilitates a range of identified experiences. At the transition reviews, commencing 14 plus, we develop a detailed action plan to involve all services and connexions which can offer support in the build up to leaving school and smooth the transition to adult life.
- The school works in close co-operation with the Education Entitlement Team and the Children and Young Peoples Services to ensure full support is available where necessary to individual children and parents. Representatives may be invited to annual reviews and will provide reports to parents on pupil progress. The school has, in individual cases been involved with such voluntary organisations as Parents in Partnership, SN-IP and the Autistic Society.

The school welcomes support from such agencies in the belief that they will further aid the development of the partnership between school and home. We keep a bank of relevant literature at the school as an aid to staff development and for parents.

Policy Reviews	
Discussed with Staff:	(Date)
Approved by Governors:	(Date)
Signed:
(Head Teacher)	(Chair of Governors)

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This policy has been prepared with all reasonable effort to comply with the aims of provision of UK legislation and, in particular, The Human Rights Act.

This policy was drawn up following the LEA model policy which was written in conjunction with the relevant teaching associations.