

PHOENIX COLLEGE



SEND POLICY

Prepared by:	Eleanor Hatchett
Role:	Headteacher
Approved by:	The Full Governing Body
Date:	January 2018
Next review due by:	January 2019

Introduction

Phoenix College's mission is to recognise each and every one of our students as individuals, and to nurture their potential, developing the whole child by challenging and supporting them, intellectually, emotionally, socially, and physically.

GUIDELINES

Definition of Special Educational Needs:

"Special Educational Needs (SEN): 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."
(Code of practice 2014)

All students at PHOENIX COLLEGE have an Educational Health and Care Plan for their SEND. The Code of Practice was produced by the government to ensure fair and equal opportunities to learn for all young people including those deemed to have Special Educational Needs.

What does an EHCP for Social, Emotional, Mental Health (SEMH mean)?

Social, emotional and mental health difficulties as defined by the code of practice (2014):

"Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools."

Special educational provision means:

Educational provision that is additional to, or different from, the educational provision made generally for students of their age in schools maintained by the Local Education Authority other than special schools in the area (Code of Practice 2014). Provision for students with Special Educational Needs is a matter for the school as a whole.

Purpose of the SEND policy:

The purpose of this policy is:

- To enable every student to experience success
- To promote individual confidence and a positive attitude.
- To ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, that demonstrates coherence and progression in learning.
- To give students with special educational needs equal opportunities to take part in all aspects of the school's provision, to involve parents, carers and students themselves in planning and supporting at all stages of the student's development.
- To ensure that every teacher is a teacher of every child or young person at Phoenix College.
- To ensure that responsibility held by all staff and Governors for SEND is implemented and maintained.

Consultation:

By law, the school must:

(1) Maintain and publish an SEND information report which is supported by a SEND Policy. This must be approved by the full governing body; it must be reviewed as the governing body decides;

(2) Ensure that there is a member of staff designated as Special Educational Needs and Disabilities (SEND) Co-ordinator, responsible for co-ordinating special educational provision for students in the school in accordance with the school's SEND Policy.

This can include providing advice to other teachers on supporting children with special educational needs and liaising with agencies outside the school.

This policy was produced by Eleanor Hatchett, Headteacher and SENCo, in consultation with:

- The Senior Leadership Team and staff body
- Governors – full governing body meeting

RELATED DOCUMENTS

- Special Educational Needs Code of Practice
- Disability Code of Practice for schools
- Inclusive Schooling: Children with special education needs
- Accessible Schools: planning to increase access to schools for disabled pupils

- Safeguarding and child protection policy
- Teachers Standards 2015

WEBSITES

Achievement for All: www.afa3as.org.uk

Autism Education Trust: www.autismeducationtrust.org.uk

Bullying guidance: <http://tinyurl.com/DfE-Bullying-Guidance>

Communication Trust: www.thecommunicationtrust.org.uk

Data Protection Act 1998: <http://tinyurl.com/DataProtectionAct1998>

(to be updated in line with changes 2017)

Dyslexia SpLD Trust: www.thedyslexia-spldtrust.org.uk

I CAN – the children’s communications charity - <http://www.ican.org.uk>

Mental Health and Behaviour Guidance: <http://tinyurl.com/MHB-2014>

MindEd: www.minded.org.uk

National Sensory Impairment Partnership: www.natsip.org.uk

Supporting pupils at school with medical conditions:

<http://tinyurl.com/ManagingMedicines-2014>

<http://www.sendgateway.org.uk/>

Principles/values:

- To identify and monitor children’s individual needs from the pre-admission so that appropriate provision can be made and their attainment raised;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To help students with SEND make progress in line with national expectations by setting targets and narrowing the gap between their attainments and those of their peers;
- To ensure that all planning for students with SEND have provided access to a broad, balanced, individualised and relevant curriculum which is differentiated to meet their individual needs, in accordance with the SEND Code of Practice;
- To build an effective partnership with parents and carers;
- To involve children and parents/carers in the identification and review of the targets set for individual children and where necessary those targets identified in their Annual Review and Student Passports;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for our more complex and vulnerable pupils.

Procedures and practice Admission Arrangements

Phoenix College has the capacity for 56 students from year 7 to year 11.

There is also a post 16 provision supporting pupils in year 12 and 13 (8 places).

The school primarily caters for pupils with social, emotional, and mental health difficulties, who because of their additional needs:

- Have the academic potential but on entry have difficulty in accessing the primary and secondary mainstream school environment.
- Present as having social, emotional and communication difficulties and, as a result, struggle in social situations.
- Require structured additional support to develop social, behavioural, and independent skills.

All students have an Educational Health and Care Plan prior to applying for a place at Phoenix College. The Local Authority consults with Phoenix College on whether the college can meet the needs of students with SEMH. If the College states that we can meet the students' needs we inform the Placing Authority. Please refer to the Admissions Policy.

Once Phoenix College is named as the most appropriate provision for the student, the Local Authority will name Phoenix College in the EHCP.

It is at this point where Phoenix College will be informed of this decision.

Once Phoenix College receives the paperwork, we will begin to identify the student's needs and use this to inform planning for the admission.

The parents/carers will be informed of the school's general arrangements for helping such students, including any specific individual arrangements. This then supports the transition of the student into the School.

Accessibility

All students at Phoenix College have an EHCP which identifies social, emotional and mental health difficulties as a barrier to their learning (SEMH). In addition to this some of the children have conditions which may or may not have been diagnosed prior to them gaining a place at Phoenix College. Where an additional need has been identified or there is a specific concern then the SENCo and / or the School Care Officer will make a referral to the relevant agency to request a formal assessment.

The additional need may be one of the following:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers

The identification of additional needs may be as a result of:

- Examination of school records
- Observations by staff during the Induction process
- Admission interviews with parents / carers and students
- Literacy assessment on entry
- Cognitive assessment
- Detailed assessments and follow-up interviews where appropriate during their first term at Phoenix College
- Monitoring of progress, including consultation with Key workers and subject teachers
- Consultation with the class teacher and / or the SENCo of their previous education provider
- Observation and feedback from support staff and external agencies

What is special educational provision?

All students will have access to a broad and balanced curriculum, which will include the National Curriculum.

The Governing Body of the school is ultimately responsible for ensuring that all students receive the curriculum to which they are entitled.

By law, the school must use its best endeavours to ensure that the special educational provision that is called for by a student's special educational needs is made.

Identifying and monitoring Special Education Needs.

All students will be assessed on arrival and an identification of need will be produced from baseline assessments. These assessments will allow staff to ensure that further interventions can be put in place and a student's progress can be monitored. Termly assessments will ensure that children continue to make good progress and further needs are addressed as they develop.

All EHCPs will be reviewed and amended once in an academic year in line with Government regulations. This may also be brought forward or requested more frequently when necessary.

Student Passports, Behaviour baselines, risk assessments, and provision maps for students with special educational needs

Students with special educational needs require educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age. This additional planned provision is reviewed annually to assess its impact.

Provision maps will detail the staffing, strategies and resources being provided to support the student, along with the arrangements for monitoring and reviewing the impact of the planned interventions.

The impact of the Student Passport on the student will be reported to the student's parent / carer and shared with all relevant staff.

Informing staff about students' special educational needs

Where a student has additional needs, those needs must be clearly communicated to all staff.

Students' learning needs are summarised on the school's 'Staff shared area' of the school's computer system. The key worker uses this information to put strategies in place to support the social, emotional and mental health development of the students.

Informing parents and students

At Phoenix College we feel strongly that the relationship between our parents and our school has an important bearing on the student's educational progress and the effectiveness of any school based action.

Our arrangements for meeting student's needs reflect a sound and comprehensive knowledge of our children and his responses to a variety of

carefully planned and recorded actions, which endeavour to take account of the wishes, feelings and knowledge of parents.

We recognise that professional help is much more effective when built upon parents' capacity to be involved.

We endeavour to see parents personally, or make appropriate arrangements to help parents overcome any difficulties they may have attending the school. The school care officer forms close links with parents and carers and offer them help and support.

Schools have a duty under the Equality Act 2010 to make 'reasonable adjustments' for disabled persons. The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by the school, or caused by the absence of an appropriate auxiliary aid or service. The duty to make reasonable adjustments requires the college to take positive steps to ensure that disabled students can fully participate in the education provided here, and that they can enjoy the other benefits, facilities and services which the school provides. It is an 'anticipatory duty': that is to say, the school must think in advance about what disabled students might require and what adjustments might need to be made for them.

Continued Professional Development

Phoenix College is committed to staff development which is in the best interest of all staff, parents, Governors and pupils.

All staff receive Team Teach Training, Mental Health Training, Anxiety Training, Safeguarding training, Prevent Training, CEOP training Autism Training, Behaviour management Training and this is updated annually.

Personalised CPD is provided for staff such as Art Therapy and Drama therapy.

SNAs receive training from a specialist on working effectively with classroom teachers.

The Senior Leadership Team, through Line management and the appraisal review cycle with staff, will identify the development needs relating to the college's arrangements for meeting special educational needs. These will then be identified within the School Development Plan and Staff Development through both performance management and the appraisal review cycle. All CPD training is reported to the Full Governing Body.

Support from other professionals

Phoenix College is committed to working closely with other professionals in the best interest of each student.

We receive support from Educational Psychologists and the Mental Health Team to discuss individual cases and they also act in an advisory role for the conversions to Educational Health and Care Plans.

Phoenix College works in partnership with YOS, CAMHS, NHS workers and therapists.

ROLES AND RESPONSIBILITIES

The Governing body has specific responsibility to:

- Do its best to ensure that the necessary provision is made for any student who has special educational needs.
- Ensure that the teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Consult with the LA and the Governing Bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a student with Special Educational Needs joins in the activities of the school, so far as is reasonably practical and compatible with the student receiving the special educational provision their learning needs call for, and the efficient education of the students with whom they are educated, and the efficient use of resources.
- Report to parents on the implementation of the School's policy for students with Special Educational Needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

In doing so, the Governors will have regard to the Special Educational Needs Code of Practice and the Disability Code of Practice for schools.

The link governor

The link governor for SEN will ensure that the Governing body will consider SEN implications of any initiatives and projects

The link Governor will ensure that SEN reports to parents take in line with the law

The link governor will work with the Director of Inclusion on monitoring and evaluating SEN provision, including the use of pupil premium funding, Catch up English and Catch up Mathematics funding and the effective use of resources and provision mapping.

The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the School's work, including provision for children with SEN. The Headteacher will keep the Governing Body fully informed.

The class teacher is responsible for:

- The teaching and monitoring of all students in their classes and identifying and reporting any concerns regarding SEN, as soon as possible.
- Planning and delivering a differentiated curriculum for all children with SEN to ensure that all students are fully included in lessons and are able to access the curriculum and make progress in line with their peers and if possible make accelerated progress.

- Completing SEN documentations in line with the Code of Practice (2014), liaising with the SENCo, parent / carer and child.
- Ensuring that all communication with parent/carer/external agencies are logged and put on the student's file in the main office or electronically in SIMS.
- Ensure that a copy is given to the Admin support and Key worker for the student's File.
- Seek advice and support from the SENCo, , external experts and colleagues to help match their classroom provision to the specific needs of the student.
- Monitor progress by keeping annotated pieces of work and/or observations when this is appropriate and inform SENCo if the child is not making good progress
- Planning with Special Needs Assistants to ensure quality provision for students with SEND.
- Keeping up to date with SEND information that is published on Shared area, applying recommended strategies and monitoring EHCP / Student Passport outcomes.
- Working with Special Needs Assistants to share teaching experiences so as to develop Special Needs Assistants skills in preparation for other training and qualifications.

Arrangements for Training and Development of All Staff

- Teaching and non-teaching staff may, where possible and appropriate, attend SEND and Inclusion training, or visit special schools, or schools with specific expertise in Inclusion.
- The SLT will ensure that staff keep up to date with developments in Inclusion and SEND through staff meetings and/or in-service days.
- Particular support will be given to newly qualified Teachers and other new members of staff. All staff who request SEND training will be given the opportunity to study for a Special Educational Needs qualification.
- All SEN training materials may be accessed in the Staff Shared area

The Special Educational Needs Co-ordinator is responsible for:

- Co-ordinating provision for students with special educational needs.
- Overseeing the day to day operation of the school's SEN and Inclusion policy.
- Liaising with and advising fellow teachers.
- Managing the Learning Support Department, Learning Support Teachers and LSAs.
- Liaising with parents / carers of students with special educational needs.
- Liaising with other School SENCos, Educational Psychologists, Learning, Language and Communication Team, Speech and Language Therapists, CAMHS.
- Contributing to the in-service training of staff

Concluding notes

Monitoring and review:

The policy will be evaluated against the objectives stated on page one by:

- An analysis of the curriculum, support and resources that are deployed to meet the student's needs.
- An analysis of the student's academic, social and emotional data and the interventions in place to identified narrow gaps.
- By involving the pupils and parents/carers in discussing, constructing and reviewing their provision through the process of Annual Reviews/My Plan.
- Literacy and Numeracy targets being monitored ensure that children progress through specific, measurable, achievable, realistic, time-bound targets.
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded in Annual Reviews/My Plan and are involved in their development.

The policy will be monitored and evaluated by:

- Senior Leadership Team (SLT) and SENCo
- Governors, advisors and inspectors

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

Complaints Procedure

All complaints should in the first instance be referred to the Head teacher. It is hoped that any concerns can be dealt with informally. However, where this is not satisfied the matter will be referred to the Chair of Governors. You may contact the chair of Governors via admin@phoenixcollege.sch.uk then to the Local Education Authority's SEND team at sen@reading.gov.uk

Exclusion

Pupils with special educational needs (SEND)

Although in recent years, on a national basis, there has been a reduction in the number of children with SEND who have been excluded, it is still disproportionately high and around two-thirds of all permanently excluded pupils have been identified as having SEN. Early identification and intervention, accurate assessment and the arrangement of appropriate provision to meet pupils' SEND usually leads to better outcomes.

Other than in the most exceptional circumstances, the School will avoid permanently excluding pupils with statements. The School is also committed to taking into account a child's SEN needs when considering any form of exclusion.

Looked After Children

Phoenix College is committed to proactively supporting and co-operating with foster carers and the local authority in doing everything reasonable to avoid excluding a looked after child. As a result, the exclusion of children in

care only takes place in exceptional circumstances. No child in care will be excluded from the College without discussion with the local authority to ensure that there is suitable alternative provision available elsewhere. We will work with the virtual school to support parents / carers and the student to ensure the best provision and educational facility for the student. Please also refer to the Equalities Act and 'Exclusion from maintained schools, Academies and pupil referral units in England (DfE).

Other documents and appendices:

The SEN policy should be read in conjunction with our Information report and our policies for Curriculum, Teaching and Learning, Assessment and Accessibility.

Governor approval and review dates: This policy was written in December 2017 and is awaiting ratification from Governors in January 2018.