

SPECIAL EDUCATIONAL NEEDS POLICY

Author/Contact:	Natalie Hammond
Approval/Ratified by:	Julian Dunn (Strategic Director) Sarah Snape (Headmistress)
Publication Date:	September 2017
Review Date:	September 2018
Related Policies:	2.8 Counteracting Bullying and Discrimination 4.6 Complaints Procedure 5.3 Equal Opportunities Policy 5.8 Training Policy 6.1 SWAAY Education Policy 6.2 Curriculum Policy 6.4 Values Policy 6.5 Assessment and Marking Policy 6.7 Cressex Behaviour Management Policy 6.8 Pupil Premium Policy
Legislation:	The Education (Independent School Standards) Regulations 2014 Special Educational Needs and Disability Code of Practice (2014) Children and Families Act (2014) Equality Act (2010) Children's Act (2006)

POLICY STATEMENT

Our aim is to provide each of our pupils with an Education for Life, by valuing and respecting them as individuals, developing their self-esteem and encouraging their individual abilities to their full potential in a caring, orderly environment.'

This policy has been developed and revised in consultation with directors, teaching staff, residential staff, therapists and our young people to reflect the SEND Code of Practice 0-25 guidance. This policy is reviewed annually.

PROCEDURE

Cressex Lodge School is an independent school for young people aged ten to sixteen years who display harmful sexual behaviour and also have a range of complex needs. We have facilities on one site for up to 18 young people. All pupils are taught in small groups of up to five by a teacher and support staff. One to one teaching is also available for those whose needs mean that they are unable to learn when part of a

group. Off-site crisis intervention is also provided for pupils who are unable to manage a school environment. All pupils at Cressex Lodge School receive quality first teaching and the provision set out in the Statements of SEN and EHC plans is met in-house. A significant proportion of the pupils have EHC plans, and most of the pupils have needs and requirements which fall into one or more of the areas below. Many pupils will have inter-related needs.

- Behaviour, emotional and social development
- Learning Disabilities
- Learning Difficulties: Dyslexia, Dyspraxia, Dyscalculia, Specific Language Impairment
- Speech, Language and Communication Difficulties
- Autistic Spectrum Disorders
- Social Communication Difficulties
- Sensory and/or Physical Needs
- Behavioural Disorders: Oppositional Defiance Disorder, Conduct Disorder
- Mental Health/ Psychiatric Needs
- Gifted and Talented

SWAAY offers multi-disciplinary provision including subject teachers, a Specialist Teacher, a Speech and Language Therapist, an Occupational Therapist an Art Therapist, behavioural therapists, play therapists, family therapists, psychiatrists, forensic psychologists, child and adolescent psychiatrists, classroom support workers and residential workers. These professionals work together to teach, provide therapy and support the pupils and to take into account their individual needs.

Objectives:

1. To work within the guidance provided in the SEND Code of Practice, 2014.
2. To welcome pupils into the school and meet their needs in a positive manner, accepting the part that our expectations and attitudes and pupils's self-esteem plays in overcoming aspects of SEND.
3. To encourage all pupils to aim for high standards.
4. To encourage positive and constructive attitudes across all teams towards pupils with SEND.
5. To identify and assess the specific needs of the pupils as early as possible, ensuring there is careful monitoring and assessment of pupils throughout their schooling.
6. To develop the existing skills of the staff in the identification, assessment and provision for pupils with SEND and to provide training, support and sharing good practice where appropriate.
7. To develop all staff's understanding of the impact of SEND on pupils's lives both inside and outside school, and foster an holistic approach to supporting pupils with SEND in education, residential and therapy settings.
8. To provide the greatest possible access to a broad, balanced and differentiated curriculum, appropriate for meeting the needs of the pupils.
9. To ensure that age, gender, race, culture, disability or individual needs do not constrain any educational entitlement.
10. To encourage all professionals, including SWAAY staff, parents/carers and pupils to participate in and support the process.
11. To ensure that support agencies are used effectively and appropriately to help identify needs and plan programmes of work.
12. To encourage confidence and raise self-esteem by providing a caring and well organised environment throughout SWAAY.
13. To encourage all pupils to be independent and to develop strategies for organisation, self-discipline and respect for their own and others' learning.

14. To ensure appropriate progress is made by pupils according to their individual potential.

How We Achieve Our Objectives:

- By celebrating diversity and valuing all achievements whether they are social, emotional, cognitive or physical.
- By providing an effective learning environment, with suitable strategies to enhance motivation, attention, concentration and independent learning skills.
- By ensuring equality of opportunity.
- By ensuring equality of communication.
- By setting suitable learning challenges and if necessary choosing knowledge and skills from an earlier key stage so that pupils can make progress and show they can achieve.
- By planning suitably differentiated lessons in line with the expectations of quality first teaching.
- By adopting a range of appropriate teaching and learning styles including building on strengths, the use of visual and kinaesthetic aids, providing alternatives to written recording and giving access to a variety of support materials.
- By planning and reviewing individual education plans and individual placement plans every three months, ensuring that residential staff and pupils know what targets have been set.
- By working closely and collaboratively with other SWAAY staff through Core Groups consisting of educational mentor, residential representative and individual therapist and any other relevant professionals e.g. SALT.
- By working closely and collaboratively with outside agencies and reporting regularly on pupils's progress and well-being.
- By positive reinforcement to encourage pupils's achievements, no matter how small, as well as frequent celebrations of success giving equal status to physical/cognitive/emotional achievements, enabling all pupils to feel valued for their efforts.
- By having multi-disciplinary input in place (subject teachers, specialist teachers, classroom support workers, speech and language therapists, occupational therapists, behavioural therapists, psychiatrists, forensic psychologists, child and adolescent psychologists, play therapists, residential workers).
- By effective use of support staff.
- By encouraging, teaching and role-modelling peer interactions.
- By ensuring we have high expectations of pupils, set suitable and challenging targets and monitor progress carefully against 'p' scales and in-house assessment frameworks.
- Regular review of progress across all areas (cognition and learning, behaviour, emotional and social development and sensory and/or physical).
- Regular review of policy and provision across SWAAY.

Identification, Assessment and Review:

At Cressex Lodge School we recognise the importance of early identification and intervention. In order to identify pupils's needs as early as possible, a multi-disciplinary assessment process is undertaken as follows:

- During referral stage, a full review of accompanying paperwork and existing specialist reports is conducted.
- Where possible, SEN and Speech and Language assessment results are used to inform the planning and undertaking of psychometric assessment.

- Background information is collated, including (where possible) family history, developmental history, medical history, educational history, current health status and existing diagnoses.
- Mental and psychological health is assessed shortly after the referral process is completed by the Consultant Child and Adolescent Psychiatrists and any new diagnoses are noted.
- Standardised and non-standardised educational assessments, as well as assessments of underlying ability (where appropriate) are undertaken at the earliest opportunity, depending on the young person's ability to access the assessments.
- Standardised and non-standardised speech and language assessments are undertaken at the earliest opportunity, depending on the young person's ability to access the assessments.
- Formal and informal assessments and observations are undertaken.
- Assessment scores are considered in line with background and existing information and observational information in order to reach a conclusion about a young person's needs and to plan intervention.
- Where appropriate, Cressex Lodge School will organise a SEN Statement/EHC plan review to recommend additions or updates to the Statement/EHC plan.
- All pupils's needs are reviewed in accordance with statutory guidance. This applies to pupils who have a Statement/EHC plan, as well as those who do not.
- Young people's SEND and speech and language needs (and associated goals/ ISP) are included in their placement plans and reviewed on a three-weekly basis by a multi-disciplinary team; this is circulated to Local Authorities on a three monthly basis.
- Teachers who have concerns about the progress of a student can refer them to the SEND team for assessment of their learning needs.
- Residential workers or parents/carers who have concerns about the progress of a young person can refer them to the SEND team for assessment of their learning needs.
- Subject teachers track the pupils's progress according to in-house assessment frameworks using formative and summative assessment.

All of our pupils are 'Looked After' and eligible for Pupil Premium Grant, please read the Pupil Premium Policy for more information. We recognise that their experiences prior to joining SWAAY (such as trauma and disrupted schooling) may have a significant on-going impact on their learning and in themselves constitute a special educational need.

Accessibility:

To date, we have not yet had a referral needing accessibility plans/strategies. Arrangements for such a young person would be individually tailored to their needs in line with the SEND Code of Practice 2014 and the Equality Act of 2010.

Management and Responsibilities:

The person responsible for co-ordinating the provision of education for pupils at Cressex Lodge School is the Head Teacher.

The Head Teacher/ SENCo will be responsible for:

- Gathering and collating information from the specialist teacher, speech and language therapist, subject teachers, therapists and support staff as required by local authorities when a statutory assessment or annual review is to take place.
- Organising and preparing for the annual statement of SEN/EHC plan reviews.

- Overseeing the day-to-day operation of the school's SEND policy and co-ordinating SEND provision.
- Overseeing and co-ordinating the writing and reviewing of ISPs, in collaboration with the multi-disciplinary team.
- Overseeing and co-ordinating the writing and reviewing of individual placement plans, in collaboration with the multi-disciplinary team.
- Allocating and monitoring appropriate resources from the budget.
- Ensuring the effective application of the Code of Practice especially through professional development and appropriate time allocations.
- Monitoring teachers' planning for SEND and pupils's achievement.
- Liaising with parents/carers and external agencies regarding SEND.
- Liaising with external agencies including Local Authorities, health and social services and voluntary bodies.
- Contributing to internal training of staff.
- Maintaining up-to-date knowledge of SEND legislation and policy.
- Maintaining up-to-date knowledge and understanding of SEND.
- Co-ordinating Access Arrangements for learners with SEND.
- Maintaining and storing information in line with company policy.

The SEND Team (including the SENCo, Specialist Teacher, Speech and Language Therapist and Occupational Therapist) will be responsible for:

- Identifying additional needs through internal specialist assessment and/or external referral.
- Assessment and diagnosis of specific learning difficulties, speech and language difficulties and sensory processing/organisation difficulties.
- Liaison with fellow teachers and classroom support workers.
- Liaison with residential and therapy staff.
- Liaising with and reporting to external agencies as appropriate, in line with the Code of Practice.
- Identifying and reporting staff external training needs.
- Identifying and reporting own external training needs.
- Planning and delivering internal training to all staff teams within SWAAY.
- Planning and delivery of specialist intervention.
- Implementing, overseeing and reviewing support techniques and strategies.
- Maintaining up-to-date knowledge and understanding of SEND.

All teachers are responsible for:

- Supporting early identification of pupils's needs by monitoring progress, reporting concerns and sharing observations.
- Planning and delivering a broad and balanced curriculum, based on the National Curriculum and modified as necessary to ensure all pupils are fully included in lessons.
- Using lesson plans to clearly set out the needs of, and adaptations for, learners with SEND.
- Planning with classroom support workers and other professionals to ensure quality provision for all pupils.
- Monitoring progress by keeping annotated pieces of work and/or observations as well as formative and summative assessment.
- Contributing relevant observations to ISP, individual placement plans and EHC plan reviews.
- Consulting with the SENCo and SEND team and implementing any recommendations.

- Identifying and implementing Access Arrangements in partnership with the SENCo/SEND team.

Classroom Support Workers are responsible for:

- Co-working with teachers in the classroom to support pupils with SEND.
- Working on a one-to-one basis with pupils to support their SEND.
- Supporting early identification of pupils's needs by monitoring progress, reporting concerns and sharing observations.
- Consulting with the SENCo and SEND team and implementing any recommendations.

Giftedness:

At Cressex Lodge, pupils who are considered to be very able in one or more fields will be offered opportunities for developing their skills through the following channels:

- Extra-curricular activities
- A differentiated curriculum
- Opportunities to take examinations early

Training:

Education staff receive both internal and external training.

Examples of internal training include:

- Inset days
- Weekly training delivered by the SEND Team, Therapy Team, and SALT
- Provision of strategy sheets to all education staff detailing support strategies that can be employed for learners with SpLD.
- Staff meetings and Core Group meetings which cover strategies for the following: managing speech and language needs, supporting memory and attention difficulties, supporting SpLD, supporting development of fine and gross motor control, supporting dyspraxia, and supporting different learning styles e.g. provision of visual prompts and kinaesthetic equipment
- Frequent behaviour management training, including an examination of the links between trauma and behavioural difficulties

Examples of external training include:

- Attendance at national conferences run by: National Autistic Society, Special Needs London etc.
- Attendance at special interest groups (part of Royal College of Speech and Language Therapists) which focus on SpLD, Emotional and Behavioural Problems, Autism, Offenders etc.
- Lighthouse Training Courses
- NVQs and specialist vocational qualifications
- Presentations and short courses run by professional bodies e.g. Dyscalculia and Dyslexia

Complaints, Compliments and Comments:

Where appropriate, we welcome parents sharing their feelings about their son's education through attendance at LAC reviews and Statement/EHC reviews. They are also able to attend Sports Day in the summer term and can visit the school by appointment.

Bullying:

Policies can be found on the website and we will give hard copies to anyone who wants one. Parents and carers are encouraged to contact the school if they have any concerns about their child being bullied. Cressex Lodge School has a strong anti-bullying ethos and any incidents of bullying are challenged in a timely manner by both staff and pupils, in line with our ethos of equal and open communication.

Conclusion:

At Cressex Lodge school we are committed to offering the best education to all of our pupils. Through our Special Educational Needs policy, we aim to use all resources available to us in the most effective way to ensure that all of our pupils receive the highest quality provision possible.

Further Information:

Cressex Lodge School is one aspect of the wraparound care that is provided by SWAAY. Please visit the rest of our website to find out more about the residential care and therapeutic services that we offer. If you have any queries, or would like to make a referral, please contact our head office on 0118 926 1010.