



NENEGATE SCHOOL (SEBD)

Special Educational Needs Policy

NeneGate is a 'Good' school – Ofsted
July 2013

Introduction

This policy details how NeneGate School will do its best to ensure that the necessary provision is made for pupils special educational needs and that these needs are made known to the staff in the school.

The staff and governors of NeneGate School will endeavour to ensure that all pupils reach their full potential and are fully included within the school community enabling them to make successful transitions between educational establishments. This policy aims to support staff in providing positive whole school approaches to the learning, progress and achievement of pupils.

Meeting the needs of NeneGate School pupils requires effective and close partnership working between all those involved –LA, school, parents/carers, students, children’s services and all other agencies.

NeneGate School is committed to welcoming pupils. Interventions will be delivered where necessary to ensure pupils make the best possible progress. Needs and interventions will be considered on an individual basis.

NeneGate school is a Special School for pupils with social, emotional and mental health needs (SEMH). In addition pupils may have other learning and health needs.

Aims

NeneGate School aims to ensure that:

- Opportunities are provided for pupils to develop their full potential by offering a broad and balanced curriculum including an appropriate vocational curriculum and 14-19 pathways education.
- Pupils have their SEND needs met.
- The views of the pupils are sought and taken into account.
- There is a partnership between parents and carers and an understanding that they play a key role in supporting their child’s education.
- Parents and carers are supported through transitions.
- Pupils have access to all school activities.
- We work in partnership with external agencies to meet the needs of the pupil.

- Ensure that parents/carers have knowledge about the SEND provision that the school makes.
- Staff roles and responsibilities are identified in providing for pupils SEND.

Definition of Special Educational Needs

This definition is taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years, January 2015.

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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Educational Inclusion

At NeneGate School we aim to be a flag ship school for pupil's with social, emotional and mental health difficulties. We have high expectations of all our pupils whatever their abilities or needs. We aim to achieve this through the removal of barriers to learning and participation in the school. We want all pupils to feel that they are valued and part of the school community. Through appropriate provision we respect the fact that pupils:

- have different educational and emotional needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers and other support staff respond to pupil's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop pupil's understanding through the use of all their senses and of varied experiences;
- planning for pupil's full participation in learning, and in physical and practical activities;
- helping pupil's to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Objectives

To support the objectives and priorities set in the School Development Plan

Identification, Assessment and Provision

Pupils joining NeneGate School should have already had their needs assessed and have a Statement of Educational Needs/ EHCP (Education Health Care Plan) which is mainly focussed on their SEMH needs. This process continues when they enter NeneGate School to enable us to build upon prior learning. We use the information outlined in the statement/ EHCP to provide starting points for the development of an appropriate curriculum for our pupils. Where a pupil still has a Statement of Special Educational Needs the SENDCO works with the Local Authority to carry out a transfer to an EHCP.

Pupils coming to NeneGate School have additional support that is greater than those pupils who do not have a statement/ EHCP. However many of the interventions applied will also have characteristics of those on a Co-ordinated Plan. If the Statement/EHCP or our own assessments show that a pupil has a learning difficulty in addition to their SEMH need we will use a range of strategies and interventions that make full use of our available resources. Class teachers will offer additional differentiations/interventions within the classroom where possible. Where further support is required interventions are offered in the form of phonics, dyslexia, numeracy, bereavement and anger

management , welfare and counselling. These interventions are monitored and reviewed to ensure progress is being made.

We will record in an Individual Education Plan (IEP) targets from the EHCP's and the strategies used to support the individual pupils. The IEP will show the short term targets set for the child and the teaching strategies used. All pupils have targets reviewed and set each term. Pupils and tutor teams go through the targets at the end of each week to identify if they have been met, this enables pupils to take ownership and be continually updated of their progress. At the end of each half term the targets are reviewed in more detail by pupils and tutor teams.

IEP targets will be set at the start of each term with the input from the pupil, teachers, form tutors, external agencies (where appropriate) and parents/carers.

Annual Reviews

All statements/ EHCP 's will be reviewed annually, the review will take place in school. The parents/carers, pupil and involved professionals will be invited to consider the progress the pupil has made in achieving the targets set and whether amendments need to be made to the statement/ EHCP. During the Annual Review at the end of KS4 the aim should be to give clear recommendations as to the type of provision required post 16.

The SENDCO will complete the necessary paperwork and send it to the LA within 10 days of the review meeting stating any recommendations for amendments.

Student Voice

Pupils are invited to submit their views as part of their annual review as well as to attend the review itself. Pupils contribute to the setting of their own targets and strategies through the transfer and annual review process.

The role of the Governing Body

Governors have responsibility for the strategic overview of the implementation of the SEND policy. The day to day management and organisation of SEND at NeneGate School is the responsibility of the Head Teacher and the SENDCO.

Governors will make sure they are fully involved and will undertake the reviewing and monitoring of the school's SEN Policy. All governors will ensure that they are up to date and knowledgeable about the school's SEND provision.

The Role of the SENDCO

- Manage the day to day operation of the policy.
- In collaboration with the Head Teacher and governing body determine the strategic development of the SEND policy and provision at NeneGate School with the ultimate aim of raising pupil's achievement.
- Line-manage HLTA's.
- Liaise with and advise colleagues on all matters relating to SEND.
- Contributing to the continuing development and training of school staff.
- Overseeing the review and maintenance of statements/ EHCP's and records for all SEND students.
- Ensuring that IEP's are set and reviewed on a regular basis.
- Monitor and evaluate special needs provision and report to the governing body.
- Liaise with external agencies and parents/carers.
- Co-ordinating the range of support available to children with SEND.

Monitoring and Review

- The SENDCO will provide the Head Teacher with regular summaries of the impact of the policy on the practice of the school.
- The SENDCO is involved in supporting of teachers involved in drawing up IEP's for pupils and evaluating their impact. Regular meetings will be held with SLT to review the work of the school in this area.
- The SENDCO will inform governors of the current SEND provision.
- The governing body will review the policy annually and consider amendments as necessary.
- Pupil and parent views relating to the statutory review.
- Teacher assessment data.

Authorisation:

Signed:

Name:

Date:

Chair of the Governing Body

Date for Review:

Revision History:

Rev. No.	Date	Changes	Sign
1			
2			
3			
4			
5			
6			