

## SEN and Disability Policy

### Rationale:

At Sir Charles Parsons School every child and young person is equal, valued and unique. All students at SCP experience a range of additional needs which must be met as fully and sensitively as possible to ensure our students maximize their potential to learn and progress. We aim to provide an environment where all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

Throughout this policy, and the following policies, we will ensure steps are taken to prevent the specific needs of any student leading to them being treated less favourably than others: Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Equality Policy, Parents/Carers' SEN Information Guide, SEN Policy, Annual SEN Report will all support us to ensure this is carried out.

We are committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood).

### Objectives:

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs ( Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2016, Supporting pupils at school with medical conditions 2014
- To provide full access for all students to a broad and balanced curriculum
- To ensure that the special educational needs of pupils are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable all students to achieve their potential and support them, in the context of their special educational needs, to be fully involved in reviewing, planning and decision making regarding their current education and transition to adulthood
- To ensure parents / carers are fully engaged in decision making and take an active part in reviewing their child's progress and planning for the future
- To take into account the views, wishes and feelings of students
- To provide advice and support for all staff working within SCP

- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN within the school and the wider community and education sector

### **Admission Arrangements:**

Sir Charles Parsons School adheres to the local authority admissions criteria for special schools. See Newcastle city council website and school website for additional information.

All students at SCP have an Education Health and Care Plan, written prior to their admittance to the school. This plan is written following assessments made by the educational psychology service, relevant educational and medical professionals, particularly the student's previous school and information from parents and carers.

Before agreeing to admit a student we will usually take the following steps:

- Consult with the local authority through the appropriate appointed officer to ascertain whether or not the school and its criteria for admission can appropriately meet the needs of the student.
- Discuss the educational provision at SCP with the student, parents/carers and other professionals, ensuring that everyone is in agreement that SCP can appropriately meet the student's needs
- Arrange to visit the student in their current placement and gather information to support a successful transition.
- Arrange for the student, parents/carers and other professionals to visit the school and talk to appropriate staff.

When a decision has been made to admit a student a transition plan will be created in discussion with the student, parents/carers, current placement and other professionals. This will take into account the student's specific needs, creating a personalised programme, aiming to make the transition to SCP a positive and successful experience.

### **Roles and Responsibilities:**

The school Special Educational Needs Coordinator (SENCO) is Mr Suresh Patel. Mr Patel is Assistant Head Teacher and part of the school leadership team and holds the National Award for SEN Coordination (NASC).

As all the students at SCP have special educational needs, the role of the SENCO differs from other schools. Mr Patel provides information and guidance to the leadership group of the school regarding the school's statutory duties with regards to the provision for students with special educational needs. The responsibility for ensuring that these duties are appropriately carried out rests with the head teacher who works with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. The leadership group and senior staff team all have a duty to ensure that the policy is implemented across the school.

Ms Karen Parker, Deputy Head, coordinates the provision for students across the school, ensuring that the curriculum is broad, balanced and meets the needs of all students. Ms Parker coordinates and oversees personalised learning programmes and liaises with medical professionals and therapists who work into the school, ensuring student's needs are fully met.

The School Business Manager, Mrs Ann Taylor, advises the headteacher on the deployment of the school's delegated budget and other resources to meet student's needs effectively.

The school has two Leaders for Learning who are responsible for either Upper school phase or Lower School phase. These phase leaders provide support to pastoral teams within the school and act as key points of contact with external agencies. They coordinate transition into the school, across phases within the school and onwards to further education or training. They support and advise staff in the preparation of advice for annual reviews of EHC plans.

Pastoral teachers act as the main point of contact with parents/carers, offering support , advice and information.

Teaching staff across the school are expected to:

- Set high expectations which inspire, motivate and challenge students
- Promote good progress and outcomes for students
- Plan and teach lessons in which teaching responds to the strengths and needs of all students
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the provision and curriculum available to the student.
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to student achievements and students well-being

The school has a large number of learning support assistants who work closely with teachers to support all students to access and engage with learning experiences.

All governors have a responsibility for SEN.

The designated teacher for child protection is Mrs Karen Hamilton

The designated member of staff responsible for managing pupil premium is Ms Karen Parker

### ***Looked after children (LAC)***

The designated teacher for LAC meets regularly with phase leaders to ensure that the needs of all students are being met.

The designated member of staff for looked after children is Mrs Karen Hamilton. For further information please see the school LAC policy on the school website.

### **Specialised Provision Including access to the Curriculum:**

All students who attend Sir Charles Parsons have an education Health and Care Plan on entry to the school. The school follows a secondary curriculum model which allows all students to have access to a broad, balanced and relevant curriculum which is adapted to meet their individual needs. Small class sizes and high levels of adult support enable

this personalisation of the curriculum. The school has created a teaching and learning model called Aspirational Pathways. This endeavors to ensure that all students, regardless of ability are provided with a curriculum and learning experiences which will enable them to develop to their full potential. This describes the knowledge, skills, experiences and attributes which, through the curriculum opportunities we provide, every student has the opportunity to develop. The aspirational pathways outcomes underpin all aspects of the curriculum, ensuring that subject based learning is appropriate, relevant and takes account of the broad and diverse learning needs of our students. EHC plan objectives are also linked to these aspirational pathway outcomes, ensuring that the curriculum and learning experiences offered at Sir Charles Parsons address the students identified needs and help them progress academically, socially and personally.

Further information on the Aspirational Pathways, subject specific curriculum schemes and the range of subjects available, can be found on the school website.

The school has a strong and well developed pastoral system which ensures that students and their families are fully supported with all aspects of school life. Students join a fully inclusive, age based pastoral class on entry to the school and are generally taught in this class group. Where it is appropriate students may be taught in similar ability groups for some of their learning. This is part of the personalisation of the curriculum and ensures that all students receive access to an appropriate curriculum which includes the provision specified in their EHC plan.

Students move around the school, with appropriate levels of support, developing independence skills and are taught by subject specialists in specialist classrooms. All students have access to personalised learning programmes which can include rebound therapy, hydro therapy, independent travel, sensory programmes, independent living skills, work experience, as appropriate to the students' needs and aspirations. The school runs clubs and activities at lunchtime and after school. The range of clubs and activities provides opportunities for all students to access appropriate, motivating and engaging leisure activities. The school works with parents and carers to address any barriers which may impact on a student's ability to access clubs, particularly after school clubs.

### **Access to Facilities and Provision:**

Sir Charles Parsons is a specialist provision for young people aged 11 to 19 with significant and profound and multiple learning difficulties. The school is purpose built and fully accessible throughout. The school was designed to be externally secure and internally accessible, with accessible lifts and automatic doors.

The school has specialist teaching rooms for science, food technology, art and vocational studies. There is a swimming pool with accessible teaching pool and separate hydrotherapy pool. All teaching rooms are equipped with sinks and food preparation areas to develop independent living skills. Classrooms have overhead tracking hoist systems and accessible ICT provision. The school is equipped with height adjustable tables in all rooms and has a range of specialist equipment to enable student's physical, health and learning needs to be met within the teaching environment. The school grounds are fully accessible and include a horticulture area with raised beds and accessible greenhouse. Outdoor areas and equipment are designed to cater to the full range of physical and learning needs of the students.

The school places great emphasis on communication in its widest sense, endeavoring to ensure that all students, regardless of need can communicate with each other and with

staff. All students and staff know and use Makaton signing to support communication with those students who have difficulty verbalising. Symbols and images are used throughout the school to support student's understanding of written communication. The school has a medical room where health professionals are able to meet with students, parents and carers and where medicines etc are stored.

### **Allocation of Resources:**

All students who attend Sir Charles Parsons School have an EHC plan. The head teacher and the school business manager are responsible for the financial management of the school. In consultation with the SENCO, leadership group and senior staff team they ensure that funds are allocated appropriately to provide for all the students in the school and ensure, as far as possible, that the education provision specified in individuals EHC plan is made available. Where the funds available are not sufficient to meet the needs of an individual, the school will follow the appropriate local and national procedures to access additional funding from the local authority.

### **Identification, Assessment, Planning and Review Arrangements:**

Students who attend Sir Charles Parsons school have an EHC plan on entry to the school. This identifies their SEN and describes the provision required to meet their educational needs. The school is, however, aware that over time a young person's needs may change as they grow and develop. The annual review process and the school's assessment and recording procedures enable staff to monitor, review and reflect on student's progress and the appropriateness of the provision made for each individual. This is reviewed formally once a year at the EHC plan review meeting, but also during parent's meetings every term and as part of school assessment and review process. Constant review and assessment is embedded as part of the whole school practice for all students and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012).

Where appropriate the school will seek advice from external agencies and other professionals to identify additional strategies and support which individual students may benefit from to support their learning.

All students have Individual Education Plans (IEP) targets which are developed from the objectives and aims in their EHC plan. These are addressed in all lessons and students, parents/carers, appropriate professionals and school staff collaborate in the creation of these targets. Progress towards these targets is shared with the students on a daily basis and with parents termly. This information contributes the EHC plan process and informs the annual review.

All staff within school are aware of the potential barriers to learning experienced by students with SEN and lessons are planned to reduce these barriers and make learning experiences accessible and appropriate for all students.

The school recognises that the following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality

- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

### **Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition both within school and from school to school and onward to further education or training. Parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

The EHC plan is a key document at times of transition and the school works closely with parents/carers, the student and other professionals to ensure that the EHC reflects the needs, aspirations and educational requirements of the young person and supports effective transition, particularly for the transition to life after school.

### **Partnership with Parents/Carers:**

Sir Charles Parsons School has positive attitudes to parents/carers and values their important role in their child's education. The school's pastoral system enables strong links to be developed between parents/carers and the school through the staff who work most closely with the students on a daily basis. The Upper and Lower School phase teams ensure that there are a range of support and advice available for families should they require it. Through these phase teams, the school website and regular formal and informal meetings the school seeks to share information with parents and carers about support services, including the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Education Health and Care Plan or who would like support with reviewing an EHC plan. Early Help (formally known as Common Assessment Framework -CAF) is used to coordinate support for children and their families who have a range of needs.

Parents are fully involved in the all review processes. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

### **Pupil Participation:**

The school is strongly committed to Student Voice in all aspects of its provision. Students are encouraged and supported to participate and share their views about the school and in particular about their own learning. Student's contribute to the setting and review of IEP targets and assess their own progress with support as required in lessons. All students are encouraged and supported to attend meetings, particularly the annual review of their EHC plan. Students are supported and encouraged to prepare their own

report for the annual review and the school uses a variety of approaches to overcome potential barriers to communication.

**Monitoring and Evaluating the Success of Provision – for further details see the school's Monitoring policy:**

A variety of methods are used to monitor and evaluate the provision and achievements for all students within the school:

- Regular observation of teaching by the senior management team and the use of peer observation to promote, share and develop best practice learning experiences across the school.
- Analysis of assessment data, with high expectations for the progress expected for all students regardless of SEN,
- Assessment records that illustrate progress over time
- Success rates in respect of individual targets
- Monitoring visits by Governors to see all aspects of the school
- The views of parents/carers and pupils gathered as part of the annual review of EHC plans.

**Staff Development:**

The Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan appropriate CPD in relation to SEND. The SENCO is also the CPD coordinator and ensures staff are informed of local and national developments in relation to SEN and Inclusion as well as school wide training opportunities. Where appropriate, specialists are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO and other staff as appropriate.

**Medical Conditions**

Sir Charles Parsons School follows the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. This will be included in the provision section of the EHC plan. All medications are stored in the nurses room, in a appropriate locked cabinet. Access to this is managed by the school nurses and in their absence by the senior member of staff in school. For additional information please see the Medicines in Schools Policy.

**The Complaints Procedure:**

Initially an attempt will be made to resolve a complaint at school level, within one week of the complaint having first been made. The procedure is firstly that the complaint should be made to the Deputy Head teacher or the head teacher if the complaint refers to the deputy head. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

Further information can be found in the school complaints procedure which is located on the school website or available on request from the school office.

***Date agreed by governing body: 19<sup>th</sup> June 2018***

***Review due: June 2019***

***Date reviewed: 19<sup>th</sup> June 2018***

***Related policies: Anti-bullying Policy, Supporting Students in school with Medical Conditions, and Safeguarding & Child Protection***