

Brown's School **Special Educational Needs Policy**

Introduction and Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (2014)
- SEND Code of Practice 0-25 years (updated 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (Dec 2015)
- The National Curriculum in England KS1 and 4 Framework
- Brown's Safeguarding Policy
- Teachers Standards (2012)

This policy was created by the School Leadership Team in liaison with all relevant specialist staff. The revised policy takes into account the views and feedback received from parents and pupils.

Aims and Objectives:

Brown's School is a co-educational, independent day school catering for a range of special educational needs (SEN). Our dedicated staff team are committed to providing a broad, balanced and holistic education to our pupils with a range of learning difficulties including Dyslexia, Dyspraxia, ADHD, Autistic Spectrum Disorders and other associated learning difficulties.

The aim of our S.E.N policy is to develop a system of support, which enables students with special educational needs to make the greatest possible progress. The support systems are based on comprehensive whole school systems of monitoring, assessment and intervention. We strive to provide our pupils with a supportive learning environment and value their contribution in achieving this and also the participation of their parents and carers.

Our objectives are:

- To ensure that all pupils have equal access to a broad and balanced education which is differentiated to meet individual needs and abilities.
- To ensure that every pupil has their particular needs identified, assessed and the necessary support strategies put in place.

- To promote the health, well-being, happiness and independence of our pupils in a stimulating, safe and caring environment.
- To seek the views of all pupils and involve them in the process of their educational support, encouraging them to become active participants in decisions about their learning.
- To fully involve parents/carers in the process of provision for the pupil. To acknowledge and draw on parental knowledge and expertise in relation to their child.
- To maximise the opportunities for all our pupils to participate in school activities.
- To enable all students to experience success and to achieve their full potential. To stimulate their desire to learn and therefore raise their aspirations for the future.
- To provide appropriate interventions by internal and external professionals once a need has been identified. To monitor and report on the effectiveness of interventions.
- To actively develop pupil's communication and interaction skills, independence and life skills as well as their literacy and learning skills.
- To promote tolerance and understanding and prevent discrimination, preparing our pupils to live in a diverse society.
- To continually evaluate and improve our practice and professional development, welcoming feedback from families and professional partners.

Identifying Special Educational Needs

The needs of the majority of Brown's pupils are identified on entry in their Statement of Special Educational Needs or their Education, Health and Care Plan. Pupils without such legal documents will have other professional reports identifying their specific learning needs.

Some pupils will have needs over and above those documented on entry. These can be observed by internal professionals or through our assessment process. If concerns are raised a meeting is arranged with appropriate staff and parents are invited to attend. A plan of action is determined and referrals for further assessment are made to either internal or external professionals. Pupils' needs are discussed regularly in staff meetings and also in therapy team meetings.

Targets and provision are identified, documented and reviewed throughout the academic year.

The four broad categories of need, as determined in the SEND Code of Practice (2014) are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

A pupil's needs are identified on the whole school's provision map and an audit of need is carried out regularly; this is in addition to annual reviews of stated needs.

Provision and Support at Brown's

The needs of pupils at Brown's School are identified before they are accepted into the school, particularly those that have a Statement of Special Educational Needs or and Education, Health and Care Plan (EHCP). If pupils do not have these legal documents they will have other professional reports identifying their needs.

Provision to meet identified needs is outlined in Statements or EHCPs; school resources and therapy is actioned to address the documented needs. All pupils access the broad and balanced curriculum at Brown's however, individual academic and therapeutic support is put in place once a need has been identified; this can be through assessments prior to admission or through observation and subsequent assessment once a young person has become a pupil at the school.

Teachers are responsible and accountable for the progress and development of pupils in their class. Teaching is differentiated for individual pupils. Teachers are supported through continual professional development and receive direct support from specialist staff within the school to ensure they offer all pupils the highest possible level of teaching.

When a pupil has been identified as having additional SEN not described in the reports outlined above, action will be taken to provide appropriate support to remove further barriers to their learning. Additional SEN support will take the form of a four stage process through which earlier interventions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing positive outcomes.

Assess

In identifying a pupil as needing additional SEN support the class or subject teacher, working with the specialist staff, will carry out an evaluation of the pupil's needs. This will include the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from other professionals working with the young person. It should also include other subject teachers' assessments where relevant, the individual's development in comparison to their peers, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The school will work closely with the information already known about the pupil including Statements of SEN and EHCPs, educational psychologist reports, occupational and speech therapy assessments. The school takes concerns raised by a parent seriously and will be recorded and compared to the school's own assessment and information on how the pupil is developing.

Plan

When it is decided to provide a pupil with additional SEN support, the parents will be informed. A plan is made and the Provision Map will be updated. The plan will be shared with the parent and pupil when amended. Interventions and support provided will be selected to meet the outcomes identified for the pupil based on reliable evidence of effectiveness and will be provided by staff with skills and knowledge in that area. The school will draw upon parental involvement to reinforce or contribute to progress at home.

Do

An identified member of staff will be responsible for working with the pupil on a regular basis. Throughout the intervention or support, progress will be monitored closely to assess the impact of any provision.

Review

The effectiveness of the support and interventions and their impact on a pupil's progress will be reviewed. Short term interventions will be reviewed throughout, and reassessment will take place. Targets and provision/interventions to meet individual targets are reviewed every term. Where a student has an EHCP or Statement of SEN, the local authority, working with the school will review the plan at least every twelve months.

The SEN Support Register and Management of Pupil's Needs

All pupils at Brown's are recorded on the school's SEN Support Register. The SEN Support Register identifies individual students, their SEN and levels of provision. The SEN Support Register is updated regularly by the SENCo and information is shared with other professionals in the school.

A Provision Map, outlining the support, interventions and targets is in place for every pupil in the school. The Provision Map is a working document, contributed to by all those working directly with the pupil. For pupils with a Statement of SEN or EHCP, the Provision Map will link directly to the pupils' SEN objectives and will also be reviewed at the Annual Review meeting. The Provision Map will include targets which are assessed, planned and reviewed by the professionals working with the pupil.

Individual subject targets are recorded on the Provision Map. Any concerns regarding the progress a pupil is making within an individual subject should be directed to the teacher in the first instance.

Brown's School adopts a holistic approach to pupil development and the Therapy Team are an integral part of a pupil's education. Brown's Therapy Team comprises of a Speech and Language Therapist, an Occupational Therapist and a Clinical Psychologist. The Therapy Team have three designated support assistants. The Therapy Team and Teaching Staff work closely together to provide integrated support to our pupils. All Therapists are available to meet with parents and offer home support plans to further re-inforce the partnership in our pupils' education.

Statement/EHCP Reviews

An annual review meeting will take place for all pupils with a Statement of Special Educational Needs or an EHCP. These meetings are scheduled to allow sufficient time to explore pupils' and parents' views and gather appropriate professional reports. Parents/carers, Local Authority representatives, relevant professionals and the pupil are invited to attend the meetings.

A record of the outcomes, action and support agreed is shared with the relevant parties. Provision requirements for the pupil are actioned and documented according to the decisions made.

Pupil and Family Support

Brown's School is committed to providing high quality support to our pupils and their families. All staff are available for consultation and advice and this can be arranged via the school office.

Parent workshops on topics relevant to our pupils are offered regularly. Information on support agencies and advice on topical subjects are regularly communicated to parents.

Brown's School is committed to a home/school partnership.

Pupil Participation

Young people with special educational needs often have a unique knowledge of their needs and circumstances and their own views about what sort of assistance they would like to help them make the most of their education.

They will be encouraged to participate in the decision making processes including the setting of learning targets and contributing to their provision mapping, views regarding their education via the annual review process and their onward transfer at the designated times.

Roles and Responsibilities/Coordination of Provision

Provision for students with special educational needs is a matter for Brown's school as a whole, with the guidance of parents/carers and individual experts in their field.

The Headteacher

The Head Teacher, Ms Lovett, has responsibility for the day•to•day management of all aspects of work carried out at Brown's school, and works closely with the SENCo

Senior Leadership Team

The SLT comprises of the Headteacher, Deputy Headteacher and SENCo, trainee Deputy Headteacher, Safeguarding & Pastoral Care Manager, Bursar and Business & Admissions Manager.

The Special Needs Co•ordinator (SENCO)

The SENCo, Mr Ponulak, has the following responsibilities, along with the Headteacher and other specialist staff:

- Co•ordinating provision for students with special educational needs

- Liaising with and advising fellow teachers. Managing learning support assistants
- Liaising with parents
- Liaising with outside agencies and professionals
- Implementing changes to SEN Policy and Practice that arise from changes in legislation
- Assessing for exam access arrangements

Specialist Therapeutic Provision

Brown's School has a well-resourced, on-site Therapy Team comprising of a full time Speech & Language Therapist, a SLTA (4/5 days), a part time and a full time Occupational Therapist and a full time OTA. A Clinical Psychologist is on-site two days per week and a Therapy Assistant provides support to the whole Therapy Team 4/5 days. Constant liaison between teaching and therapy staff is key to the holistic support Brown's pupils receive.

Specialist Literacy Provision

The full time Literacy Specialist Coordinator (Ms Horsley) oversees all the Literacy teaching in the school. She provides operational support that helps to make the delivery of the SEN policy effective. She delivers Literacy and Cognitive Skills lessons to Senior classes and delivers 1:1 interventions where necessary. The role also includes the coordination of the Literacy and Numeracy assessments. She is supported by an experienced, qualified Learning Support Assistant who provides 1:1 interventions and in-class support.

The Specialist Literacy Coordinator provides training to staff and is also qualified to assess and diagnose Dyslexia.

Safeguarding & Pastoral Care Team

A designated Safeguarding and Pastoral Care Manager (Mrs May) coordinates the school's safeguarding and pastoral care duties and responsibilities. She is supported by a Deputy Safeguarding Officer who is also part of the SLT. A Student Management Coordinator is also part of the Pastoral Care team, supporting pupils with their day to day welfare needs. Further information is in the School's Safeguarding and Child Protection Policy.

The School Staff – Teachers, Instructors and LSAs

All teachers are teachers of children with SEN and adapt the curriculum to meet their needs, with advice from the in-house specialists. All staff are involved in the development of Brown's school SEN policy and should be aware of the procedures for identifying, assessing and making provision for pupils with SEN. Teachers direct the LSAs supporting their lessons to ensure the correct support is provided to all pupils. Staff are required to attend review and consultation meetings with parents/carers and pupils as and when necessary.

Full details of the roles and responsibilities of all school staff is available on request. A full staff list is available from the school office.

Supporting Students at School with Medical Conditions

Brown's School recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and when this is the case the school will comply with its duties under the Equality Act 2010.

Relevant and up-to-date policies on medical matters and first aid can be requested through the school's office.

Monitoring and Evaluation of SEND

Brown's School strives to ensure it maintains the quality of the interventions delivered to pupils with SEN. As part of the ongoing monitoring and evaluation of all areas of provision, we conduct an annual review of the SEN Policy and SEN Information Report to evaluate the effectiveness of:

- systems for identifying and assessing students with SEN, including those who are more able
- the provision made to meet students' SEN, including new resources, staff development and training
- the allocation of resources to meet the SEN of students
- The views of parents are sought through Annual Reviews, Parent Consultations and Parental questionnaires
- The views of pupils are sought in various ways including Annual Reviews, regular pastoral care mentoring, Academic mentoring, pupil questionnaires

The School's Senior Leadership Team evaluate and monitor progress towards targets in the School's Development Plan.

Training and Resources

Brown's school carries out an annual audit of training needs for all staff, taking into account school priorities as well as personal professional development.

Brown's school has various staff training sessions throughout the year delivered by a number of internal and external professionals. The majority of this is done in-house by the specialists in their fields. This provides a whole school approach to training and ensures that good practice is shared by all.

The school provides opportunities for shared good-practice initiatives through lesson observations by colleagues and by contributions to INSET sessions during staff meetings or other designated times. All staff undertake induction on taking up a post; this includes meeting with key members of staff to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students and classes.

Storing and Managing Information

Information relating to students and their SEN is securely stored either within in the main office, the Therapy Suite or the Specialist Literacy Room. All information is stored in line with the school's Confidentially Policy.

Accessibility

The school details its plan for increasing accessibility as part of its Accessibility Plan and School Development Plan. These documents are available upon request.

Concerns and Complaints

As part of the School's 'open door' policy, parents or pupils are requested to initially direct their concerns to the appropriate member of staff, who will liaise with other staff, including the Headteacher, when required. The school's Complaints Policy is available upon request from the school office.

Reviewing the Policy:
Headteacher and School Leadership Team

To be reviewed: Autumn 2018

Elaine Lovett
Headteacher