

**GREAT OAKS SMALL SCHOOL**

SAFEGUARDING COMMUNITIES    EMBRACING DIFFERENCE    UNLOCKING POTENTIAL

# **SEN & DISABILITY POLICY (SEND)**

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2018 - 2019

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**CHAIR OF TRUSTEES: PENNY JACKSON**

Date Agreed: January 2018

Date of Next Review: January 2019

## **Legislative Context**

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN & Disability Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

*The Special Educational Needs and Disability Code of Practice (0-25 years) 2014* requires independent Schools to "have regard to the Code of Practice." This means that, at Great Oaks Small School, whenever we are taking decisions we must give consideration to what the Code says. We cannot ignore it and must fulfil our statutory duties to children and young people with SEN and Disabilities.

This policy should be read in conjunction with the following School policies: Behaviour Policy, Safeguarding Policy, Complaints Policy

## **Definition of Special Educational Need & Disability (SEND)**

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 if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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. *SEN Code of Practice (2014, p 4)*

## **Definition of Disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

## **The kinds of special educational need for which provision is made at the School**

Great Oaks Small School caters for students of average ability and above who have experienced disrupted education because of emotional or physical challenges or chronic illness, or because of their learning difficulties. The aim of the School is to provide:

'a holistic education which ensures a well-rounded intellectual, moral, social, aesthetic and physical development for each student so that all can develop their self-confidence within 'a democratic atmosphere of tolerance and respect'.

The majority of students at the School have an Education, Health and Care Plan (EHCP) - previously called a Statement of Special Educational Needs. Currently we meet the following kinds of special educational needs for students with or without EHCPs (dependent upon the funding body): Primary Need: Autistic Spectrum Disorder (ASD), social communication difficulties with or without anxiety. Many of our students will also present with additional diagnoses/symptoms of dyslexia, dyspraxia, speech, language needs, or mental health difficulties.

Funding dependent, where a student has a special educational need with which the School is less familiar, for example, a specific medical need, we can access training and advice so that these kinds of needs can be met.

## **The identification and assessment of students with SEN**

As stated previously, the majority of students at the School have EHCPs which identify and detail the nature of their special educational needs. In addition, at Great Oaks Small School, we aim to conduct a range of assessments during the students' first term at the School, to establish a baseline from which to measure their progress. Dependent upon anxiety levels, it may take longer than a term to gain a student's trust and therefore initial testing will take place as soon as the student is able. Cognitive Ability Tests are carried out to

ascertain their academic ability. We have access to the following assessments:

Star maths, past examination papers, Boxall, Target Literacy, Cognitive Ability Testing

We monitor closely the progress of all students and, as part of our assessment cycle, hold formal reviews of every student's progress six times a year. Where progress is not sufficient, even if a special educational need has not been identified, we identify the possible barriers to learning and progress and put in place additional support to enable the student to move their learning forward to expected levels. Examples of extra support are: 1:1 teaching, 1:1 teaching assistant, relevant literacy or and numeracy interventions, individual timetable, meetings with parents / carers, 1:1 student mentoring, referral to external agencies i.e. Speech & Language (SALT), Occupational Therapy (OT) and in some cases the Educational Psychologist (EP).

Some students may continue to make inadequate progress, despite teaching and additional support targeted at their areas of weakness. For these students, and in consultation with parent/carers, we will use more detailed and specific assessments, including where necessary, from appropriate, external professionals to determine the cause of the difficulty. The purpose of more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parent/carers, reviewed regularly, and reviewed and changes made as appropriate.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to support the student that is of most benefit to them. We aim for all our students to become independent learners and if the student is able to maintain good progress without the additional and different resources provision will be adapted accordingly. When any change in identification of SEN or change in provision is being considered parent/carers are always consulted, as appropriate.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

### **For students with special educational needs whether or not they have EHCPs**

Each student has a SEN support / provision plan and as such a review of the plan will be informed by the views of the student, parent/carers and teachers

and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

### **For students with and without EHCPs**

In addition to the arrangements described above, all students at Great Oaks Small School will have an Annual Review of their plan as well as two in-year review meetings to discuss short-term targets and review interventions.

Our review procedures fully comply with those recommended in Section 6.15 of the SEN & Disability Code of Practice (2014) and - particularly with regard to the timescales set out within the process.

### **Monitoring and evaluating the effectiveness of provision for students with Special Educational Needs**

The School monitors and evaluates the provision in the following ways:

- classroom observation
- work sampling
- scrutiny of planning
- on-going assessment
- student progress data
- attendance records
- formal progress review meetings
- annual reviews
- feedback from student and parent/carer surveys
- Head Teacher reports to the Board of Trustees

### **Great Oaks Small School's approach to teaching students with Special Educational Needs**

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Senior Leaders, regularly and carefully review the quality of teaching for all students. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to support vulnerable students and their

knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

The quality of teaching at Great Oaks School was judged to be 'adequate' in our last full Ofsted inspection in March 2014. Since that time we have worked extremely hard to improve further the quality of teaching and our own, most recent monitoring shows the majority of teaching is now consistently good with aspect of outstanding.

The School uses a range of teaching approaches, as advised by internal and external assessments, for example, one to one tutoring / precision teaching / mentoring, small group teaching, use of IT software learning packages and SALT approaches i.e. Language through Colour. Students also receive additional support from Teaching Assistants.

### **How the School adapts the curriculum and learning environment for students with Special Educational Needs**

At Great Oaks Small School the curriculum is designed and adapted to meet the needs and as much as is possible the interests of individual students. Advice from internal/external professionals and assessment results are incorporated into planning, in addition to information described in student EHCP's.

Students are involved in discussions about their preferred learning styles and approaches and learning environments and are encouraged to explore different learning spaces, adapting them as appropriate for individual need e.g. some students may prefer learning walls to support their use of memory, other may prefer distraction-free learning spaces and as such some classrooms may be bright and colourful while others remain free of sensory stimuli as much as is possible.

The School has dedicated teaching assistant support for English and maths.

### **How the School enables students to engage in activities together (including physical activities) irrespective of the student's level of difficulty**

All School activities are tailored to the needs and interests of the students, as much as is possible. All have individual risk assessments to ensure their welfare and are therefore not excluded from any School activity they wish to participate in, unless it is risk assessed for them not to participate. Alternative arrangements in these instances will be made according to individual need in consultation with parent/carers.

## **Additional support for learning**

The amount of support required for each student to make good progress will be different in each case. Resources are used judiciously to support the needs of individuals. Below are some of the interventions that can be offered:

- Toe by Toe
- 5 Minute Box
- Numeracy Box
- Power of 2
- Social Skills
- Numicon
- Precision Teaching
- Touch Type Read and Spell
- Emotional Literacy
- Target Literacy
- 1:1 lessons dependent upon availability and according to whole school need

## **Support available for improving the emotional and social development of students**

At Great Oaks Small School we strive to enable all students to develop emotional resilience and social skills through the curriculum via direct teaching and indirectly through daily conversation.

We:

- assess student's emotional well-being and social skills using:
  - Boxall Profile
- have access to:
  - a School counsellor
  - mentors
  - CAMHS
  - alternative learning spaces e.g. the Learning Zone/Common Room or garden

## **Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured**

- Head Teacher, Julie Kelly holds a BA (Hons) in Primary Education with Qualified Teacher Status, Postgraduate Advanced Diploma in Education (SEN), is State Enrolled Nurse qualified and is a Licentiate for the Institute for Neurological Physiological Psychology
- SENCO, Kerri Baker holds a BA (Hons) in Childhood Studies, specialising in SEN and is currently undertaking the National Award for SEN Co-ordination.
  - Pastoral Mentor, Jade Laslett hold a BA (Hons) in Childhood Studies

Teachers and teaching assistants have received the following awareness training:

- ASD
- ASD & Anxiety
- ASD in Girls
- ASD & Attachment
- Language through Colour
- ADHD
- Dyslexia
- Boxall Profile
- Precision Teaching
- Social Skills
- Team Teach

Where a training need is identified beyond current need we will find a provider who is able to deliver it, such as:

- Other local schools
- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapists
- Physio Therapist
- Dyslexia Specialists
- Optimus Education
- National Autistic Society
- Education Consultant

**Information about how equipment and facilities to support children and young people with special educational needs will be secured**

Where external professionals recommend the use of equipment or facilities which the School does not have, we will endeavour to purchase it, dependent upon funding body of the child/young person.

### **The arrangements for consulting parent/carers of children with special educational needs about, and involving them in, their education**

All parent/carers of students at Great Oaks Small School receive two data reports and one full detailed report and are invited to discuss the progress of their children following receipt of the reports as a matter of routine. In addition, we are happy to arrange meetings outside these times. As part of our teaching arrangements, all students have access to additional teaching/teaching support to help them further progress, if the progress monitoring indicates that this is necessary. All such provision will be recorded, tracked, evaluated and reviewed. The information will be shared with parent/carers as routine, three times per year.

If additional provision does not result in expected progress, we will further contact parent/carers to discuss the use of internal or external assessments which will help us to address the student's needs more fully. Parent/carers will be actively supported to contribute to assessment, planning and review.

Parent/carers of students with an Education, Health and Care Plan will be invited to contribute to and attend annual reviews and as appropriate, will include other agencies.

### **The arrangements for consulting young people with special educational needs about, and involving them in, their education**

Where a student has been identified as having special educational needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning.

### **The arrangements made by the Board of Trustees relating to the treatment of complaints from parent/carers of students with special educational needs concerning the provision made at the School**

The School's complaints policy and procedure can be accessed via the School's website. Hard copies can be obtained from the School office, upon request. We encourage parent/carers to discuss their concerns primarily with the SENCo or Pastoral Mentor, if the issue remains unresolved an appointment will be made for parent/carer to meet with the Head Teacher with the aim of resolving the issue prior to the parent/carer following the School's formal complaints procedure.

There are some circumstances, usually for children who have an Education Health Care Plan where there is a statutory right for parent/carers to appeal

against a decision of the relevant Local Authority. Complaints which fall within this category cannot be investigated by the School.

**How the Board of Trustees involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students**

The Board of Trustees can:

- link to Disabled Children's Service for support to families for some students with high needs
- access Local Authority Services/Occupational Therapy Services/Physiotherapy Services for students with requirement for direct therapy or advice
- make requests for Communication and Assistive Technology
- approve membership of professional networks e.g. NAS, SEND forum, NASEN, Optimus Education, Kent Autistic Trust, Human Scale Education, INPP, Ambitious about Autism, National Autistic Society etc..

**The contact details of support services for the parent/carers of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent/carer Partnership Services)**

Kent Parent/carer Partnership Service (KPPS) Information Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19). They empower parent/carers to play an active and informed role in their child's education. They can be contacted on:

**HELPLINE:** 03000 41 3000

**Office:** 03000 333 6474 413000 and

**Minicom:** 0300 333 6484

**E-mail:** [kentparent/carerpartnershipservice@kent.gov.uk](mailto:kentparent/carerpartnershipservice@kent.gov.uk)

**E-mail:** [iask@kent.gov.uk](mailto:iask@kent.gov.uk)

<http://www.kent.gov.uk/kpps>

## **The School's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

At Great Oaks Small School we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make sure the transfer is as seamless as possible.

We contribute information to students' onward destinations, as appropriate, by providing information, to their next settings. We plan supported visits to work experience placements, sixth form and college open days, suggesting strategies and offering practical support according to individual need. Occasionally, arrangements can be made for part-time school/college placements to take place enabling a smooth transition for a full-time college placement the following year.

### **Information on where the local authority's local offer is published**

Kent's local offer for students with EHCPs is published on <http://www.kent.gov.uk/education-and-children/special-educational-needs> Parent/carers without internet access should make an appointment with the SENCO for support to gain the information they require. Arrangements for Children in Care from boroughs other than KCC will be arranged by the child's funding borough.

Version Number	Purpose/Change	Author	Date Changed	Review Date
1.0	Final version – approved by SLT	Julie Kelly	31.01.2018	31.01.2019