

Policy No.12

SPECIAL EDUCATIONAL NEEDS (SEN)

Definition of SEN

A student is defined as having special educational needs if he or she has a learning difficulty which requires special educational provision to be made for him or her.

Students have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of the educational facilities.

References

SEND Code of Practice: 0 to 25 years September 2014 and updated version May 2015
Part 3 of the Children and Families Act 2014.
Equality Act 2010 – advice for schools DfE Feb 2013

Scope

Phoenix Academy School is a specialist school providing education for high need Students who have moderate to severe behavioural, emotional and, social needs. It is the school's responsibility to ensure that Students who have identified SEN needs are granted access to a broad and balanced curriculum. In meeting this responsibility, the school follows the guidelines laid out in the SEND 0 – 25yrs Code of Practice 2014.

Phoenix Learning and Care Equal Opportunities policy believes that all students have the right to equal access to a broad and balanced curriculum which suits their individual needs, to be treated with the same degree of concern for their education and development and have the same chance to benefit from the resources available, irrespective of their gender, ethnicity and level of ability, religion or social circumstances.

Learning is the entitlement and responsibility of every member of the school community.

Objectives

The overall aim of the Special Educational Needs and Disability Policy is to provide a system which allows the working implementation of the SEND 0 – 25 yrs Code of Practice 2014, in a form which promotes the fulfilment of Phoenix Learning and Care's commitment to its students by recognising the continuum of need and range of provision required. The following specific objectives have been identified to:

- create and implement, where appropriate, an Education, Health and Care Plan (EHCP), an Individual Education Plan, and Individual Behaviour where required, to meet the Special Educational Needs of each Student
- identify and meet special needs, through liaison with professionals and carers / parents, screening, assessment and observation.
- disseminate strategies for implementing a wide range of provision through regularly reviewed Individual Education Plans and Individual Behaviour Plans.
- update the Educational Statement to an EHCP through the transfer review process.
- co-ordinate these procedures through effective communication with the Educational Director, Head Teachers, employees, relevant professionals, parents, carers, or guardians.

Range of Need

Phoenix Care and Learning aims to support Students who have been identified as having special educational needs or disabilities. These Students in addition to having an Educational Statement or EHCP for behavioural, emotional or social difficulties may also need additional support for the following reasons;

- Students with general learning difficulties particularly in reading, spelling, writing and mathematics.
- Students with specific learning difficulties in spelling, reading, writing and mathematics.

Critical Success Factors

- The culture, practice, management and deployment of resources in the school are designed to ensure all student's needs are met.
- Student's special educational needs are identified early.
- The provision takes into account the wishes of the student concerned, in light of their age, understanding and need.
- The school employees, care teams and parents, work in partnership (where possible).
- Interventions are reviewed regularly to assess their impact, the students progress and the views of the child.
- There is a multi disciplinary approach.
- Clear and precise Educational Statements, EHC plans and Individual Plans.

ROLES AND RESPONSIBILITIES

Special Educational Needs Coordinator

The roles and responsibilities of the SENCo have been drawn up with regard to the National SEN Specialist Standards. The core standards are set out under the following headings;

- strategic direction and development of SEN provision nationally and regionally
- identification, assessment and planning
- effective teaching, ensuring maximum access to the curriculum
- development of communication, literacy skills and ICT capability
- promotion of social and emotional development, positive behaviour and preparation for adulthood.

The SENCo has responsibility for:

- overseeing the day to day running of the provision for students with additional special needs
- understanding the changing perspectives of SEN as reflected in Government and legislative contexts, possessing a good working knowledge and understanding of any new terms and definitions;
- chairing Annual Statement Reviews for all students;
- maintaining the whole alternative provision additional SEN register in the light of current information, providing summaries of student need and teaching strategies as appropriate;
- supporting the writing of effective targets on Individual Education Plans and /or Individual behaviour plans, developing criteria by which student progress can be judged;
- overseeing the provision, support and curriculum of students with statements of educational needs and EHCP's. Liaising with the LEA over a student's need and monitoring the quality of educational provision ensuring that annual reviews and regular review meetings are held within statutory time limits;
- familiarity with assessment procedures applying to externally validated qualifications and National Curriculum assessments and knowing how to access prescribed special arrangements for pupils with SEND
- working collaboratively with specialist and non-specialist staff, carers, parents, students, teachers and learning support assistants, advisory and specialist agencies. Where appropriate working jointly with them on planning, programme implementation and report compilation.
- supporting the development of the Class Teacher's knowledge and application of effective teaching methods relating to the teaching of literacy, ICT, speech and language, study skills, social and communication skills;
- supporting the development of positive, consistent and non-confrontational approaches to disruptive behaviour, to implement where necessary a range of targets and strategies to aid progress, and to establish a timescale for review and evaluation in liaison with pastoral staff.

- to take account of the effects on learning and behaviour of therapeutic input, medications, medical treatments and absence from school;
- support the Class Teacher in preparing students for further training opportunities post education centres; assisting them with the development of skills appropriate to adult life; working closely with career specialists.

RESPONSIBILITY/ACCOUNTABILITY WITH REGARD TO THE SEND CODE OF PRACTICE 2014

The Head Teacher has the responsibility for:

- ensuring the SEND 0 - 25 policy is implemented
- providing facilities for INSET days
- ensuring that all educational staff of Phoenix Learning and Care Educational centres are informed of current issues and provisions.

ADMISSIONS POLICY

Our admission policy for Students with SEN who do not require a Statement is the same as that for all other children. In cases of Students without Statements of Special Educational Need we would expect to receive support from the placing LEA in producing a statement of SEN in order to appropriately meet their needs.

INDIVIDUAL EDUCATION PLANS

Every Student in Phoenix Learning and Care education provisions will receive an IEP. These will be reviewed on a regular basis, weekly or termly as appropriate and update regularly to reflect the students progression and development. Prior to each meeting with the Head Teacher/Centre Manager the Class Teacher will be asked to review progress and evaluate targets. The Class Teacher is required to familiarise them self with the contents of all IEPs, provide differentiated material and mark written work sympathetically with due regard to specific targets.

Arrangements for providing access by Students with SEN to a balanced and broadly education curriculum (including the National Curriculum)

These arrangements have regard to government policy on social inclusion.

Students with additional SEN will be supported in lessons by the subject teacher / teaching assistants, as appropriate. This support will be in accordance with Phoenix alternative educational provision teaching resources and LEA provision. Students with SEN will receive, according to their needs, support in some or all of the following:

- In class 1-1 support from subject teacher or teaching assistant.
- Individual learning support lessons to improve literacy skills detailed in an Individual Education Plan.
- Students will be offered a modified curriculum appropriate to their ability.

Making the curriculum accessible to a Student with learning difficulties is the responsibility of all the staff. Careful attention should be given to the sequencing of the material or skill to be learnt, the pace of the presentation and the readability and legibility of materials.

Differentiating teaching materials including homework is essential to students in order to maximise learning and maintain a positive self image.

In class, support is allocated in accordance with student need and within the efficient and effective use of resources of staff. The tutorial period at the beginning of each day is also used to teach selected students on an individual basis.

Class Teacher

The class teacher has the responsibility for:

- teaching the range of students within their class effectively ensuring full participation through effective differentiation
- using the information in the SEN Register to ensure awareness of which Students have additional SEN including the educational objectives of students with Statements of Educational Need.
- ensuring that Phoenix alternative education provision individual registers of students with additional SEN are kept updated.
- where further student need is identified in the classroom, SEN registers should be checked
- and where appropriate the SENCo notified of any concerns.
- completing internal monitoring forms necessary for monitoring students progress and recording them onto Phoenix data base Aurora.
- completing behaviour log sheets.
- keeping accurate and detailed records.

- reporting to carers / parents / relevant professionals in an informed and sympathetic manner appropriate to the student's learning difficulties, including any concerns and action taken.
- informing colleagues and those concerned with the student of any concerns and actions to be taken.
- implementing Individual Education Plans devised by the staff team.
- informing any learning support assistants/support staff of programmes of study in advance of lessons.
- regular liaison with SENCo / Head Teacher
- understanding the changing perception of SEN as reflected in Government and legislative contexts, possess a good working knowledge and understanding of any new terms and definition.
- ensuring familiarity with the contents and objectives of the statement(s) of their named student(s) including liaison with previous College/LEA.
- making effective use of specialised assessment techniques to set SMART targets on Individual Education Plans
- writing appropriate Individual Education Plans to ensure the Statement Objectives are met.
- providing strategies to allow maximum access to the curriculum for their named student
- reviewing student progress.
- teaching the programme of study as specified on the IEP with regard to the academic, social and emotional development of the named Student.
- working collaboratively with specialist and non-specialist staff, parents and students, teachers and learning support assistants, advisory and specialist agencies. Where appropriate working jointly with them on planning, programme implementation and report compilation.
- compiling reports for Annual Reviews.

Teaching Assistants

- reporting to the Class Teacher and SENCo
- assisting in the implementation of IEP targets
- assisting students with their individual learning whilst being sensitive to their individual or changing needs.
- contributing to review meetings as appropriate

Complaints Procedure

Parents / Carers who have a concern with the special educational provision their child is receiving should raise this with the Head Teacher. Further guidelines with regards to complaints procedure can be obtained from the Phoenix Complaints Policy.

INSET Arrangements

Teaching team training needs are primarily identified through subject development plans and target setting for Performance Management.

Carers / Parents/Social Workers as Partners

Phoenix believes that the education of Students is a partnership between carers / parents / social workers. Liaison and discussion with carers / parents is encouraged in the following ways:

- Carers / Parents / Social Workers are invited to ring the School in the first instance.
- whenever there is a concern and should there be no one available to speak to then every attempt will be made to contact them that day.
- Carers / Parents have the right to expect a full and appropriate briefing from all staff with due regard to their child's Special Educational Needs.
- Where possible carers / parents / social workers will be consulted on their contribution to the IEP, supporting the work at home. A copy of all IEPs will be sent to parents inviting comment and contribution.

Carers

Have responsibility for:

- ensuring regular educational attendance
- informing the centre of any problems/concerns
- supporting Phoenix policies
- helping their child to cope with centre life eg bringing the necessary equipment and
- making satisfactory arrangements for homework
- supporting the individual learning programme at home
- ensuring the Class Teacher is informed of current issues

Students

Students have responsibility to agree targets on the Individual Education Plan, completing any additional tasks between sessions and have an awareness of their targets.

Students will be encouraged to participate in establishing need and evaluating success of any action. Students will always be invited to attend Annual Statement Review meetings and meetings with carers / parents as appropriate.

Careers Guidance for students with special educational needs

The Government now stipulates that transition plans should be developed for all Students with Education Statements, from Year 9 onwards. This is to ensure that they are given the necessary support and guidance to enable them to make suitable choices regarding courses and careers. The students will meet with an LDD Specialist, previously Connexions. Initial discussion will focus on the student's interests. In Year 9 all students will have some input on careers education to help with further education option.