

Special Educational Needs & Disability Policy

Date	Review Date	Special Needs Co-ordinator (SENCO)	Nominated Director
21/08/17	01/08/18	Principal Head Stacey White	Director of Education

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

Children and Families Act 2014, SEN 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

This policy should be read in conjunction with the following school policies:

Behaviour/Discipline Policy, Equalities Policy, Safeguarding Policy, Homework Policy & Complaints Policy

This policy was developed through a process of consultation with Parents, staff and Directors and is reviewed annually as part of our 'Policy Review Formulation Programme' contained within the School Plan.

Definition of SEN

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)

1 The kinds of special educational need for which provision is made at the school

At Small Haven School we make provision for a variety of frequently occurring special educational need for students with a statement of special educational needs / Education Health Care Plan, including Dyslexia, Dyspraxia, Speech and Language needs, Mild to Moderate Autism, Asperger’s Syndrome, Learning difficulties and Behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school mainly meets the needs of students with a statement of special educational need / Education Health Care plan with the following kinds of special educational need: BESD, ASD (Mild to Moderate), ODD, Attachment Disorder & vulnerable students who require a small specialist school in order to feel safe.

The admission arrangements for students without a statement of special educational needs / Education Health Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of students with SEN

At Small Haven School we monitor the progress of all students six times a year to review their academic progress. We also use a range of formative assessments with all the students in December and July.

Where progress is not sufficient, we endeavour to put in place extra support to enable the students to progress. This may be in the form of providing specialist resources and staff training.

The majority of students at Small Haven School have already been issued with a statement of special educational needs/EHC plan. Within this the students areas of need and recommended support is outlined and all teachers and support staff who work with the students are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school’s policies for making provision for students with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such students

Each review of the SEN/EHC Plan will be informed by the views of the student, parents and class/ 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

There will be an annual review for every student of the provision made for the child, which will enable an evaluation of the effectiveness of the provision. The collation of all annual review evaluations of effectiveness will be reported to the Directors.

3b the school's arrangements for assessing and reviewing the progress of students with special educational needs

Every student in the school has their progress tracked six times per year. In addition to this, some students may have more frequent assessments. These assessments are part of the summative assessment process which is used to determine if students are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the students personal support plans will be reviewed and adjusted as necessary.

3c the 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. Additional intervention and support cannot compensate for a lack of good quality teaching. Small Haven School regularly and carefully reviews the quality of teaching for all students. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

At our last OfSTED inspection Small Haven School's quality of teaching was judged to be good and safeguarding was judged to be outstanding.

3d how the school adapts the curriculum and learning environment for students with special educational needs

At Small Haven School we focus on supporting the students in acquiring the social and emotional skills and resiliency needed to prepare them for the future. In KS4 there is particular emphasis on life skills in preparation for independence. eg money, etiquette, food hygiene etc.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the SLT have recently made improvements as part of the school's accessibility planning and have identified that the following aspects of the school need to be further improved: curriculum mapping, standardising assessments and tracking progress. We hope to further improve these particular areas by working with a School Improvement Partner who has agreed to undertake regular work with the school advising/supporting the Principal Head and provide bespoke training for all staff, especially in the areas identified above.

3e how the school enables students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to students at Small Haven are available to all students. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity and in particular when we link with other schools.

3f support that is available for improving the emotional and social development of students with special educational needs

At Small Haven School we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching; for instance whole school assemblies, circle time, mentor time and PSHE and indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we also can provide the following: additional mentor time, time out in the quiet room, support from the Principal Head, worry box and fireworks courses and external referral to CAHMS.

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Small Haven School is Miss White, who is a qualified Clinical Child & Adolescent Psychotherapist accredited by the National Association of Child Psychotherapists and also holds the following qualifications: Currently working towards a Professional Doctorate, Masters of Professional Practice (Child & Adolescent Psychoanalytic Psychotherapist), Masters in Psychoanalytic Observational Studies & a Degree in Psychology.

Miss White is available on (01843) 597088, alternately her email address is: stacey@smallhavenschool.co.uk . .

5 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

All teachers and teaching assistants have had or working towards the following awareness training:

Induction, First Aid, Basic Food Hygiene, Fire Safety, Health & Safety, Child Protection, Effective Strategies of Working with Students with ASD/Aspergers, Emotional Literacy, Non Abusive Psychological & Physical Intervention levels 1&2 (Behaviour Management), Anti- bullying, Safe Administration of Medication, Speech and Language Therapy & Understanding Young People and the Law.

In addition the following staff/teachers have received the following enhanced and specialist training

Miss White – Designated Child Protection Training, Safer Recruitment in Education & Converting SEN Statements to EHCP, BSL Level 1

Mrs Kermod- Qualified Occupational Therapist

Lauren White- British Sign language Levels 1 & 2

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training provider's Small Haven School can approach are, Educational Psychologist, Speech and Language Therapist, Occupational Therapist (including our own internal qualified OT), Physio- Therapist, Dyslexia Specialists etc.

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

Where external advisors recommend the use of equipment or facilities (as indicated in the student's statements/EHCP) and which the school does not have, we will aim to purchase/hire it.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of students at Small Haven School are invited to discuss the progress of their children on at least three occasions a year and also receive written reports four times a year. In addition we are happy to arrange meetings outside these times. Parents will be actively supported to contribute to assessment, planning and EHCP reviews, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

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

All students who have been identified as having special educational needs will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the Directors relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Small Haven School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher or Principal Head to resolve the issue before making the complaint formal to the Director of Education.

If the complaint is not resolved after it has been considered by the Directors, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the Directors 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

Small Haven School may engage with the following bodies:-

- National Association of Special Schools (NASS)
- Registered Chartered Health & Safety Practitioner (IOSH)
- School Improvement Partner (SIP)

- Link to Disabled Children's Service for support to families for some students with high needs
- Access to Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Links with Social Services for Looked After Children
- Links with the local CAMHS for students with significant mental health needs.

11 The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

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

HELPLINE: 03000 41 3000

Office: 0300 333 6474 and

Minicom: 0300 333 6484

E-mail: kentparentpartnershipservice@kent.gov.uk

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

12 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 Small Haven 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 the transfer as seamless as possible. Verbal handovers are sought wherever possible and student files are hand delivered to and from us.

We also contribute information to a students' onward destination by providing both verbal and written information to the next setting. Close liaison and contact is maintained with the student and new education placement to ensure a smooth and supported transition for student. Small Haven School has particularly good links with the Assisted Learning Department at East Kent College.

Approved by the Director on 21/08/17

Next review on 1st August 2018