

## **The Place Independent School Special Educational Need and Disability Policy**

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13<sup>th</sup> March 2014 came into force from the 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website: [www.education.gov.uk/schools/pupilsupport/SEND](http://www.education.gov.uk/schools/pupilsupport/SEND)

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

This information is also available by putting the above web address into the browser of a smart phone or tablet.

### **Mission Statement**

At The Place Independent School we value the abilities and achievements of all of our young people and are committed to providing the best possible environment for learning.

The aim for all of our young people is inclusion, ensuring that they have access to an education within school.

At The Place Independent School we recognise that appropriate support and intervention will enable all pupils to experience and enjoy positive achievement.

### **Context**

The Place Independent School is an independent school providing education for 7 - 13 year old's from multiple surrounding areas e.g. Nottingham, Nottinghamshire, Leicester and Leicestershire, offering a broad creative curriculum which embraces the PLACE attachment model. The service particularly focuses on children with complex attachment experience, past trauma, and patterns of behaviour that cannot be accommodated into more orthodox educational settings.

### **Principles**

In accordance with the SEND Code of Practice (June 2014), our Vision at The Place Independent School is to recognise everyone is a learner, and everyone is committed to supporting learning in all its forms. We know that everyone can achieve and believe it is our role to find out how, through quality learning opportunities and quality teaching experiences.

Young people who have SEND are those for whom individualised educational provision has to be made for a period of time (that which is additional to or different from the educational provision made generally for young people of their age).

## **Aims and objectives**

### **Aims**

We aim to provide every young person with access to a broad and balanced education. This includes key aspects of the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To provide young people with quality learning experiences and teaching, through training for staff
- To have high expectations that each young person will reach their potential in all aspects of school life
- To support the development of independent learners who can transfer these skills to future life.

To assess young people's data regularly and provide appropriate support where it is needed. Effective assessment and provision will be secured in partnership with parents/carers, children and external agencies.

### **Objectives**

- **Identify the needs of young people with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the young person's entry into the school.
- **Monitor the progress of all young people** in order to aid the identification of young people with SEND. Continuous monitoring of those young people with SEND by their teachers and support staff will help to ensure that they are able to reach their full potential.
- **There will be a whole-school approach to special needs**, where staff work as a team cooperating, collaborating and coordinating for the benefit of all young people.
- **Make appropriate provision to overcome all barriers to learning.** This will be coordinated by the Head Teacher, SENCo, and/or teachers and support staff and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all young people's needs are catered for.
- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, and providing regular reports on their child's progress. Parents/carers have a vital role to play in decision making and supporting their child's education.
- **Work with and in support of outside agencies**, when the pupils' needs cannot be met by the school alone.

- **Create a school environment where our young people feel safe to voice their opinions of their own needs.** This means providing regular meetings between young people and their key worker. Pupil participation is a right. The view of the young person is considered and taken into account at every appropriate opportunity. All young people will be encouraged to actively participate in their learning process.

### **Responsibility for the coordination of SEND provision**

- The person responsible for overseeing the provision for young people with SEND is the Head Teacher.
- The person supporting the co-ordination of the day to day provision of education for young people with SEND is the SENCo.

### **Arrangements for coordinating SEND provision**

#### **All staff can access:**

- The Place Independent School SEND Policy;
- The Place Independent School Tracker used for tracking the school's cohort;
- Information on individual young people's special educational needs, for example Individual Education Plan's (IEP), Education Health and Care plans (where relevant).
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

This information is made accessible to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all young people with special needs and their requirements which will enable them to provide for the individual needs of all young people.

### **Admission arrangements**

The admission arrangements for all young people are in accordance with national legislation, including the Equality Act 2010. For further information please refer to our admissions policy.

#### **Transition:**

- The Head Teacher and/or SENCO will attend a meeting regarding the young person e.g. annual review, PEP, multi-agency meeting to ensure liaison with relevant professionals and parent/carers. This allows The PLACE Independent school to gather information about a young person and to prepare for the transition to the School.
- A Transition/Induction Plan is developed to support a smooth transition. This may involve a young person having several pre-visits to The Place Independent School to familiarise themselves with the school and the staff (see Transition Policy).
- A transition plan is also developed for YP to support a smooth transition to their next phase of education, be that to The PLACE Independent school Upper school, or to a new educational provider.

### **Identification and Assessment of SEND**

In light of the nature and purpose of provision provided at The Place Independent School many young people on roll will already have an identified special educational need and relevant external services involved. However, especially for any young person on roll who does not

already have an identified special educational need, the school will follow good practice in line with the SEN Code of Practice.



Young people are identified as early as possible through a mixture of parental information, concern, observation by school staff and /or internal and external assessments.

When a parent or teacher becomes concerned about a young person a discussion is held amongst relevant staff and parents/carers. Support will be put in place to monitor the child's progress.

If there continues to be concerns after appropriate support from school and home, then this should be communicated with the SENCo. The SENCo then discusses with parents/carers and relevant staff what action needs to be taken.

Where a young person is identified as having a SEND, we will endeavor to take action in removing barriers to learning and put effective special education provisions in place. The support we will provide will go through what is commonly known as the **4-part cycle**. This cycle will allow us to make early decisions and actions which will be revisited, refined and revised, with a growing understanding of the young person's needs, and of what supports the young person in making progress and securing good outcomes. This is known as the graduated approach.

There is a graduated response to intervention, depending on the level of need:

**1) All young people receive quality inclusive teaching:**

Initial concerns about a young person will be monitored for an appropriate amount of time.

**2) Identification:**

Teachers and teaching Assistants identify known needs of the student and present these to the SENCo (see Appendix 2 - Concern form.). The SENCo will then collate any previous records and data to validate identification.

**3) Assess:**

The teacher and SENCo will work collaboratively to execute a detailed analysis of the young person's need/s. This process will draw upon teacher assessment and experience of the young person, their previous progress and attainment, as well as information from cross curriculum progress, attainment, and behaviour. Parents will be informed.

**4) Plan:**

Where it has been decided to provide a young person with SEND support, the parent will be formally notified. The teacher (whom made the initial referral) and the SENCo will agree in consultation with the parent and young person the adjustments, intervention and support to be put in-place, as well as the expected impact this will have on progress, development and/or behaviour. Interventions will be recorded on the young person's IEP. Strategies to support the child at home will be discussed.

**5) Do:**

The agreed actions taken from the planning phase will be implemented. The teacher will work closely with any teaching assistant or specialist staff involved, to plan and assess the impact of support, intervention and how they can be linked to classroom teaching.

Interventions will be recorded on the young person's IEP.

## **6) Review:**

The impact, quality of the support and intervention will be evaluated, along with the views of the young person and their parent/carer, and any external support service when appropriate.

This information will feed back into the analysis of the pupil's needs. The teacher will work with the SENCo to revise the support in light of the young person's progress and development, deciding on any changes to the support and outcomes, in consultation with the parent/carer and pupil where possible. The SENCo will review the young person's IEP and judge if targets have been achieved and if modifications need to be implemented.

Where it is felt that a variety of agencies are required to meet a pupil's needs, a Common Assessment Framework (CAF) might be instigated, if one is not already in place.

Agencies involved might include the Behaviour Support Team, Inclusive Education Service, Child and Adolescent Mental Health, Community Educational Psychologist or the Children's Centre.

An Education and Health Care Plan (EHCP) may be applied for if the pupil's needs are increasingly complex (See Appendix 1 for EHCP Parent guide).

### **Referral for an Education, Health and Care Plan**

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources (as applicable) including:

- Parents/carers
- Teachers
- SENCo
- Social Care
- Health professionals
- External Support Services

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC

Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found online via the SEND Local Offer.

### **Provision**

All teachers are teachers of students with Special Educational Needs and Disabilities. The Head teacher and SENCo are responsible for coordinating the schools' provision for young people with SEND. The strategic overview of SEND provision is shared with the Senior Leadership Team and the Governing Body.

The school has a support team of skilled Teaching Assistants, who provide in-class and individual support to identified students.

Where necessary an individual or group of young people will receive targeted support and intervention to support their development and progress.

### **Access Arrangements**

It some cases it may be necessary to assess students when access arrangements for public examinations are requested. Please refer to our Special Educational Adjustment and Reasonable Adjustment Policy for further details.

### **Effectiveness of SEND Provision**

SEND provision is monitored through assessment data, intervention evaluations, teacher and teaching assistant observations, pupil voice and meetings with parents/carers and other agencies.

Evaluation evidence is monitored by senior leaders and governors.

### **Evaluating the success of provision**

Young people's progress will be monitored on a termly basis and may be evaluated thorough one or more of the following:

- Young people data tracking.
- Literacy and numeracy screening.
- Core meetings around vulnerable pupils with key staff and/or external support services.

### **Social and emotional well-being**

We recognise that young people with SEND also need pastoral, social or medical support. Where necessary some young people may have a Personal care plan which has been discussed with parents/carers and appropriate outside agencies.

We recognise that young people with SEND may demonstrate unwanted behaviour and/or have issues with attendance. Generally, this will be managed within the school Behaviour and Attendance Polices. In more complex cases, these young people will have an Individual Risk

assessment and behaviour plan, which has been discussed and agreed with parents/carers and appropriate outside agencies.

We recognise the need to keep all children safe as outlined in our Safeguarding Policy. We also understand that nationally children with SEND are at a higher risk of harm and so work closely with outside agencies to ensure their safety.

### **Training in SEND**

We recognise the values of on-going training. Additional in-house training on a variety of SEND is offered as required.

The Head teacher and SENCo identifies strengths and areas for development.

### **Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

At The Place Independent School we also work with a wide range of external agencies who can give us advice, support and training. The following services will be involved as and when is necessary.

The agencies we work with are:

- Community Educational Psychology Service
- Community Pediatricians
- Social Services

(Please note this is not an exhaustive list).

### **Involvement of Parents/carers**

Parents/carers of young people with SEND will have the opportunity to meet staff in order to discuss their child's progress and the effectiveness of any interventions in place, enabling them to be involved in planning the next steps (as outlined in our 4-part cycle). Clear records will be kept and shared of these meetings.

### **Involvement of Pupils**

Wherever appropriate children will attend meetings, or their views will be considered as part of the meeting. Pupil voice is important, and we seek to gain their ideas on what is working well for them and what needs to change at every possible opportunity.

### **Complaints procedure**

We operate an open-door policy and always encourage parents/carers to approach us with any concerns they may have at their earliest convenience. We will always listen and seek to reassure and resolve any issues. Parents seeking a more formal route to resolve outstanding issues should refer to our Complaints Policy.

*Parent Partnership is available to resolve issues and offer support and advice to parents.*

Appendix 1: Requesting an Educational Health Care Plan Guide

Appendix 2: Concern Form

**Written by: Emma Painter Evans**

**Policy date: Sept 2020**

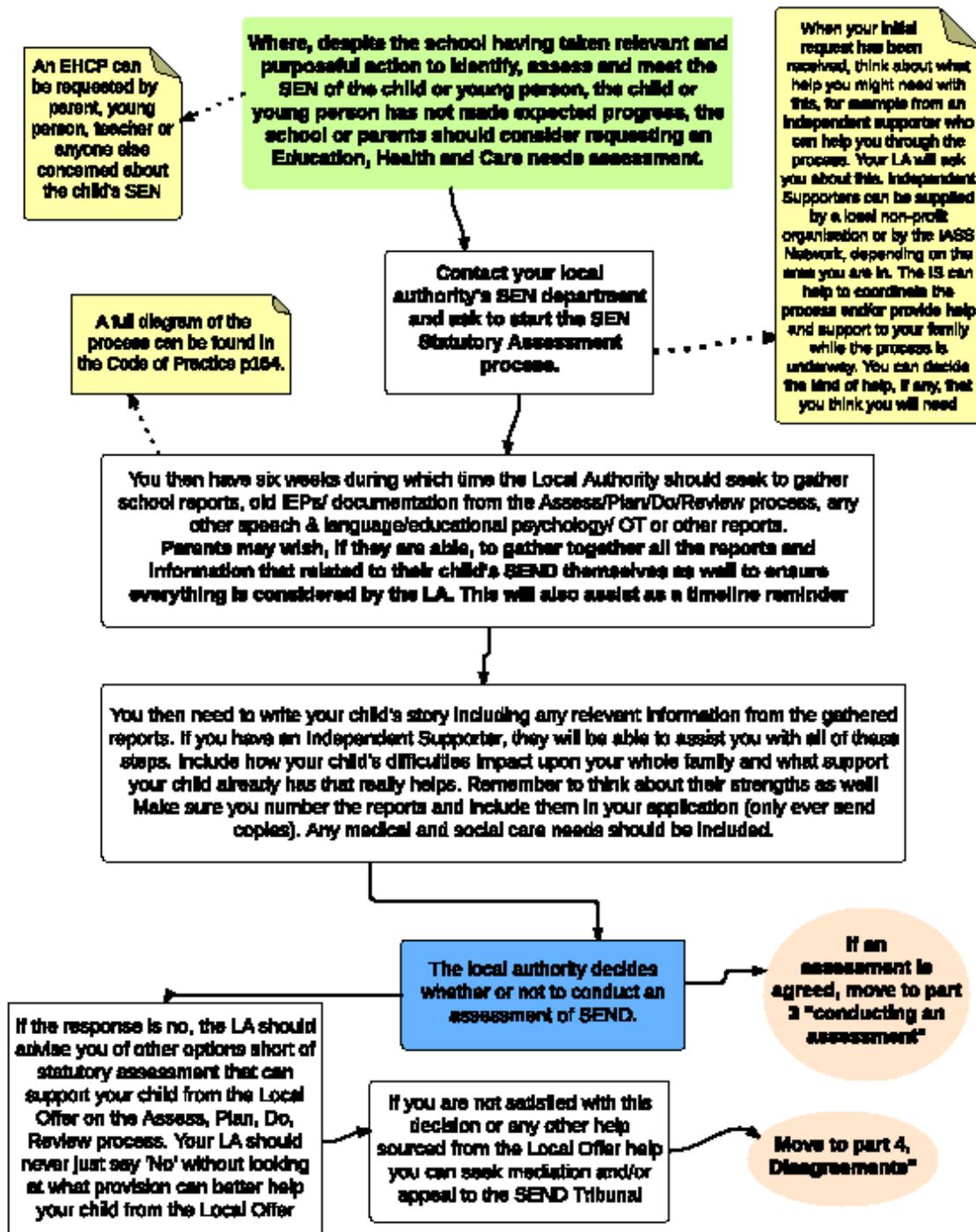
**Review date: Aug 2021**

## Appendix 1

 Department for Education

**SPECIAL  
NEEDS  
JUNGLE**

### Requesting an Education, Health and Care (EHC) Needs Assessment





**Appendix 2**

	<b>C</b>			
	Name of child/ young person:		Concern noted by:	
	DOB:	Year:	Class:	Date concern noted:
<b>Detail concerns, considering the following:</b>				
<b>Learning and cognition</b>	<b>Communication and interaction</b>	<b>Sensory and/or physical</b>	<b>Social, Emotional and Mental Health</b>	<b>Medical</b>
Receptive language - Expressive language - Literacy – Numeracy – Learning style	Communication skills – Methods of communication - Social skills - Interaction skills	Hearing – Vision - Fine motor - Gross motor - Mobility	Behaviour triggers – Emotional difficulties - Social skills	Medication - school absence
<b>Detail action already taken, considering the following:</b>				
Differentiated work - advice sought – used peer support – training undertaken – information sought – discussed with parent/carer				
<b>Support or further action requested, considering the following:</b>				
Alert only – additional information – training – observation – school-based assessment – support for differentiation strategies - concerns to be shared with parent/carer - copy of concern Form passed to SENCO - Teacher copy filed				