



Island Learning Centre Special Educational Needs Policy (SEN)

Published: June 2016

Review Date: January 2021

Special Educational Needs Policy (SEN)

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (date January 2015)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Children and Families Act 2014
- 1993 Education Act, section 156
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Key personnel:

Head teacher

Senior Leadership Advocate: Deputy Head teacher

SEN Co-ordinator (SENCo)

The Island Learning Centre values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning. Our policy is based upon the belief that all pupils should be valued equally, regardless of their abilities and behaviours; that all pupils entering the centre, whatever their needs, should be able to participate fully, and that all pupils should have every opportunity to develop to their potential.

We believe that this happens best when our response to meeting the needs of pupils with SEN is an inclusive whole centre response with everyone involved. At The Island Learning Centre all teachers teach pupils with SEN.

The SEN Aims of the Centre

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their centre career.
- To ensure that SEN pupils take as full a part as possible in all centre activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.
- To ensure a smooth transition to their next appropriate school, further education or employment.

Objectives:

1. To identify and provided for pupils who have special educational needs and additional needs.
2. To work within the guidance provide in the SEND code of Practice, 2015.

3. To operate a “whole pupil, whole centre” approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator who will work with the SEN Policy.
5. To provide support and advice for all staff working with special educational needs pupils.
6. Monitor the progress of all pupils in order to aid the identification of pupils with SEN.
7. Make appropriate provision to overcome all barriers to learning and ensure pupils and parents have a better understanding of their child, involving them in all stages of education.
8. Create a centre environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions.

Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority.

Special education provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area. (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

The Island Learning Centre will have due regard for the Special Needs Code of Practice when carrying out duties towards all pupils with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

Special educational provision will be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:-

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

In addition the centre will aim to develop independence and self-help in all our students.

Prior to arrival at the Island Learning Centre the referrer (either home school or the Local Authority SEN Department) will be asked to provide SEN information including all relevant documentation.

On arrival at the centre students will complete an induction period that will allow the Island Learning Centre to baseline assess and screen students to identify additional provision that will be required to support each individual.

Staff will be offered ongoing training to ensure they can support the needs of the students. If the needs of the students cannot be met within the centre, specialist external support will be sought.

Members of the interventions team have specific expertise in supporting students with numeracy and literacy difficulties, supporting students with emotional literacy and offer on-site therapeutic support.

Students are assessed regularly to monitor progress and to facilitate the recording and reporting needed for examination special arrangements.

In addition to SEN the Island Learning Centre will also consider other factors, in particular those students who fall into vulnerable groups.

A Graduated Approach

Information from previous schools, parents and outside agencies, enable new students with SEN to be added to the register. All students' needs will be scrutinised against the criteria for entry/exit from the SEN register.

Students will have benefited from interventions and adjustments within their home school before a referral has been made to the Island Learning Centre. The Centre has a robust referral process and induction programme that takes place before students are admitted to the Centre.

Once on roll, students have access to teaching within small groups by a highly specialised team of teachers and support staff. Teaching staff are responsible and accountable for the progress and development of students in their class, including where students receive additional support from teaching assistants and other specialist staff.

Early Identification

Early identification of needs is a priority. The Island Learning Centre will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Liaison with schools.
- Liaison with parents and outside agencies.
- Liaison with staff.
- Evidence obtained by observation/ assessment.
- Their progress in relation to their starting point within the centre..
- Pupil progress in relation to their peers in mainstream
- Standardized screening or assessment tools.

All pupils are screened on admission to the Island Learning Centre.

In addition, the Learning Support department use a variety of individual and group diagnostic assessments to identify more specific areas of difficulty with learning in greater detail. The Centre can refer pupils to an appropriate specialist for more detailed assessment and diagnosis (e.g. The Educational Psychologist, Clinical Psychologist, and Specialist Teacher Adviser).

The Island Learning Centre will work in conjunction with the home school to make an Education, Health and Care Plan (EHCP) referral if they feel that this is necessary.

What happens if the Island Learning Centre has a concern about a student

If a teacher is concerned about some aspect of a student's progress, behaviour or wellbeing (s)he will decide what action to take within the normal daily classroom routine.

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.' This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

If the student is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that student.

If a student is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the student overcome the problems.

Teachers can request additional support through discussion with the SENCo

When a teacher is concerned about a student's physical or mental well-being, (s)he will share his/her concerns with the Deputy Head of Centre, SENCo and tutor and a decision as to how best to support the students made and referrals if appropriate to external agencies.

Whatever the nature of the concern, staff will communicate with the parents or carers of the child to discuss the concerns and to ask for their support in resolving the problem.

SEN Support

- Students are placed in small teaching groups and subject teachers will include appropriate interventions within the classroom, e.g. key words sheet, visual schedule, access to laptop.
- If a student continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed.
- The teacher and the SENCo look at the evidence of inadequate progress and decide upon strategies which are additional to, or different from, those already being provided in the classroom to help the student to make progress.
- Students requiring further interventions will be supported with additional programmes specifically designed to enable them to make progress. These interventions will be closely monitored.

In addition, statemented students or those with an EHCP have an Individual Education Plan (IEP). This sets out the learning or behavioural targets (usually up to three in all) that the student is working towards and describes the strategies and arrangements needed to help the student achieve these targets. The targets are discussed with the student and the IEP is sent out to the parents/carers. Progress towards the targets is discussed at half termly

reviews or by request at other times through discussions with the class teacher, tutor or SENCo.

At the IEP review decisions are made about the future actions that may be taken to meet the students' needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress or change of circumstance.

If a student continues not to make adequate progress against targets set, the SENCo will liaise with the classroom teacher to plan more specific strategies/interventions to provide further support to the student.

Additional support may be sought from external agencies, e.g. Educational Psychologist. With their help strategies, which are additional to or different from, those previously tried will form the basis of future student information sheets.

At every level parents/carers play a particularly important role. Their permission **MUST** be sought when asking for specialist help.

'Local authorities must ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision.'

Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCo.

Request for EHC Plan

If the student continues not to make progress, the home school in conjunction with the Island Learning Centre, through the Head teacher and SENCo, requests the Local Authority (LA) to make a statutory assessment of the child's SEN. If the LA agrees, it collects information from all the people who have been involved with the student. From this the LA Special Needs Officer decides whether the student requires an EHC Plan to meet their needs

Managing Pupil Needs on the SEN register

- All pupils with EHCP/Statements will have an IEP alongside a provision map.
- There is a calendar of SEN assessing, planning, delivering, reviewing and recording for the centre that details the intervals for each element that is kept up to date by the SENCo.
- The information gained through this cycle feeds into the half termly review meetings held by the Deputy Head teacher with parents/carers students and other relevant professionals including home school.

Referrals will be made to external agencies for additional support if there is sufficient evidence to secure the additional input and if the student is not making the expected progress.

It is the intention of the Island Learning Centre and the management committee that Special Needs provision receives an equitable share of funding from the Centre budget. The Centre benefits from the services of the Educational Welfare, Psychological Services, Social Care, YOT, School Nurse, CCAMHS and the ADRC.

Criteria for exiting the SEN register

The register will be regularly reviewed in line with the code of practice against agreed criteria for entering and exiting the register.

Supporting Pupils and Families

- All parents and carers will be given details of the local offer by being given leaflets containing the information for the current year.
- The SEN information report can be found on the Island Learning Centre website www.islandlearning.co.uk.
- Effective and regular liaison with a variety of outside agencies is maintained. Case conferences are arranged as needed.
- Outside agencies will include Psychological Services, Educational Welfare, Advisory Services, Social Care, YOT, School Nurse, CCAMHS the ADRC and Choices.
- All students with statements have an interview with an officer from Choices prior to their Transition Review (see Glossary).
- Additional consultation with Choices is encouraged and arranged as required.
- Students, who are unable to attend school full time due to medical problems, receive additional help through the Island Learning Centre.
- The team may seek advice from the LA regarding the needs of students for whom English is a second language.
- Admission to the centre is only through mainstream referrals, placement by the SEN panel or through permanent exclusion.
- Parents are informed about their child's learning needs; in most cases initial contact will be made by telephone from a member of the interventions team.
- Parents are invited to attend all reviews. Their input and support for ECHP's and IEP's is highly valued.
- Parents are welcome to make an appointment with members of the team to discuss their child's progress or any other concern.
- Parents will be informed and consulted if it is considered beneficial to refer their child to any outside agency, including the Psychological or Child and Mental Health Services.
- The Island Learning Centre has a policy on managing medical conditions.

Supporting pupils at school with medical conditions

The Island Learning Centre recognises that pupils at the Centre with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the Centre will comply with its duties under the Equality Act 2010. The Centre has a medicines policy should students require medication in the centre.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 - 25 (2015) is followed.

Monitoring and Evaluating SEN

- For effective co-ordination staff must be aware of:
- The responsibility **all** teachers have in making provision for SEN students through in house training.
- The roles of the students, parents/carers, LSAs, home school and external professionals through admission meetings.
- There is a calendar of events to regularly monitor SEN
- The commitment required by staff to keep the SENCo well informed about students' progress.
- Mechanisms that exist to allow teachers access to information about SEN students through the Centre staff IT systems and SIMS to be developed.
- The SENCo will be aware 'levels of concern' through half termly data collection, review of interventions, review of targets set and meeting with staff, alongside twice weekly middle managers meetings and weekly intervention team meetings.
- The procedure by which parents and referring schools are informed of this concern and the subsequent SEN provision is through review meetings that can be called as required and at least half termly.
- Additionally, parents and referring schools must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

The Management Committee will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'THE SEN AIMS OF THE CENTRE' at the beginning of this policy.

In evaluating the success of this policy, the Island Learning Centre will consider the views of:

- Teachers
- Learning support staff
- Parents
- Pupils
- External professionals

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's progress and attainment
- Use of standardised tests
- Evidence generated from annual review meetings and progress review meetings

Training and resources

Funding

The guiding principle for the deployment of SEN resources is one of ensuring full access to the curriculum for students considering their individual needs.

The Island Learning Centre undertakes to commit income for SEN from the budget, including funds allocated from the high needs budget.

Funding for support for statements/EHCP goes directly to the home school.

Training

The needs of staff training is identified at the start of the academic year and the centre currently subscribes to the Learning and Development service which offers a range of training for teachers and Teaching Assistants. All staff have access to the Island Learning Centre's Continuing Professional Development (CPD) opportunities.

Training is identified through the Centre Development plan for SEN and individual performance management.

A record of all training is recorded within the Centre.

All new staff will have an induction period.

At the start of the academic year the SENCo will ensure that staff have information about key students who require support and also where to access information. Any new staff joining the Centre will also meet with the SENCo who will explain which students require additional support.

The intervention team deliver literacy and numeracy interventions and therapeutic GIFT sessions.

There are designated intervention areas and therapy rooms within the site.

It is the intention of the Island Learning Centre and the Management Committee that Special Needs provision receives an equitable share of funding from the Centre budget. The Centre benefits from the services of the Educational Welfare, Psychological Services, Social Care, YOT, School Nurse, CCAMHS and the ADRC.

Members of the interventions team are encouraged to apply for appropriate INSET and share their expertise and training with other team members. Training is identified through the Island Learning Centre Evaluation process. The SENCo attends the Island SEN network briefings. The SENCo is a member of NASEN.

Members of the team are encouraged to seek further qualifications, which will promote their professional development.

The interventions team encourages all staff to take an interest in students' learning needs and offers both formal and informal advice to staff.

The SENCo and Deputy Head Teacher will discuss the Island Learning Centre's Special Needs Policy with all new staff as part of staff induction.

Roles and responsibilities

SEN member of the management committee

SENCo

SEN support -

Intervention TAs

DDSL

Designated teacher for Children in Care

Deputy Head teacher to ensure the centre is meeting the medical needs of students at the centre

Storing and Managing Information

All paper based SEN documents are stored in locked filing cabinets within the SEN faculty. The documentation will be passed securely to the home school when the students are reintegrated or transitions back to mainstream school. At the end of each academic year the files are then transferred and boxed and placed in a locked cupboard. All SEN paperwork is stored until the student reaches their 25th birthday. All paperwork is then shredded.

Reviewing the policy

This policy will be reviewed annually.

Accessibility

See accessibility plan and strategies

Dealing with Complaints

See Centre Complaints Procedure

Bullying

See Centre Anti Bullying Policy

Links to other policies

Accessibility Plan

Supporting Students with Medical Conditions Policy

Medicine policy

Glossary

SEN Special Educational Needs

IEP Individual Education Plan

EHCP Education Healthcare Plan

EPS Educational Psychology Service

YOT Youth Offending Team

CCAMHS Community Child and Adolescent Mental Health Service

ADRC Autism Diagnostic Research Centre

CHOICES Choices provide independent information, advice and guidance to support young people to participate in education, employment and training

EWS Education Welfare Service