

SUNNYDOWN SCHOOL

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Special Educational Needs (SEN) Policy

Review Period: Annual

Status: Statutory

Next Review: Spring 2020

Sunnydown School aims to transform the lives of the young people encouraging them to aspire to achieve their potential academically, emotionally and socially. It recognises each young person as an individual and celebrates those differences while also developing strategies that allow participation in and enjoyment of the wider society.

Definition of SEN

Sunnydown uses the definition for SEN and for disability from the SEND code of practice (2014). This states: SEN: A child or young person has special educational needs if he has a learning difficulty or disability which calls for special educational provision to be made. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream setting in England.

Disability: many children and young people who have SEN may 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.

The SENCO

The SENCO is the person who has the responsible for the development, implementation and review of the Special Educational Needs Policy and co-ordination and monitoring of specific provision made to support individual pupils. Part of that role is to liaise with other staff regarding those pupils with SEN and disabilities. Due recognition of the SEN Code of Practice (2014) is given.

Sunnydown School’s SENCO is

Della Wilson: SENCO, Assistant Head and member of the school’s SLT (School Leadership Team)
dwilson@sunnydown.surrey.sch.uk

Other responsibilities

SEN Governor: Lindsey Stedman

Designated Safeguarding Lead: Paul Jensen (Headteacher)

Deputy Safeguarding Officers: Jez Lord, Della Wilson, Andy Carlson, Emma Austin

Funding of Pupil Premium: Hayleigh McMullen (Business Manager)

Monitoring of Pupil Progress: Ian Matthews/ Della Wilson

Medical Needs: Heather Magson (Residential Manager – Strategy).

How this policy was put together

This policy was put together with input from the SENCO, SEN Governor and The Headteacher . The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0--25 years (July 2014).

Accessibility of the policy

The policy is available on our website.

A hardcopy can also be requested from the school office.

Please let us know if you need the policy to be made available to you in a different format. Context

The policy complies with the statutory requirement laid out in the SEND Code of Practice 0--25 (July 2014) and has been written with reference to the following related guidance and documents: Equality Act 2010: advice for schools DfE Feb 2013
Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The National Curriculum in England
Safeguarding Procedures
Accessibility Plan
Teachers Standards 2012

Aims and Objectives

AIMS

At Sunnydown School all pupils are provided with teaching which will enable them to make the best possible progress and feel that they are valued.

We expect pupils to meet or exceed the high expectations set for them based on their age and starting points.

We will provide the support that they need as identified in their EHCP(Education Health Care Plan) or Statement. The support will be reviewed at least annually as part of the Annual Review process.

Ambitious educational and wider outcomes will be set for them in collaboration with the pupil and parents. This reflects our mission of developing Resilience, Independence, Co--operation and Empowering, Enabling and Encouraging (RICE3) our young men.

We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

OBJECTIVES

To ensure a clear process for identifying, assessing, planning, providing and reviewing the needs of our pupils.

To develop effective whole school provision management of universal targeted and specialist support for pupils. (Wave 1 Quality First Teaching)

To deliver a programme of training and support for all staff.

Identification of needs

All pupils at Sunnydown have an EHCP or a Statement of Special Educational Needs. The latter are being included in the process of transfer onto an Education, Health and Care Plan co-ordinated by Surrey County Council.

These documents outline the strengths and difficulties each student has under the headings:

Communication and Interaction

This outlines the strengths and difficulties that may be present in the way students perceive, understand and use spoken and non-verbal language, the development of social skills and the ability to adapt knowledge to context.

Cognition and Learning

This section records the strengths and the barriers to accessing teaching and learning

Social, Mental and Emotional

Here the barriers to learning that do not fall into the above categories are included. The most common difficulty experienced by our students is anxiety.

Sensory and Physical

A large proportion of those diagnosed with ASD (Autistic Spectrum Disorder) are hyper or hypo sensitive to some form of stimulation and those that are already known are recorded in this section.

In addition to what is already written in their EHC Plan or Statement dialogue with parents and observations made by staff mean that the profile of each individual student is continually evolving. This information is accessible to all teaching staff.

A graduated approach to SEN

Each member of the teaching staff have been issued with the Sunnydown Quality First Teaching Handbook. This lists and outlines many strategies that have been successfully employed under the four headings outlined above.

It is the role of the subject teacher to provide differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to those who have SEN. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils have access to Teaching Assistants.

Progress is monitored half termly by the Assessment co-ordinator followed up by meetings with the individual teachers. A list of students not making expected progress is shared with the SENCO.

The school regularly and carefully reviews the quality of teaching for all pupils through lesson observations, book scrutinies and learning walks.

There is a clear emphasis in each lesson on clear differentiated learning objectives, active learning, checking for progress and differentiated work. These four criteria were identified after staff consultation.

There are regular training sessions, either on INSET days or twilight sessions, to develop teachers' understanding of the students' difficulties and expand their repertoire of strategies to support the pupils in

their classes.

Special Educational provision

Although this is outlined in the EHC Plan or Statement of Special Educational Need, information is gathered by the Assessment Co-ordinator half termly from the staff about the pupil's progress based on their age and starting points and expectations of progress.

This will include:

Accurate formative assessment

Internal staff moderation of progress

Provision management outcomes and any specific assessments such as Reading ages and Comprehension ages (as highlighted by WRAT testing scores).

Where applicable the school can draw on the Speech and Language service and the attached EP (Educational Psychologist) for assessment and advice. Decisions to involve these services are made on an individual basis. Parental Consent is always sought.

Wave Two Interventions

Should a more specialised approach be necessary the school have a clearly identified repertoire of additional strategies and support also outlined in the Staff Quality First Teaching Handbook.

The Assess. Plan. Do. Review cycle

This outlines the process leading up to and the provision of Wave Two strategies.



Assess: There is regular dialogue between class teachers, the Form Tutors and the SENCO, which in addition to the data collected, leads to an accurate and regularly updated assessment of our individual pupils. Fifteen minutes of the weekly Teachers' meeting is dedicated to raising concerns and these are recorded. The KS3 and KS4 Co-ordinators take an active role in all stages of the process. In addition there are weekly behaviour meetings between the Deputy Head, the SENCO, the KS Co-ordinators, the Learning Mentor and the Head of Care, to monitor and assess any welfare and behavioural issues.

Plan: When a strategy or intervention is decided upon this will be discussed with parents and then the strategy or plan explained to the individual pupil using an appropriate level of language. All staff who work with the pupil are made aware of the plan.

Do: If the intervention requires 1:1 or small group teaching out of the classroom there is close liaison with the person delivering the intervention and the form teacher and English teacher in the case of Literacy support. All Speech and Language interventions and targets are discussed by the Speech and Language Therapist, her

assistant and the SENCO. The SENCO circulates strategies and targets to staff. For interventions that take place within the class, the SENCO supports the subject teachers, who in turn support the Teaching Assistants to implement the plan or strategies.

Review: The plan including the impact of the support and the interventions will be reviewed regularly by the teacher, SENCO, pupil and parent. The frequency of the review will depend on the strategy. For example Positive Comment reports will be completed over three weeks before review. This will inform the planning of the next steps.

For pupils with a statement or an EHCP the Local Authority must review the plan at least annually.

Parental and Young Person involvement

Parents are invited to attend Parental consultations once a term (Year 7) and twice in the year (Year 8--11). This is complimented by bi-- annual pupil reports. Form Tutors, subject teachers, the SENCO, the Deputy Head and the Head are contactable by e mail or telephone.

Parents and the pupil themselves are invited to contribute to Annual Reviews both prior to and at the meeting itself. The pupil is involved not only in the production or review of their Personal Profile but also in the selection of targets.

SEN Support

Each pupil is an individual and will have a programme that will meet their needs.

It is the role of the subject teacher to deliver quality first teaching supported by the Teaching Assistants within the class. It is the role of the SENCO to provide information on the individual's special educational needs, updated by staff feedback to direct SENCO requests and to plan and supervise the implementation of any Wave Two strategies. It is the responsibility of the Senior Leadership team to ensure that Quality first teaching is being delivered through learning walks and lesson observations.

At present it is the SENCO who is responsible for maintaining IEPs and updating targets and any additional strategies and interventions. Targets and an action plan are circulated to staff and each pupil receives a child friendly version. The SENCO is also responsible for recording the provision, its impact and cost. (See Appendix 1)

1:1 literacy support is provided by a TA, liaising with staff about strategies introduced and yearly reporting on progress with Reading, Spelling and Comprehension Ages.

The SENCO liaises with the Speech and Language Therapist and her assistant about assessment, targeting and implementation of speech and language strategies. The SENCO informs staff of these and the Speech and Language Therapist provides information for parents sent by the SENCO.

When identified as a need, any information or advice provided by the Teacher for the Hearing Impaired and the Teacher for the Visually Impaired on their termly visits, is circulated by the SENCO.

Supporting Parents/Carers and Young people

School's SEN policy (this document) and the SEN Information Report are available on the school's website. Both are updated annually.

Admission to the school is through the Surrey County Council CoIN (Communication and Interaction) forum which meets in the November of the year preceding entry. Before submitting papers to the panel, parents are encouraged to attend one of the school's regular open mornings held in the first half of each term. Once an offer of a place has been made by Surrey County Council, parents and the young people are invited to visit the school. The SENCO endeavours to attend all Year 6 Annual Reviews and sends out a 'Welcome to Sunnydown' booklet. The 'new year 7's attend an Induction morning which also provides an opportunity for parents to forge links. It is anticipated that they will also be invited to an evening activity. On the website there

are photos of the staff and buildings to encouraged a greater sense of familiarity.

Access Arrangements are applied for by the SENCO who also provides the necessary that the arrangements being requested constitute the pupils' 'normal way of working'. The SENCO also informs parents of the agreed arrangements.

Transition to further education establishments is now increasingly managed by the SENCO, The KS4 Co--ordinator and the Deputy Head. The SENCO deals with liaising with the new placement for the student's Special Educational Needs and the Deputy Head provides personal references. The pupils are supported by all staff through transitions and in particular those teaching PSHE and ASDAN.

The school has a dedicated Care Team who, in liaison with the SENCO, draw up a Medical provision map for those with Medical needs.

Supporting pupils at school with medical conditions.

Sunnydown School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Detailed individual arrangements for dealing with medical conditions are outlined in the school's Medical Policy and provision map.

Monitoring and evaluation of SEN

The school monitors and evaluates the quality of provision we offer all pupils and this informs future developments and improvements.

Mrs Lindsay Stedman is the SEN Governor and she meets at least twice a year with the SENCO. She reports back to the full Governing Body. Input from governors is also received on INSET and Strategic Planning events where the school's five and two year plans are worked on respectively.

The Headteacher and the school's Business Manager monitor and review funding.

SEN provision is further monitored through the School's Self Evaluation Form and is one of the five priorities in the School Development Plan. These focus on Quality of Teaching, Learning and Assessment, Personal Development, Welfare and Behaviour, Outcomes for Children and Learners, Residential and Care and working strategically across the school to establish self improvement and that outcomes are quantified and reflected upon.

Parents' views have been sought through questionnaires and pupils complete or update the relevant sections of the EHCP paperwork ahead of reviews. .

The school has received Focused school support that has also assessed the SEN provision made within school.

Training and Development needs

Training needs of staff are identified and planned for by liaison between the Head teacher, The Deputy Head, and the two Assistant Heads, one being the CPD (Continuing Professional Development) co--ordinator and the other the SENCO. Further training needs are identified through the Appraisal process.

During the last academic year training has been provided by Elklan, Jo Moore OT,(Occupational Therapy) Safeguarding, epi pen training, positive options and Autism Awareness.

New staff follow a comprehensive induction process that includes reviewing the SEN provision and needs.

The SENCO keeps up to date with latest development through communication with Surrey, personal research and continues CPD including in the last year courses run by the Autistic Society and being able to practice in the field of CBT (Cognitive Behaviour Therapy). She attends SENCO network meetings.

Storing and Managing Information

Information is stored on the network and is password protected. Where appropriate individual student's details are anonymised.

Reviewing the SEN Policy

In line with all school policies the SEN policy will be kept under regular review. It will be next reviewed in April 2018

Comments, complements and complaints.

Complements are always welcome!

Parental comments are responded to, wherever possible, within 24 hours.

Sunnydown School has a complaints procedure that is obtainable from the school office and on the website.

Appendix 1

Example Provision map
 Provision Mapping for Year
 11's Name:
 Core Offer

Taught in a class of 9 pupils by a Teacher supported by a TA including access to Quality first Wave One Interventions	Band 2 Funding
(Empty cell)	(Empty cell)

Wave Two Interventions. These are for pupils identified as requiring support above and beyond Quality First Teaching. These Interventions will always be recorded.

Intervention	Impact	Cost
Mentoring with the Senco 8 weeks for 30 Minutes a week	Improved emotional health	£48

PE Club after school	Enables the pupils to enter the GCSE Full course for PE. Theory sessions increasing their understanding of how the body works. Topics include: Somatotyping, Performing enhancing drugs, Risk assessing and the different body systems involved in physical activity.	£90
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Wave Three Interventions

Paired session with SALTA 6 weeks for 30 minutes a week	Improved vocabulary	Provided by Virgin Care-- Cost unknown

Boarding

Four nights a week boarding	£110 a night = £440