

# SEN policy and Information Report

## The Springfield Centre

<b>Approved by:</b>	[Name]	<b>Date:</b> [Date]
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# 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy outlines the underlying principles and values central to the ethos of the Springfield Centre. It promotes the rights and responsibilities of our learning community based on respect, fairness, social inclusion and equality that underpin the management of Special Educational Needs (SEN)

All learners at the Springfield Centre are offered help, advice and support if they have 'Special Educational Needs' (SEN). That is, they have a learning difficulty or disability that makes it harder for them to learn than most learners of the same age. This difficulty may be academic (e.g. reading or spelling), emotional, social, behavioural or physical.

The Springfield is fully committed to Inclusion.

Many learners attending our centre have special educational needs as a consequence of emotional and behavioural difficulties. Some learners will have a range of other SEN, which may or may not have been identified prior to their attendance at the PRU.

We are committed to the following aims:

- enable every learner to experience enjoyment and success
- ensure that all learners, whatever their special educational needs, receive an appropriate educational provision through a broad and balanced personalised curriculum that is relevant, differentiated, and that demonstrates progression in learning
- give learners with SEN equal opportunities to take part in all aspects of the school's provision, as is appropriate
- ensure that learners with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review learners' progress and needs
- involve parents/carers in planning and supporting at all stages of their learner's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and relevant Management Committee members for SEN is implemented and maintained.
- foster individual confidence and a positive attitude

## Teaching and Learning

All learners with SEN will be supported to ensure that they receive the appropriate teaching and learning experiences to make optimum progress.

Learners' academic, social, emotional and behavioural skills will be encouraged to develop by establishing high expectations in all lessons including enrichment, social and tutor times. Positive reinforcement and negative sanctions are used to pro-actively engage or re-engage learners with the education process.

Classroom expectations are displayed in classrooms and around the centre. In conjunction with these practical strategies for intervention, full use is made of support from the Educational Psychology Service, Learning Support Service, CAHMS, Education Welfare Service, Police, YOT, Local Hub and Social Services multi-agency teams.

## **Involvement of parents or carers**

In line with the Springfield's general ethos, positive reinforcement through telephone calls, texts and postcards is used to contact parents or carers and praise learners with SEN.

Also parents or carers of learners with SEN who are causing concern will be contacted at the earliest possible stage to discuss strategies and support for individual learners.

Parents or carers of learners with SEN will be kept informed as partners in the process, of the strategies that are being used, progress and involvement of outside agencies.

## **Monitoring and Evaluation**

The Springfield centre will regularly audit the effectiveness of SEN in the centre. This will inform the Springfield PRU Improvement Plan and lead to identification of targeted training for all staff implementing the policy.

## **Special considerations**

In line with the Wakefield system, The Springfield Centre only accommodates learners who have already been permanently excluded from their mainstream settings. Therefore, by definition this results in there being no learners in the centres with an EHC plan.

However, occasionally a minority of students require more in depth Interventions from the SENCO which can lead to requiring Statutory Assessment through the completion of a My Support Plan and EHC (Education, Health and Care plan) in line with the SEND Code of Practice 0 – 25 (September 2014) From time to time the EHC plan may name the Springfield centre as the main support for managing the learner's transition back to mainstream or a further alternative provision.

## **2. Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN provision in the school

### **4.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN provision and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
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## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 5.2 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### 5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs and use IEPs to record them.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will

regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

#### **5.4 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to or from. We will agree with parents and pupils which information will be shared as part of this. Our transition members of staff support parents and pupils by home and school visits, filling in forms and advising on appropriate placements.

#### **5.5 Our approach to teaching pupils with SEN**

Our graduated approach to SEN support is as follows:

- Quality First Teaching
- Time-limited or one off support for SEMH or learning needs
- Regular interventions outside of class
- Involvement of outside agencies such as the Language and Communication team or
- Educational Psychology
- Use of a Springfield Support plan to record progress, where appropriate.
- Formal application for EHCP.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN.

This will be differentiated for individual pupils.

We will also provide the following interventions:

- Accelerated reading
- Maths intervention
- ELSA, SEMH interventions
- Extra support for individual need.

#### **5.6 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.7 Additional support for learning**

Teaching assistants will support pupils on a 1:1 basis when a pupil is identified as having a problem with a specific learning or behavioural issue.

Teaching assistants will support pupils in small groups when several pupils are identified as having a problem with a specific learning or behavioural issues.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Service
- Learning Support Service
- CIATT
- Early Help HUB
- CAHMS
- BEAM
- Star Bereavement
- Speech and language Team
- Barnados staff

### **5.8 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term using IEPs.
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with or EHC plans

### **5.9 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in special workshops, curriculum days eg a visiting local farms.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **5.10 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We have a zero tolerance approach to bullying.

### **5.11 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher/SENCO/head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.12 Contact details of support services for parents of pupils with SEN**

**These would be given on an individualised basis as part of meeting the needs of the pupil. At times leaflets are distributed in school from the LEA offering support eg Parenting classes.**

Parents can access the Wakefield Local Offer by going to [wakefield.mylocaloffer.org](http://wakefield.mylocaloffer.org)

### **5.13 Contact details for raising concerns**

Pupil's form teacher, SENCO K Blogg, Headteacher L Wilson

### **5.14 The local authority local offer**

Our local authority's local offer is published here: [wakefield.mylocaloffer.org](http://wakefield.mylocaloffer.org)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by K Blogg SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions