

Policy and Procedure on Special Needs and Disability

Devon School

| | |
|--------------------------|----------------|
| Policy Author / Reviewer | CB |
| Approval Date | September 2022 |
| Next Review Date | June 2025 |
| Version No | 4 |
| Policy Level | |
| Staff Groups Affected | |

Contents

| | |
|--|---|
| 1.0 Monitoring and Review | 1 |
| 2.0 Terminology | 1 |
| 3.0 Introduction and context | 2 |
| 4.0 Purpose | 3 |
| 5.0 Policy | 3 |
| 6.0 Procedure | 5 |
| 7.0 Standard Forms, Letters and Relevant Documents | 5 |

1.0 Monitoring and Review

- 1.1.** The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above,

Signed:



Andrew Sutherland
Proprietor Representative, Cambian Group



Pamela Husbands
Headteacher
22/9/22

2.0 Terminology

- 1.2.** Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

| | |
|--------------------------------------|---|
| 'Establishment' or 'Location' | this is a generic term which means the Children's Home/school/college. Devon School is a school |
| Individual | means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Devon School we have children attending and/or residing between the ages of 7-18 |
| Service Head | This is the senior person with overall responsibility for the school. At Devon School this is the Headteacher who is Pamela Husbands |
| Key Worker | Members of staff that have special responsibility for Individuals residing at or attending the Establishment. |
| Parent, Carer, Guardian | means parent or person with Parental Responsibility |
| Regulatory Authority | Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At school this is Ofsted |
| Social Worker | This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible. |
| Placing Authority | Placing Authority means the local authority/agency responsible for placing the child or commissioning the service |
| Staff | Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers. |

3.0 Introduction and context

Devon School is an independent specialist provision for pupils with ongoing, social emotional and mental health difficulties aged 12-18. We have strong pastoral care and therapeutic support for all pupils within our setting. The school staff team is part of a multidisciplinary team including psychologist and occupational therapists. We acknowledge the Special Education Needs and Disabilities code of Practice 0-25 years (2014). We are an inclusive school, determined to meet the needs of all our pupils. Our school has a clear approach to identifying and responding to SEN. We recognise the benefits of early identification – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. All our pupils will have access to a broad and balanced curriculum. The quality of teaching for pupils with SEN, and the progress made by pupils, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN, both within our school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

Definition of Special Education Needs:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Within the context of the pupils who might require additional support at our school include:

- pupils with specific learning differences e.g. dyslexia, dyspraxia
- the gifted and talented
- pupils with hearing and/or visual impairment
- pupils with specific physical and medical conditions

4. 0 Purpose

4. 1 Aims and Objectives

Our school's Special Educational Needs policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership.

The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their pupil's education;
- to ensure that our pupils have a voice in this process.

In order to meet these aims, our objectives are:

- to ensure pupils with learning needs are identified as early as possible;
- to assess the pupil to identify specific areas of difficulty;
- to ensure all peripatetic staff are aware of the pupil's needs and are able to meet those needs within the school setting;
 - to equip all staff to work within the guidance of provided in the Code of Practice (updated 2015) and to monitor and evaluate effectiveness of operational delivery
- to ensure pupils' records include information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying curriculum to meet the pupil's needs within the classroom and provide training programmes when required;
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability;
- to work in partnership with parents, guardians and the pupil themselves in providing appropriate support and advice.

5. 0 Policy.

3. Responsibility for Special Needs coordination

a. **Governor:** Steve O'Gara is the current Governor with responsibility for SEND at [Devon School](#). He is in regular contact with the management of the school to monitor the quality of the SEN provision.

b. **Special Needs Co-ordinator (SENCO)** The Headteacher is responsible for the arrangement for SEN provision throughout the school and to co-ordinate the operation of the Special Educational Needs Policy. The SENCO has an important role to play in determining the strategic development of SEN policy and provision in our school has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCO:

- provides professional guidance to colleagues and will work closely with staff, parents and other agencies
- will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high-quality teaching.

- designs and monitors the personal learning plans;
- oversees the records for all pupils with special educational needs;
- maintains the school's SEND and EAL lists;
- liaises with and advising fellow staff;
- liaises with parents of pupils with special educational needs;
- works with external agencies, professionals and specialist tutors as appropriate;
- monitors Individual Educational Plans, as and when required;
- supports staff in developing strategies to meet effectively the learning needs of all pupils at our school;
- Provides high quality training for teachers and LSAs to support pupils' well-being.

c. **The teacher:** The Teacher's Standards 2012, make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils". The class and subject teachers need to be at the heart of this approach, driving the movement around the four stages of action with the support, guidance and leadership of the SENDCo/ designated teacher and the school's specialist staff. The quality of teaching for pupils with SEND, and the progress made by pupils, will be a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff.

d. **Learning Support Assistants (LSA).** We use LSAs who are timetabled to work with various pupils either individually or in the classroom. There is good collaboration between teachers and LSAs to plan provision and differentiation for those children to ensure that they extend their learning beyond the completion of work. LSAs are involved in all meetings to discuss pupils' learning and to plan next steps.

As part of inclusion we believe that pupils should receive assistance with their peers within their classrooms, therefore as much as possible the majority of our pupils receive assistance during normal lesson times within their normal classroom setting in order that they can access the curriculum along with the rest of their class.

D. Partnership with parents/carers

Our school works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The Home-School Agreement is central to this. Parents have much to contribute to our support for pupils with special educational needs. Teachers have meetings to share the progress of special needs pupils with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs. Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and our school. We will meet parents at least three times each year. These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used.

Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs. These discussions will be led by a teacher with good knowledge and understanding of the pupil who is

aware of their needs and attainment. This will usually be the class teacher or form tutor, supported by the school SENCO. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil. Conducting these discussions effectively involves a considerable amount of skill. As with other aspects of good teaching for pupils with SEN, our school will ensure that teaching staff are supported to manage these conversations as part of professional development.

These discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils. They will, however, be longer than most parent-teacher meetings. The views of the pupil will be included in these discussions. This could be through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate.

Pupil participation

In our school we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. Pupils are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Pupils are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

6.0 Procedure.

What we plan to do

6.1. Local Offer We will cooperate with local authorities to develop a Local offer for parents and carers, prospective parents, pupils and professions. Joint commissioning arrangement will seek to ensure that there are sufficient services to meet the needs of the pupils to be placed in the setting.

6.2 Admission Arrangements

The Governing Body at [Devon School](#) believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010. Pupils entering the school will normally have a baseline assessment which includes English, Mathematics and social emotional wellbeing assessment. If a pupil has already been identified as having learning needs, relevant reports will be requested. The SENCo or a senior member of the school team will meet the pupil and talk to parents. Pupils with additional needs

will be admitted where the school is able to offer appropriate support however every effort will be made to accommodate this.

6.3 Provision Mapping

We recognise that our pupils will have varying needs and there we consider all the provisions to meet these needs. This will be updated each term. A provision map will reflect the intervention available under each of the following broad areas of needs:

- Communication and interactions
- Cognition and learning
- Social, emotional and mental health
- Sensory and or physical needs
- Preparation for Life and independence

Provision maps are an efficient way of showing all the provision that the school makes which is additional to and different from that which is offered through our school's curriculum. The use of provision maps help our SENCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention. Provision management can be used strategically to develop special educational provision to match the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. Used in this way provision management can also contribute to school improvement by identifying particular patterns of need and potential areas of development for teaching staff. It can help our school to develop the use of interventions that are effective and to remove those that are less so. It can support us to improve our core offer for all pupils as the most effective approaches are adopted more widely across the school.

6.4 Inclusion

1. Specialist SEND Provision

- 1.3. Provision for pupils at [Devon School](#) with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENCO, the Governing Body, and the Head teacher. All teaching staff are teachers of pupils with special educational needs. We have a focus on inclusive practice and removing barrier to learning, therefore special educational provision in our school is underpinned by high quality

teaching which is differentiated and personalised, and is compromised by anything less. It is our aim to know precisely where children with SEN are in their learning and development. We:

- ensure decisions are informed by the insights of parents and those of children themselves;
- have high ambitions and set stretching targets for them;
- track their progress towards these goals;
- keep under review the additional or different provision that is made for them;
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

The model of action and intervention in our school involves a graduated approach (assess, plan, do, review) to identify and support our children with Special Educational Needs. Where we identify a child as having SEN in our school, we act to remove barriers to learning and put effective special educational provision in place. The support provided takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

1.4.

Education Health and Care Plan

Where a child who has an Education, Health and Care (EHC) Plan joins our school, we will always consult with parents and the Local Authority to ensure that the required curriculum is provided for as set out in the Education, Health and Care (EHC) Plan, including the full National Curriculum if this is specified. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with an EHC Plan.

Graduated Approach: We have arrangements in place to support children with SEN or disabilities. We have developed a clear approach to identifying and responding to SEN. We recognise the benefits of early

identification, identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.



Assess

In identifying a child as needing provision which is ‘additional to and different from’ other learners in the same class, the class teacher, working with the school SENCO, will carry out a clear analysis of the pupil’s needs. Before provision is planned for, expected individualised outcomes will be identified.

This will draw on the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information from our school’s core approach to pupil progress, attainment, and behaviour. It will also draw on other subject 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 and, if relevant, advice from external support services.

Children have personal targets they are working towards.

These are written and reviewed termly (or more regularly if required) in collaboration with the pupils and the parents. Parents/carers should expect to be informed of the targets set for their child. Targets are discussed with the child who is encouraged to participate in decision making, at an appropriate level about future options.

Parents/carers are also asked to participate in decision making, at an appropriate level, about future options. All staff who are regularly involved with your child in the School are to be aware of the child’s targets. We aim for the targets set to be Targets to be S.M.A.R.T.E.R.

Specific
Measurable
Achievable
Relevant
Time bound
Evaluated and
Reviewed.

Our school will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Parents/carers will be encouraged to contribute their own ideas about how their child's needs could be met and what helps the child to learn and will be expected to share with the School success when targets are met at home.

Parent(s)/carer(s) should try to attend any meeting called by the School to review the targets with at least one review in the year could coinciding with a parents' evenings. Generally, such targets focus on three or four key points and information on how these targets will be worked on and with whom. The targets are distributed to the teachers involved in the pupil's learning and parents of the pupil as soon as they are written and have been agreed by all parties. Care will be taken to avoid the four most common weaknesses in setting targets which are:-

imprecise terminology (with frequent use of phrases such as 'improved reading', 'increased confidence', 'improved self-esteem'); failure to indicate which teachers and subjects would be involved; lack of pupil involvement; failure to link them with other areas of assessment and recording procedures in the school.

Our experience is that the five most frequent strengths of specific focused targets are:

- based on sound knowledge of the pupil;
- taking account of pupil's strengths and interests;
- stating realistic time scales;
- linked to resources in school;
- involving parents at some stage (either in their setting and/or review).

Plan

When our school has decided to provide a pupil with SEN support, we will then formally update our SEND register and notify parents, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. 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. This will also be recorded on our school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain

responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The school SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. Within the graduated approach a programme of intervention and support will be implemented. If this does not enable the child to make satisfactory progress, the SENCO seeks advice from external agencies, which may include an educational psychologist report. Teachers are responsible for tracking each pupil 's progress in Literacy and/or Numeracy throughout their time at our school.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.

Within the Assess, Plan, Do and Review cycle, our staff work seamlessly together towards enabling our pupils to reach the outcomes identified during the assessment phase of the process as their learning goals. We make key decisions about the use of the curriculum modifications and interventions are based on whether any chosen additional provision is the best way to move towards the identified outcome.

2. Timetabling

At Devon School each pupil has a personalised timetable depending on their needs, interest and wellbeing. Pupils are supported with lessons within lesson with specialized staff and support.

The amount and type of support offered to a pupil is dependent on need. Our school believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible. We believe that all subjects are important to the pupil's development and that every pupil is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary. When a pupil needs to be withdrawn for learning support, every effort is made to ensure that a pupil does not miss core curriculum subjects. Their individual strengths are also considered in addition to the advice of staff members and parental requests. Some pupils are withdrawn from a second language in order to ensure extra support is given for English and Maths as appropriate. Some support lessons are also delivered at the same time as the timetabled subject following the same lesson objectives but on a one to one basis.

3. High Quality Teaching



Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school will regularly and carefully review the quality of teaching for all of our pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. In deciding whether to make special educational provision, the teacher and school SENCO will consider all of the information gathered from within our school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, our school will have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering will include an early discussion with the pupil and their parents to get a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. This information will be added to the pupil's individual learning and support report on our school information system. The level of special educational provision and support required will be informed by the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. Where necessary we will adapt our school's core or secure additional resources. Pupils' progress will be reviewed at least half termly and the parent, pupil and teaching staff will be clear about how they will help the pupil attain the expected outcomes.

4. Review meetings
5. Involving specialists



Able Pupils

Occasionally a pupil will stand out from their peers as having exceptional abilities. If the need is considered very different from their peer group, the pupil has special needs. In most cases these special abilities can be nurtured within the classroom by differentiation of the curriculum.

Emotional and Behavioural Difficulties

Our school caters for pupils with mild emotional and behavioural difficulties primarily through effective pastoral care. The school also provides additional support through a designated school counsellor.

Support for all pupils in our school

Any pupil is welcome to visit the Learning Support room whether or not they receive special provision. They are welcome to discuss any learning difficulties they may have with a member of the SEND team.

Access to the Curriculum

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
 understand the relevance and purpose of learning activities;
 experience levels of understanding and rates of progress that bring feelings of success and achievement.
 Prepare them for the next stage

Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Learning and Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. All our pupils are taught in small group of up to four to five pupils or in a one-to-one situation within the classroom.

Monitoring and evaluation

The SENCo or SEND team leader supports teachers, where necessary, in drawing up IEPs for pupils. The SEND team hold meetings to review the work of the school in this area. The Headteacher reviews this policy annually and considers any amendments in the light of the annual review findings.

Staffing and resources

A range of teaching resources are used to enhance learning and memory. These include ICT facilities. Teachers are supported by the Teaching Assistant (TA) teams

Complaints

Parents are encouraged to discuss any concerns with the pupil's class teacher, SENCo, relevant SEND leader or the Headteacher.

Disability Discrimination Act

The whole raison d'être of our school is whenever possible to provide for pupils who have a disability - albeit a hidden one - and to enable them to realise their potential. We would always consider admitting any pupil - no matter what accompanying disabilities they have providing we are confident that we are able to meet their special educational needs. In the light of the Disability Discrimination Act we have carefully considered what we might do to make our building more accessible to those who have a physical disability. Please refer to our Accessibility Plan and also our



Single Equalities Policy.

This Policy will be reviewed annually

7.0 Standard Forms, Letters and Relevant Documents

Legal Status:

- Complies with Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and Special Educational Needs and Disability Act 2001

Applies to:

- The whole school along with all activities provided by the school, including those outside of the normal school hours;
- All staff (teaching and non-teaching), the Governors and volunteers working in the school.

Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- Gifted and Talented
- English as an Additional Language Policy
- Accessibility Plan