

Special Education Needs (SEN) Policy

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Linked policies and key-documents

- Accessibility Plan
- Admissions, Attendance and Exclusions Policy
- EAL Policy
- Curriculum Policy
- Reasonable Adjustments and Special Considerations Policy
- SEN information Report
- Behaviour and Relationship Management Policy
- SEN Provision Map

Our approach to SEN

Hopespring schools value the abilities and achievements of all its students, and is committed to providing the best possible learning environment for each student. For those with additional needs, the school seeks to provide help and support and make available a range of provision encouraging these students to make progress and achieve success. Our aim is to prepare our students for opportunities, responsibilities and experiences in the wider world.

Definition of SEN¹

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.²

Learning difficulties or disabilities are identified within the areas of:

- Cognition and Learning;
- Communications and Interaction;
- Social, Emotional and Mental Health;
- Sensory and/or Physical.

Admissions and Equal Opportunities

Admission to the school is not based on any prior learning or attainment, nor is it limited to any specific requirements other than age. The school expects to admit students from a range of backgrounds, with a range of special educational needs alongside students without any recognised specific needs. However, the school does recognise that there are limitations to the provision it can offer. For this reason, the school will not usually admit an individual with a Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty (PMLD), or a Multi-sensory Impairment (MSI). Furthermore, young people for whom group settings will predictably cause substantial distress will not usually be admitted at Hopespring.

Primarily, our aim is to meet the needs of young people with Social, Emotional, and Mental Health (SEMH) needs, and employ a therapeutic model which aims to help nurture and equip our young people with a tool kit for life.

Where the appropriate support and infrastructure is in place following a review of student-need

¹ Education Act 1996 - <https://www.legislation.gov.uk/ukpga/1996/56/part/IV>

² SEND Code of Practice
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

and our mapped-provision by the SENCo, the school will seek to admit learners with the following learning difficulties: Specific Learning Difficulty (SpLD); Moderate Learning Difficulty (MLD); Speech, Language and Communication Needs (SLCN); Autistic Spectrum Disorder (ASD); Visual Impairment (VI); Hearing Impairment (HI); and Physical Disability (PD).

Signposting

In any instance where the school is unable to fulfil the specific needs of a young person, the school will seek to signpost to another local provision that may be suitable. This could include signposting to another school where the physical environment and/ or staff qualifications and experience are better placed to respond to the needs of a particular individual.

Aims

The school will:

- Offer access for all students to a broad, balanced and relevant education that is differentiated to meet individual strengths and needs. Where it is required that students access the National Curriculum or specific qualifications outside of what Hopespring schools deliver, the school will endeavour to work with referring schools, agencies and connected services to provide this as a partnership.
- Provide help and support for students across the spectrum of SEN in order to maximise their potential.
- Encourage students to be active participants in their learning, expressing their views and to be involved in the cyclical process of target setting and review.
- Help all students with learning difficulties develop functional literacy and numeracy skills.
- Help those with physical and psychological difficulties, by promoting skills which will assist in their development.
- Ensure that all staff see themselves as teachers of students with special educational needs, recognising that they play a primary role in registering concerns, providing appropriately differentiated tasks, learning resources and opportunities.
- Work in partnership with commissioners, parents and carers and a range of other agencies in setting high expectations and supporting the achievements of all students.

Gifted and talented

Within our context, gifted and talented students often have other learning needs, whether

specific or behavioural, meaning they are often disinclined or unable to perform to their maximum potential, sometimes resulting in exclusion.

Examples may include:

- Good verbal skills often with extensive appropriate vocabulary, but poor writing skills.
- High achievement in one area only.
- Ability to achieve above the average peer, but due to low motivation is not currently achieving.
- Good academic ability but poor interpersonal skills.

One of the school's primary aims is to 'address the individual social, emotional and learning needs of young people and develop their self-esteem' - therefore, this includes those students who are identified as being gifted and talented.

Responsibilities

- The Headteacher along with the proprietorial body has overall responsibility for the school's general policy and approach to meeting students' special educational needs and will oversee provision.
- The Headteacher will undertake responsibility for implementation of the policy.
- The SENCo is responsible for developing effective ways of overcoming barriers to learning and ensuring that teaching is at least 'good' and effective.
- All teachers are teachers of students with SEN and have responsibility for them and make reasonable adjustments as per SEN support plans or EHC plans; the SENCo provides help and advice to support colleagues in these whole staff responsibilities.
- All staff are expected to set effective targets for students which will be monitored by the SENCo.
- The SENCo will ensure that all staff liaise with parents/ carers and other professionals regarding the specified needs of individual students. This will include overseeing the collection and recording of data and the use of Individual Learning Plans.
- The SENCo will ensure that a letter updating parents and carers of the individualised support their child is receiving is communicated during the academic year.
- At the end of the student's programme the Headteacher will ensure that a smooth transition takes place and that all relevant information is communicated effectively using

the student report document.

- All students within the school community are encouraged to support, value and help each other - thus playing their part in the inclusion of all.

Provision

Hopespring applies the graduated process for identifying and assessing SEN. This process involves Assess, Plan, Do, Review stages. Below the mechanisms of how this is applied are outlined.

During the referral process, the individual needs of all pupils will be identified through the initial interview and through the exchange of information with the referrer and others involved with the student. The Headteacher will discuss with the referrer, parent/carer, student and any other relevant agencies the exact day-to-day impact of the needs identified.

Using information gathered through this process and through initial assessments, the school will work with the student, referrer, parent/carer and other relevant agencies to write an Individual Learning Plan (ILP) that sets out how the curriculum will be tailored to meet the academic and social, emotional, moral and spiritual needs of the student. Furthermore, information will be gathered to inform the student record, which includes student history, individual safety plan, and progress information. Updated assessment and recording will be added to the report throughout a student's time at Hopespring.

Students will be supported in a variety of ways³, through:

- Support in class through use of additional staff;
- Individual or small group teaching;
- Personalised learning programme;
- Work with learning support services and other outside professionals;
- 1:1 reading practice with staff or volunteers;
- Break time support to meet social needs;
- Withdrawal from an appropriate part of the timetable for individual programmes;
- Help with study skills;
- Reasonable adjustments in exams if eligible under exam board criteria, e.g. additional

³A recent study into school exclusions recommends small class sizes, and child centred approaches to support children at risk of exclusion - Martin-Denham (2020)

time, readers, prompters, separate invigilation;

- Adaptations to the physical environment.

Individual Learning Plans (ILP)

Strategies for students' progress will be recorded in an ILP containing information on:

- Short term targets
- Key information about the student
- Teaching strategies (How the student learns best)
- Provision made (how staff can support the student)
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The ILP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs and wishes.

EHC Plan

Where a student has an individual Education and Health Care Plan (EHC Plan), special consideration will be given to the special educational provision considered necessary to meet the learner's needs set out within it. The school will need to liaise and plan carefully with the referrer to ensure that these requirements are being met. Students with an EHC Plan will have short term targets set for them, which have been established after consultation with parents/carers, referrers, and the student based on the targets identified in the EHC Plan. These targets and identified interventions will be set out in the ILP and be implemented by staff in the normal classroom setting as far as possible.

Where a student does not have an EHC Plan students will have Special Educational Need Support Plans, informed by the Individual Learning Plan. These will be reviewed termly, and where necessary provide evidence for a student to acquire support through an EHC Plan, this can be especially important in a student acquiring the support they need in a post 16 placement.

EHC Plans are legally binding documents that the school implements on behalf of the local

authority. These ensure that the provision a student needs to achieve their educational goals and wishes can be met in the appropriate placement. Where necessary, students can have an EHC Plan until they are 25 years old.

Accessibility

The school has a written accessibility plan which demonstrates the school's desire to engage with as many young people as is reasonable for their best education and welfare at the school. The '3 Year Plan' sets out the response to issues raised in a number of checks made regarding access to premises for students, staff and visitors and to pupils' access to teaching and learning. Areas identified as requiring immediate or short-term attention are also addressed in the School Development Plan (SDP).

The 3-year plan outlines the steps the school will take to continually review and improve on the provision it makes in the following 3 years, to allow all users to access and use the centre comfortably and safely.

Additional targeted of specialist support

Please see the school's provision map for reference to all universal targeted and specialist support that we provide. As a part of our provision, the school intentionally operates with small groups of students and high staff to student ratios. This facilitates a level of care and support that is much higher than in mainstream education. Where resources allow, the school is able to work 1:1 with individual students, responding to their needs in a focussed way, as they arise. Where further support is required beyond the scope of our universal and targeted provision, the school can sometimes access additional resources which could include the use of an interpreter or signer or someone with specific expertise to respond to the needs of the individual, this is outlined in the specialist provision section of the provision map.

Review and/ or Panel Meetings

Pupil progress is monitored and evaluated regularly as part of normal subject assessment and target-setting arrangements. Reviews of progress are discussed with parents/carers on an on-going basis and in the review meeting. The school is committed to working in partnership with commissioners and where appropriate, other agencies involved with the young person. The

Headteacher or other designated member of staff will, wherever possible, attend and input into a meeting where the progress of the young person is discussed, e.g. multi-agency panel, EHC Plan reviews and in the case of Cared for Children, Personal Education Plan (PEP) meetings. At all times, students are encouraged and given the best opportunity to take part in discussing their needs and progress and the provision to meet them, from informal discussions to annual reviews. At Hopespring, we understand that it is not always easy for a student to communicate their views and wishes in terms of their goals and aspirations, however, we use a number of different means to obtain student views over time.

Monitoring and evaluation

Provision is regularly reviewed by gathering information from staff, students, parents/carers and commissioners. Raising achievement and attainment of all students will be monitored and evaluated through:

- Ofsted/external inspections;
- School reviews;
- Academic results for SEN students;
- Tracking progress for SEN students;
- All on-going assessment data for SEN students;
- Feedback from parent/ carers, students, staff and commissioners.

Partnerships

Collaborative working with health, community and social services is highly important in the work we do at Hopespring. Many of the students have a team of professionals already working with them when they come to school, and maintaining positive relationships and correspondence enables the best quality provision for young people, both for their wider health and care needs, as well as their educational needs. .

When a student is identified as having difficulties that have not previously been recognised, Hopespring will liaise with appropriate partners and referrers to ensure referral into the necessary service, including, but not limited to: paediatrics, CAMHS, CYPS, speech and language therapy, occupational therapy, educational psychology, talking therapies, drug and substance misuse support, EDGE (anti-child criminal exploitation services).

Continuing Professional Development

It is important that all our staff receive appropriate and regular training, as previously stated, every member of staff is a teacher of SEN, not just the SENCo, to ensure this is the case there are training sessions for areas of SEN throughout the year, and individual members of staff are required to log their CPD training and needs as arises.

Training emphasises the legal duty of reasonable adjustments and supports staff in understanding and developing skills in making these for students. Staff are also trained in the processes involved in making health referrals for young people to ensure that they are assessed for health needs in an appropriate and timely manner.

Hopespring provides annual updates that include training in the emotional needs of young people, termly training, with guest speakers covering specific areas of need, such as communication and interaction needs and mental health needs. The centre manager at each school also conducts weekly review sessions, which cover arising issues and updates around the needs of each young person.

Addendum 1: Hopespring Sunderland 10 Sea View particulars (if applicable)

Addendum 3: Hopespring Newcastle particulars (if applicable)

Addendum 2: Hopespring Sunderland Millfield particulars (if applicable)