

SEN and Disability Policy

2017

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2015

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

Behaviour Policy, Equalities Policy, Safeguarding Policy, Attendance Policy, Complaints Policy.

This policy will be reviewed annually.

Definition of SEN

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.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also 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'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

1 The kinds of special educational need for which provision is made at the school

At Pathways Short Stay School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan on a short term basis where a child has been permanently excluded from a mainstream school. Pupils who have accessed the PRU sometimes present with the following kinds of special educational need: SEMH; ASD; ADHD; Oppositional Disorder; Conduct Disorder. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Executive Head Teacher in conjunction with the Local Authority on a short term basis whilst a new school is identified. It is highly unusual for any pupil with an EHC Plan to access the PRU as it is an expectation that schools should use the emergency annual review process appropriately rather than resort to permanent exclusion.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs. The PRU is not an appropriate educational environment for pupils with EHC Plans and cannot be named in any plan.

2 Information about the policy for identification and assessment of pupils with SEN

At Pathways Short Stay School we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points e.g. Y1 phonics screening, spelling age, reading age, GL Assessments, dyslexia and dyspraxia screening and in addition are equipped to assess access arrangements for exam concessions. All pupils are assessed during their first week accessing the Primary PRU and through our induction processes in advance of taking up a placement for pupils joining "Twelve" or about to embark on a long term Key Stage 4 place.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are Toe by Toe 1:1 withdrawal, reading recovery, EdLounge personalised programmes.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Pathways Short Stay School we are experienced in using the following assessment tools: alpha to Omega; WRAT4; ELKLAN; dyslexia and dyscalculia screeners; Diagnostic Reading Assessment; WRIT (Wide Range Intelligence Test); Comprehensive Test of Phonological Processing, and DASH (Detailed Assessment of Speed of Handwriting). We have access to external advisors who are able to use the following assessment tools to identify specific areas of need, for example we have close links with the Early Intervention Team, Educational Psychologists, Bexley Joint Communication Team, Community Paediatrics; CAMHS; ASD Advisory Service.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN Individual Intervention Plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents and home schools will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. We will also ensure that any assessments and their outcomes are communicated to home schools or passed on through documentation and meeting feedback to the reintegration school. All Fair Access Referrals will also include information on assessments undertaken, outcomes, strategies / interventions used and observed learning and behaviour needs.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils:

Every pupil accessing a placement at the provision will be involved in a pre-admission meeting in advance of the induction and baseline testing process. Referral paperwork is comprehensive and any gaps are followed up to ensure that this documentation coupled

with the information provided verbally from schools and the induction process / baseline testing provides staff working with pupils with SEN the complete picture at that point of need to inform planning and strategies to support. All pupils, whether on short term or long term placements, have a planning meeting in the first two weeks to identify learning and behaviour targets for their IEPs and to address outcomes from the assessment process including any assessments or referrals which need to be completed. It is against this first collation of data (learning, behaviour, attitude) that progress is measured through the six weekly review process. Pupils returning to mainstream school are re-assessed during week 10 of their placement and progress measured along side impact of any interventions. For pupils on long term places, termly progress (six times per year) is reported on and forms the basis of the Academic Review Days where feedback is given to home schools and parents / carers.

Termly data for all pupils is collated and analysed by the Assistant Head of School in conjunction with the Head of School to identify the impact of intervention programmes and to measure progress. This allows the school to evaluate the effectiveness of the provision overall and to compare the progress and intervention plan success for our vulnerable pupils who have specific SEN and identify / interrogate gaps in progress and attainment.

Pupils are encouraged to attend their planning and review meetings and to engage in the process as it relates to their individual needs and planning for support. All documentation includes space for the recording of feedback by pupils.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will support the identification of an appropriate long term provision. Pathways cannot be identified as a suitable alternative to a specialist or mainstream school for a child with an EHC Plan, so effectiveness is judged according to the framework of time limited placements and in comparison to pupils of a similar age / year group / key stage.

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

Every pupil in the school has their progress tracked six times per year (long term) or in line with the planning and review process with assessments at the start point and again at week

10/11. Since all pupils accessing Pathways are experiencing difficulties which are preventing mainstream inclusion at that point, they may have more frequent assessments of reading age, spelling age and progress in core skills than pupils in a mainstream environment. The assessments we use at Pathways Short Stay School are GL Assessments (Progress Test English; Progress Test Maths; Progress Test Science); Single Word Spelling Test; York Assessment for Reading for Comprehension; Pupil Attitudes to School and Self (PASS); Dyslexia and Dyscalculia Screeners as well as individual subject specific baseline assessments. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the pupil's IEP will be reviewed and adjusted through the review processes.

3c The school's approach to teaching pupils with special educational needs:

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. Schools should regularly and carefully review the quality of teaching for all 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 *SEN Code of Practice (2014, 6.37)*

In Pathways Short Stay School the quality of teaching is judged to be Good.

The school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / mentoring, small group teaching, use of ICT software learning packages (EdLounge). These are delivered our Specialist Teacher, Higher Level Teaching Assistants, Progress Coaches and Teaching Assistants. In terms of support for behaviour modification, the Psychology Team work with groups and individuals alongside teaching staff to support the ability of pupils to overcome their own barriers to successful reintegration or transition at Key Stage 5.

3d How the school adapts the curriculum and learning environment for pupils with special educational needs:

At Pathways Short Stay School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the school has recently made the following improvements as part of the school's improvement planning: training for staff in restorative practices, Team Teach training for all staff, assessment tool and data management system training, access to good practice sharing through PiXL, and have identified that the following aspects of the school need to be improved: the development of a learning resource centre and mobile library to increase pupils' enjoyment of reading; funding for laptops to increase access to individualised programmes through on line learning e.g. EdLounge.

3e Additional support for learning that is available to pupils with special educational needs:

Additional support is offered to pupils whose reading ages are significantly below the expected for their chronological age as well as to those pupils where the gaps in progress are not being reduced. In terms of managing their behaviour, support is through identified need (psychometric testing on entry alongside information provided by the school in the planning meeting and risk assessments) and targeted to match individual weaker areas. Support for SEMH is on both an individual and group basis as well as through the actual structure of the behaviour policy. For our client group, this is the predominant need as this is the rationale behind placement with our school, whether on a short term or long term basis. In terms of learning support, this takes the form of targeted in class support, 1:1 and small group withdrawal as well as on line bespoke reinforcement.

3f How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs:

All clubs, trips and activities offered to pupils at Pathways Short Stay School are available to pupils with special educational needs either with or without a statement of special educational needs / Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

3g Support that is available for improving the emotional and social development of pupils with special educational needs:

At Pathways Short Stay School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance PSHE, Tutor Time (in place at the start and end of each day as part of our Thinking Skills strategy) and through direct group work delivered by the Psychology

Service and the Outreach Service as well as indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we also can provide the following: 1:1 support through Behaviour Learning Mentor intervention, support through Progress Coach withdrawals, 1:1 and group work through the Psychology Service, access to Multi-Family Group work on site, targeted interventions around social skills and social use of language by the SEN team and referrals to CAMHS.

4 The name and contact details of the SEN Co-ordinator:

The SENCO at Pathways Short Stay School is Vicky Wadey, who is a qualified teacher and is undertaking the National Award for SEN Coordination. She also holds the following qualifications: BA (Hons) Degree in Music, PGCE in Secondary Education (Music) and Internal Verifier for BTEC Music (Edexcel).

Vicky Wadey is based at the main Pathways site (Lensbury Way, Abbeywood, London SE2 9TA) and can be contacted on 020 812 2746 x247 or via email at vwadey@prs.bexley.sch.uk.

Due to a teaching allocation at Oakwood School (Woodside Road, Bexleyheath, Kent DA7 6LB). Vicky is based there every Wednesday and can be contacted on 01322 553787.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured:

All teachers and teaching assistants have had the following awareness training: PREVENT; E-Safety; Safeguarding; CSE; WRAP; Accelerated Reader; in-house training for supporting learners in the classroom for all support staff.

In addition the following teachers have received the following enhanced and specialist training:

Esther Phillips – OCR Level 7 Certificate in Assessing and Teaching Learners with Specific Learning Difficulties (Dyslexia).

Maria Deehy – OCR Level 5 Certificate in Assessing and Teaching Learners with Specific Learning Difficulties.

Linda Wheeler – SCARTS Training; Mentoring for ASD Learners.

Sue Graham – Irlens Screener Training.

Jo Southby – Irlens Screener Training.

Sue Graham – Dyslexia Support for Learners (Dyslexia Action)

Donna Maloney – Nurture Groups Theory and Practice.

Jo Southby – Nurture Group Theory and Practice.

Donna Maloney – Level 4 Learning Mentor Certificate.

Esther Phillips, Maria Deehy, Phil Acheson, Catherine Anuwe, Linda Jolley, Sam Morton-Hare, Kelly Harding, Guled Abdulli, Nicky Andrews, Vicky Wadey – Accelerated Reader Training.

Paola Sims – Diploma in Autism; Teach Structured Teaching Programme; PECS; Sulp (Social Use of Language); Talkabout Social Skills.

Emma Stubbington – MA (Inclusion and Special Needs)

Sue Graham – Essential Skills for the SENCO

Sue Graham – Read Write Inc

Sue Graham – Introductory Course in Therapeutic Play Skills

All staff have undertaken recent and on-going training in restorative practices and Team Teach.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are; list special schools, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, dyslexia specialists etc.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured:

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education:

All parents of pupils at Pathways Short Stay School are invited to discuss the progress of their children on six occasions a year and receive a written report once per year in the case of long term students at Key Stage 4. For all other pupils, reports are provided at the end of the twelve week placement and meetings take place in weeks 2, 6 and 11 as well as in school during the reintegration process. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents at meetings.

If, following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special

educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents. For pupils at Pathways Short Stay School, any Education Health Care Plan will require the identification of a school place outside of the PRU which is not a specialist provision nor full time alternative to mainstream school.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education:

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school:

The normal arrangements for the treatment of complaints at Pathways Short Stay School are used for complaints about provision made for special educational needs. The Complaints Policy is consistent across New Horizons Federation and accessible on our website and in reception area. We encourage parents to discuss their concerns with the Form Tutor, Pastoral Support Coordinator, SENCo, any member of the SLT overseeing the relevant department, Deputy Head of School and Head of School to resolve the issue before making the complaint formal to the Executive Head Teacher and subsequently to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:

The governing body have engaged with the following bodies:-

- A Service Level Agreement with Educational Psychology service (no current information on days available as depending on LA staffing).
- Membership of professional networks for SENCO e.g. NAS, SENCO forum, NASEN etc.

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services):

Information Advice and Support:

SENDIASS iass@bexleysnap.org.uk or 020 8320 1490

IPSEA www.ipsea.org.uk

SOS SEN www.sossen.org.uk 020 8538 3731

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living:

At Pathways Short Stay School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We do not accept any referral without a completed referral form and risk assessment. All referrals are triaged through our fortnightly referrals meeting and further assessed through the subsequent risk meetings which involve a range of other agencies including YOT, Thriving Families, the Youth Service, Education Welfare and Community Safety.

Pupils leaving us to return to mainstream school are supported for up to 12 weeks through the Outreach Team who work closely with partner schools in establishing a seamless support package to maximise reintegration success. Our SENCo also supports mainstream school SENCos in submission of paperwork for EHC Plan assessment requests and liaises with the Local Authority through attendance at the SEN Panel.

Pupils in Year 11 are supported through the Transition Learning Mentors team who work with pupils in preparing for moving on to college, employment or further training and then continue to work with them in Years 12 and 13 in their new environment, acting as advocates and champions for pupils and working with other agencies in ensuring their needs continue to be met.

13 Information on where the local authority's local offer is published.

The local authority's local offer is published on www.bexleylocaloffer.uk (0203-045 5677) and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Approved by the GB on

Next review on.....