

Thornby Hall School

Special Educational Needs Policy

This policy was written by Natalie Evans, SENCo and was approved by the Head of School, Simon Goddard in April 2014. It is due to be reviewed in September 2014, and amended as the new Code of Practice is introduced.

Objectives of the School's SEN Policy

- Our SEN Policy is committed to provide access for all students to a broad and balanced curriculum, with an emphasis on a highly personalised curriculum, focusing on each child's needs and interests. All teachers at Thornby Hall are teachers of Special Educational Needs.
- To have a whole school approach to teaching and learning styles in order that every department has a responsibility to meet the curriculum needs of every pupil.
- To provide adequate and efficient support and resourcing for all pupils with SEN.
- ***To work within the framework of the new Code of Practice, to be introduced in September 2014.***

The SEN Co-ordinator

The named teacher with responsibility for the day to day co-ordination of Special Educational Needs (SENCo) provision in the school is Natalie Evans. She is assisted in the writing of IEP's by Rebecca Sneesby.

The co-ordination of SEN provision in the school

- The SENCo is appointed by the Directors and Head Teacher to oversee arrangements for the implementation and co-ordination of the SEN policy.
- The SENCo is responsible for co-ordinating assessment and provision of all pupils. This provision will be either through classroom support or through differentiation in lessons. Contact and support from outside agencies will be made through the SENCo.

- SENCO has responsibility to chair PEP meetings and to liaise with residential staff supporting teachers in the classroom.
- The SENCo also has responsibility for ensuring that teachers have access to casework meetings and that issues and concerns are raised in our child-centred meetings on a Wednesday morning.
- The SENCo will represent school in Needs Assessment meetings alongside residential staff, and Form Tutors where possible.
- ***The SENCo has responsibility for implementing the new SEN Code of Practice from September 2014.***

Admission Arrangements

- The Director in charge of referrals liaises with the Head Teacher regarding the admission of pupils new to Thornby Hall.
- The aim of the SENCo is to ease the transition of new pupils with SEN into Thornby Hall by acquiring paperwork from previous schools to help gauge the likely level of support a pupil will need.

SEN Specialist provision

As a specialist SEBD school and therapeutic community we have small class sizes in order to allow the pupils the opportunity to work in as structured and contained an environment as possible. Where necessary there are two members of staff detailed to a lesson, particularly if there is a child needing learning support as outlined on their Statement.

More recently, the move to a more personalised timetable for pupils means there is more 1:1 teaching, and fewer classes of two or more pupils.

Identification, assessment and review of pupil needs

Identification

- The School receives documentation on admission which is collated by the SENCo.
- The School assesses new pupils based on subject teacher assessment in order to determine baseline levels.
- Baseline Assessment Data eg. Key Stage Levels, end of key stage predictions, effort and achievement grades are incorporated as bench line information for both screening and Value Added purposes.
- These assessment procedures are used to inform SEN Student Profiles.

- Northamptonshire Educational Psychologist is commissioned to assess each pupil shortly after entry.
- All assessment documents and other related SEN data on individual pupils is held in the SENCo and Head of Schools offices.
- Each term the school has an assessment and gathering week, with pupil' levels being updated on a termly basis.

Tracking Procedures

- Thornby Hall acknowledges and supports Government policy that IEP's (Individual Education Plans) are only one method by which schools can plan for individual needs. They are one way of tracking what is "additional from and different to". Government policy advises that schools have a policy of planning, target setting and reviewing processes for all pupils as part of personalised learning which
 - Identifies learning targets for individual pupils with SEN
 - Plans additional or different provision from the differentiated curriculum offered to all pupils.
 - Reviews provision in the light of individual pupil outcome.

The SEN Code of Practice (SENDA) 2003

Identification of pupils with Special Needs and the Levels of the Special Needs Profile.

Four areas of SEN:

- Communication and Language Interaction.
- Cognition and Learning
- Behavioural, Emotional and Social
- Sensory and Physical or Medical.

Most students already have a Statement of Educational Need on arrival at Thornby Hall. These will be for Behavioural, Emotional and Social needs. Those pupils arriving without a statement would be monitored with a view to applying for a Statement for Behavioural, Emotional and Social needs.

Statement

- Most pupils arriving at Thornby Hall arrive with a Statement from their home LEA.
- Those students without a statement would be assessed by a Northamptonshire Educational Psychologist with a view to begin

working towards a Statement of Special Educational Need for Social, Emotional and Behaviour. A decision will be made by the SEN team from the pupils' home authority as to whether they will provide the pupil with a Statement of Special Educational Need.

- The School reviews pupils with Statements and those on School Action Plus as prescribed in the Code of Practice.
- ***It is anticipated that pupils who currently have a Statement of Educational Need will be issued with an Education, Health and Care Plan, as from September 2014, as each authority introduces systems to transfer Statements to this new system.***

School Action, School Action Plus and Pre Statement

The SENCo is responsible for co-ordinating learning support. The SEN policy is committed to developing a "whole school" approach to differentiation in terms of learning support across the whole curriculum.

Statemented Pupils

- This policy acknowledges the National Policy that from the year 2002 pupils with Statements will remain served by the term "Statement".
- ***This policy also acknowledges that the term 'Statement' will be replaced from September 2014 with the introduction of the Education, Health and Care Plans as part of the new Code of Practice 2014. Each local authority with children in our school will have Statements phased out and replace over time with the new EHC Plans.***
- Annual reviews are conducted for pupils subject to a full statement of SEN. The reviews will involve parents, key workers, teachers, pupils, social workers and virtual school teachers, in which their learning needs and teaching provision will be assessed to evaluate and monitor success in meeting agreed criteria. The outcome of the review will be to consolidate targets, arrange new targets and ensure that the Statement does not need amending.
- All pupils have access to a broad and balanced curriculum.
- A system of classroom support operates within the school.

Integration of SEN pupils in the whole School Curriculum

All pupils are fully integrated into the School's curriculum and are taught in groups of between 2 and 4. Due to increased staffing and a desire to offer a more personalised learning pathway, there is now a greater

provision of 1:1 teaching. For pupils who require more intensive literacy and numeracy work to support their learning, guidelines will be followed from within the Statement regarding individual support and programmes of study.

SEN and Behaviour Policy

Thornby Hall school follows the Behaviour Policies, as outlined by Childhood First and Thornby Hall.

Evaluating the success of the SEN Policy

The following procedures provide evaluative points for judging the effectiveness of the School's SEN Policy

- Child-centred Wednesday am meeting
- Supervisions with Head Teacher
- Weekly Senior Team meeting
- Pupil assessments for review meetings
- Evaluation of Individual Education Plans
- Home-school Communication between house and school
- Community meetings, group works in house
- Casework observations
- Needs Assessments.

We as a school and a therapeutic community are committed to meeting the needs of all our pupils with Special Educational Needs.

Information about the School's staffing policies and partnerships with bodies outside the school

- It is the policy of the School to have an even spread of SEN training. Areas of training needs are to be identified and part of the School Development Plan is to address areas of need in both School and also the House.
- The SENCo has run in-house training sessions with residential staff who act as classroom support teachers. It is also hoped that the SENCo will be in a position to hold SEN supervisions with teaching staff to support both the continuing development of the teaching of SEN pupils and the effective use of classroom support teachers in the classroom.
- The SENCo successfully achieved the National SENCo Award course at Northampton University in July 2013. The SENCo has good links with SEN colleagues in Northamptonshire County Council schools.

- One Teaching Assistant has completed the NVQ Level 3 qualification, to further her work in Thornby Hall as a Teaching Assistant.
- School Teaching Assistants to be given opportunities to visit other schools to learn more about the roles and responsibilities of Teaching Assistants in other schools with a view to adopting these practises in Thornby Hall.

Arrangements for partnerships with parents/carers/keyworkers

- Keyworkers, Social workers and parents, where appropriate, are fully involved and consulted with regard to pupils Review Meetings, PEP's and Individual Education Plans.
- Weekly home/school communication is completed between teachers and keyworkers with written reports on progress written twice a year. Teacher/Keyworker meetings take place twice a year and regular informal feedback is completed at frequent intervals.
- ***All keyworkers will be expected to meet with the SENCo and their keychild once a term as outlined in the new September 2014 Code of Practice, from June 2014.***

Links with other schools

The SENCo works closely with LA SENCo's in other Special, Primary and Secondary schools in developing policy and good practice. The SENCo will liaise with previous schools and Social Workers of new pupils who join Thornby Hall in an effort to receive as much progress data and information about each child prior to joining us, in order to accurately plan out anticipated progress in school.

Links with health, social and educational welfare services and other voluntary organisations

Links with the LA Educational Psychologists are maintained through the SENCo. Regular contact with Keyworkers enables both the SENCo and all teachers to remain informed about any relevant health and social issues. Keyworkers would primarily maintain these links. Thornby Hall has a Connexions adviser who regularly attends Reviews of the children and works with the SENCo in providing support for our pupils.

Developments

With the new Code of Practice due to be implemented from September 2014, this policy will be updated in September 2014, to take into account changes and developments. Staff training will take place on July 9th 2014, to look at some of the changes with the Code of Practice, and our Educational Psychologist will also deliver an afternoon of training to talk through his reports and what they mean, and how we might use them to inform our planning and teaching.