



St Anthony's School

Policy No 10

Special Educational Needs & Disabilities

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Article 29: The UN Convention on the Rights of the Child

'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment.'

St. Anthony's School
Special Educational Needs & Disabilities Policy

This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (September 2015)

1. Objectives of the Policy

St. Anthony's School is a Special School for students with Social, Emotional and/or Mental Health Difficulties (SEMH). **All** students in the school have an Education, Health Care Plans (EHCP), most have this as their primary SEND. Some pupils have Autism Spectrum Disorder (ASD) as their primary need, and some Speech, Language, Communication Needs. Pupils may also have secondary learning difficulties which also impact on their learning.

SEMH has been described as a learning difficulty where children and young people demonstrate features of emotional and behavioural difficulties such as: being withdrawn or isolated, disruptive and disturbing; being hyperactive and lacking concentration; having immature social skills; or presenting challenging behaviours arising from other complex special needs. Learning difficulties can arise for children and young people with SEMH because their difficulties can affect their ability to cope with school routines and relationships.

The SEND Policy for St Anthony's School, therefore takes into account the varied and specific difficulties each student in the school community presents.

We will ensure that all our pupils will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this;

- the views of the pupil will be sought and taken into account
- our parents have a vital role to play in supporting their pupil's education and their views are important
- our pupils will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- The school will manage its resources to ensure all pupils' needs are met
- Provision and progress for our pupils will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education, Health & Care Plans will be reviewed regularly in line with regulations

- Appropriate training will be provided for those involved in the implementation of this Policy.

2. How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Senior Leadership Team in conjunction with the Governing Body. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

3. Guiding principles

At St. Anthony's we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Special educational needs and provision can be considered as falling under four broad areas

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

As a Special School, St. Anthony's is dedicated to the teaching and learning of students with special educational need that, fall in to the first 3 categories above. The majority of pupils will also have general learning difficulties in most curriculum areas. Their learning difficulties may be compounded by medical diagnoses such as Prade Willi, Tourettes, Fragile X or ASD.

Staff are trained in PROACT-SCIPr, de-escalation and physical intervention techniques, and all receive training including the principles of behavioural management. PROACT-SCIPr is an approach with an emphasis on being proactive – getting it right for the person, rather than being reactive or responding to an episode of challenging behaviour. Group sizes are kept small in order to be able to support the students appropriately. The majority of lessons will be supported by at least two Teaching Assistants. The whole school community can access Pupil Support throughout the school day.

SEMH or ASD is the primary learning need of the students at St. Anthony's, however this is not necessarily their only educational need. Provision is in

place for students who have additional educational needs including specific literacy and numeracy interventions. These interventions are accessed via the ongoing assessment of student attainment which is completed three times a year.

4 Arrangements for coordinating the provision of education for pupils with SEND at the School.

All pupils at St. Anthony's School have identified Special Educational Needs. The school's provision for pupils with SEND will be coordinated by Robert Page, the Head teacher.

The Assistant Head teacher SEMH has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school.

The Assistant Head has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND.

The Pastoral Manager and Assistant Head Teacher provide professional guidance to colleagues and work closely with staff, parents and carers, and other agencies in collaboration with the pupil support team. The Pastoral Manager and Assistant Head ~~is~~ **are** aware of the provision in the Local Offer and ~~is~~ **are** able to work with professionals providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities within the SLT with responsibility for SEND are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for all pupils
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the Head teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils up to date

Monitoring and reviewing the needs of all students at St. Anthony's occurs through the Annual Review process. Annual Reviews involve the views of students, staff, parents/carers and any agency involved with the child (e.g. Educational Psychologist, Social Worker, Connexions). During the Annual

Review a comprehensive action plan is put in place for the student, including specific academic attainment as well as behavioural/social targets.

5. Education Health and Care Plans (EHCP)

Once a pupil has an EHCP naming St. Anthony's School, the Head teacher of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place three times a year. If a pupil's SEND changes, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

Following their annual review, students also can access a variety of interventions and support. All students accessing additional support or interventions will have the impact reviewed and monitored on a regular basis. As with Annual Reviews, students, staff, parents/carers and other agencies are all involved in reviewing and supporting interventions put in place.

All support and intervention for the students St. Anthony's is organised by the Interventions Lead and is tracked through data monitoring, which is monitored and reviewed by the Leadership Team. The individual case studies and pupil profiles for each pupil allow staff to have a broader picture of each student's needs and help inform their planning and differentiation in the classroom.

6. Facilities for pupils with SEND at the school including facilities which increase/ assist access to the school by pupils who are disabled.

The school seeks to comply with the 2010 Discrimination and Disability Act.

There are no stairs in the Primary provision and the secondary school area. There is ramped access to outside doors in the school. There are also ramps to outside sports facilities and the doors comply with the 2010 Discrimination and Disability Act. There are also disabled toilet facilities.

7. The School's Approach to Identification and Assessment of SEND

Although all of our pupils already have an identified need of SEMH or ASD on entry to the school, there may be unidentified needs that become apparent. At St. Anthony's we have an agreed approach to the identification and assessment of SEND taking into account the nature of the special needs. Identification includes the use of high quality formative assessment, as well as effective tools and early assessment materials, this includes specific learning difficulties such as dyslexia. All new students will be assessed in the first six weeks of entry into the school and their baseline determined. All students will be assessed three times a year. Intervention students will be

assessed and their progress monitored closely. This data will inform our yearly action plan.

All pupils who are recognised and below average in literacy and numeracy skills or not matching progress with peers will receive targeted intervention in these areas with varying levels of support depending on their needs. This will be identified and determined at termly Pupil Progress Meetings. At these meetings, there is also the opportunity to identify pupils that would be suitable for holistic intervention. These may include access to the Nurture curriculum, Pupil support, Counsellor, Sensory room, Speech and Language intervention, Cognitive Behaviour Approaches, Drawing and Talking and/ or aromatherapy.

Additional needs can often be linked to mental health of pupils and/ or their family members. School can support and make referrals to supporting agencies.

For higher levels of need, our school has arrangements in place to draw on more specialised assessments from external agencies and professionals. St. Anthony's has access to a bank of other organisations to support in this capacity ranging from, Early Help agencies, CAMHS, YOT, KCA amongst others.

8. Access to the National Curriculum.

At St. Anthony's we follow the National Curriculum statement on Inclusion. We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In some cases, such planning will mean that our pupils will be able to study the full national curriculum. Potential areas of difficulty will be identified and addressed at the outset of work.

At St. Anthony's we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology.

All students are given the opportunity to complete subjects at nationally accredited levels eg GCSE, Functional Skills, NVQ, Entry Level, BTEc. This is to ensure that the students at the school are able to access the same post 16 opportunities as their peers from other (mainstream) educational settings.

The school is able to increase the life chances of our vulnerable group of students by ensuring that their academic and behavioural, emotional and social needs are met. This is reinforced by making certain that staff in the school are trained as behavioural experts as well as being subject specific.

9. Preparing for adulthood (transition)

At St. Anthony's we help our pupils to start planning for their future adult life as early as possible, and by Year 10 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

Including preparation for adulthood in the planning meetings with pupils and parents at an early stage (and particularly from Year 10)

Ensuring that career advice and information provides high aspirations and a wide range of options for pupils

Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the SEN Code of Practice. The review of an EHC Plan in Year 10 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about what GCSEs or other relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.

10. Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

Every year students contribute their views in a variety of formats of the school. This allows the Senior Leadership Team the opportunity to hear the voice of the students and act accordingly.

11. How the Governing Body will evaluate the success of the education, which is provided at the school to pupils with Special Educational Needs & Disabilities.

The Governing Body must publish information on their websites about the implementation of the Governing Body's policy for pupils with SEND. The information published will be updated annually and any changes to the

information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014

WEBSITE SUMMARY – INFORMATION MUST INCLUDE

1. How the school meets a range of SENDs
2. How the school identifies and assesses SEND
3. How the school works with parents
4. The curriculum offer for SEND pupils and how the school differentiates
5. The school's approaches to teaching and learning for pupils with SEND
6. Links to relevant policies – Equality & Inclusion (disability, discrimination & equality) Accessibility, Medical (including responsibility for individual Health Care Plans for pupils with Medical conditions)
7. Arrangements for engaging with pupils and parents
8. Arrangements for preparing for transition
9. Expertise and training of staff
10. Engaging with the wider curriculum, for example sports or arts provision
11. Pastoral care for pupils with emotional and social SENDs
12. Arrangements for pupils with SEND who are Looked After Children
13. Links with external agencies
14. Who to talk to re SEND
15. How to make complaints
16. How the school contributes to the LAs local offer
 - a. Weblink to the LA Local Offer for accessibility to parents/carers
 - b.** How parents and young people can request an assessment for an EHC plan

12. Complaints

The School has a comprehensive complaints procedure for both students and parents/carers. Students may file a complaint through any staff member they feel safe with (generally their Form or Personal Tutor).

Any parent/carer wishing to make a complaint can put it in writing to the School Governors and hand it in to the school office.

13. Staff Training

All staff working (or volunteering) at St. Anthony's are required to complete training which includes behavioural management and restorative approaches training. It is also necessary for all staff to complete PROACT SCIPr, a de-escalation and physical intervention accreditation. All staff are required to have a copy of the School Handbook which outlines all professional expectations as well as school systems/processes.

Staff will also complete training in areas relating to their specific subjects and/or SEN as appropriate.

14. Working in partnership with Parents/carers

It is vital for the school to maintain positive and clear communication with parents throughout the school year so as to make sure students feel fully supported. Form tutors are the key point of contact for parents and will inform parents/carers of the student's school life/experiences, both positive and negative, at least once a week.

The Class Tutors and the Pastoral Manager work very closely with parents/carers to ensure they are fully involved in their child's education, whether this be about accessing school trips, attending meetings, completing forms or links to other agencies.

All parents and carers of pupils at St. Anthony's School are considered to be our partners.

They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEND framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff at St. Anthony's School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
 - focus on the pupil's strengths as well as areas of additional need
 - recognise the personal and emotional investment of parents and be aware of their feelings
 - ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
 - respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
 - respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
 - recognise the need for flexibility in the timing and structure of meetings

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