

Special Educational Needs Policy

Updated: September 2020
To be reviewed: September 2022 (or as needed)

Legal Status

Special Educational Needs & Disability Code of Practice January 2015

The objectives in making provision for students with Special Educational Needs (SEN) and how the policy will contribute towards meeting the objectives.

- PHOENIXPLACE School has a specific duty to educate children with SEN.
- PHOENIXPLACE is committed to ensuring the children placed there make progress and achieve well through addressing the details of educational statements and co-ordinating the support work of the LA and other agencies external to the school.

This introductory paragraph is the foundation of the ethos of the school and also informs the policy which will contribute towards meeting the following objectives that are aimed at effectively providing for students with Education, Health, and Care Plans (EHCP) and for those who may not have an EHCP but still require additional education and external support.

Our Commitment

At PHOENIXPLACE;

- All students are welcome and treated and valued equally irrespective of their identified SEN or the way in which it is manifested.
- We welcome all students with SEN as an integral part of the school community.
- The school is committed to providing effective differentiation to offer curriculum and social access to all students.
- We recognise the need to provide individualised educational and curriculum planning and provision to many of our students.
- We acknowledge that some children will need additional support extending to a one-to-one basis on occasions.
- Teaching and pastoral support may be located in areas outside of the main body of the school when relevant to certain individual needs and situations. The school will provide the best individualised support packages possible and these will be reinforced with specialist advice and the explicit involvement of external agencies when appropriate.
- We recognise the importance of early identification of SEN and will work with other providers of services to ensure that the earliest and most appropriate support is offered to a child. This may involve work with other schools and with families before the child is registered to attend PHOENIXPLACE.
- We are committed to working closely with the families of children with SEN. Parents, guardians and carers responsible for the children who attend the school will be respected and valued as partners and communicated and consulted with on a regular basis. They will be fully involved in their child's education, attendance issues and behaviour management.
- The students have a voice that is valued and consulted with both within informal and formal arenas. We recognise that children have a right to be involved in decision making about their education and future and the school looks to work with its students as partners and place emphasis on them taking responsibility for their time at the school.
- We will endeavour to work as efficiently and effectively as possible with all agencies involved with the children. A multi-disciplinary approach to SEN will be adopted and developed by the school at every opportunity.

Coordination of SEN provision

The role of the 'Co-ordinator for Special Educational Needs' (SENCo)

| | | |
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| SENCo | Dershna Patel (<i>Agency</i>) | Qualified Teacher / Qualified SENCo - SENCo Accreditation - (NASENCo) |
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Please contact Mrs Patel in the first instance if you have any concerns about your daughters ISEN, earning and experience at PHOENIXPLACE.

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The SENCo is responsible for:

- Overseeing the day-to-day operation of the this SEN policy and SEN Code of Practice
- Coordinating provision for children with SEN and/or who have been identified as a vulnerable learner and reviewing effectiveness
- Supporting the management and deployment of Learning Support Assistants alongside the Pastoral Manager
- Overseeing the records of all children and updating where necessary
- Liaising with parents making sure parents are;
 - Being involved in supporting/planning your daughter's learning and being kept informed about the support your daughter is receiving and how your daughter is progressing
- Liaising with and advising fellow teachers
- Contributing to the in-service training of staff ensuring that all staff are confident to help all students to achieve their potential
- Liaising with external agencies including the LA's support, health and social services, and voluntary bodies ensuring that we are all working together to achieve desired goals set for each student
- Ensuring that appropriate additional and specific provision is offered so students can achieve outcomes
- Monitoring and evaluating provision for all students and reporting this to the Strategic Advice Panel and to parents
- Monitoring and tracking student progress through schools assessment procedures, IEPs and annual reviews

The Head teacher is responsible for:

- Overseeing the day-to-day management of the SEN policy within the provision
- Allocating and monitoring appropriate resources for SEN
- Ensuring the effective use of the Code of Practice (CoP), especially through professional development and appropriate time allocations
- Monitoring teachers' planning and student achievement
- Reporting to PHOENIXPLACE Strategic Advice Panel on CoP procedures and SEN resourcing regularly

Class teachers are responsible for:

- The teaching and monitoring of all student's in their classes and identifying and reporting any concerns regarding SEN, as soon as possible
- Planning and delivering a differentiated curriculum for all children with SEN to ensure that students are fully included in lessons
- Completing SEN documentation in accordance with the Code of Practice (2014), liaising with the SENCo, parent and child
- Seeking advice and support from SENCo, external experts and colleagues to help them match their classroom provision to the specific needs of the student
- Monitoring progress by keeping annotated pieces of work and/or observations where appropriate
- Planning with Learning Support Assistants to ensure quality provision for students with SEN
- Keeping up to date with SEN information that is published

Learning Support Assistants (LSAs) are responsible for:

Support for student – inc;

- Aiding student/s to learn as effectively as possible both in group situations and individually, inside and outside of the classroom
- Clarifying and explaining instructions
- Motivating and encouraging the student/s
- Liaising with parents with regards to progress
- Assisting in areas of specific weakness, such as speech and language or writing tasks
- Helping student/s to concentrate on and finish work set
- Attending to students' personal and health needs

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- Developing appropriate resources to support the student/s
- Assisting in the management of students' social interactions and behaviour

Support for SENCO & class teacher – inc;

- To assist the SENCo/teacher to develop suitable programmes of support and then carry out the programme, within the classroom or in a withdrawal situation
- To maintain the SEN team's system of recording and monitoring of students' progress
- To provide feedback about students' difficulties and/ or progress to the SENCo and class teacher
- To write reports about the student/s' progress as requested by the SENCo

Support for School – inc;

- To facilitate the sharing of information between local agencies, schools, authorities and other professionals
- To network, advise, support and share best practice
- To assist in whole school staff development and training concerning the teaching and learning of students with special needs and to disseminate outstanding inclusion practices
- To provide guidance and support to other AMs in relation to inclusive practise, teaching and learning

Strategic Advice Panel

PHOENIXPLACE have a team of experienced professionals who have worked in senior positions within education and business who are able to offer advice to and support the provision in its development to provide the best possible education and experience to all students. They are responsible for:

- Ensuring that the best possible provision is made for all students
- Ensuring the integration of all student's within the schools community
- Ensuring that the budget for SEN & vulnerable students is allocated appropriately
- Meeting regularly to discuss the progress of the provision

Staff training

- In accordance with Section 6 of the SEN Code of Practice 2014 our SENCo is a qualified teacher and holds the national accreditation for SENCo
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of PHOENIXPLACE's development plan and annual schedule of Continuous Professional Development (CPD)
- Specialist advice and expertise in relation to assessment and support of individual students will be commissioned.
- Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to the Strategic Advice Panel on the efficacy of these arrangements (including value for money).

The arrangements for coordinating the provision of education for students with SEN.

It is most likely that students referred to PHOENIXPLACE have an educational need or have been identified with difficulties that are affecting their education, so the school takes a whole-school approach to coordinating the response to SEN, which is then managed by the SLT.

Administrative staff are responsible for the upkeep of student files. This includes the setting up of new files containing essential information such as previous school records and original and amended statements of special educational need.

These records are overseen by the SLT who are advised on their accuracy and content by tutors who access the files for a variety of reasons.

Liaison amongst the staff concerning the students SEN takes place constantly and is evaluated several times a week at staff debriefing meetings. These meetings and other information sharing exercises are coordinated by the Head, SENCo, Pastoral team and other members of the SLT.

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Extra support for those students in crisis is organised by the SENCo. A need for extra resources can be brought to the Head teacher/SENCo or SLT, and the matter will then be discussed within the SLT. The directors will be consulted if the school requests additional staffing or other resources from external agencies or funders.

Staff are advised on strategies for meeting students SEN by the SENCo. The SENCo also coordinates external advice and support when appropriate.

What staff will be in place to support my child?

- Qualified Special Needs Coordinator (SENCo)
- Teaching staff experienced with working with students with educational and personal difficulties
- LSAs working under the guidance of the SENCo/Pastoral team and classroom teachers.
- Child Psychologist
- Counsellor
- Speech and Language Therapist (commissioned service)

Further staffing support will be communicated to parents and updated on website.

The admission arrangements for students with SEN who do not have an EHCP, if they differ from the arrangements for other students.

PhoenixPlace - Procedures for Referrals

Our procedures before any students start with us;

RA = Referring Authority - this can be a the students school/provision or the Local Authority

Pre-placement

Referring Authority sends through referral form RA1 or SEN consultation papers for PhoenixPlace to consider

1. Once referral/consultations papers are received a meeting will be arranged to meet with the student, parent/carer and where possible, a professional that knows the student well in a **placement interview meeting** so that we can discuss the students needs in more detail.
2. PhoenixPlace will decide whether student's needs can be met and if a placement can be offered in the year group from this meeting

If a students needs can be met

3. If the students needs can be met and student has an **EHCP**, the school will send an acceptance letter to the Local Authority (LA) - (please note, offer of placement will be passed to the LA's SEN panel for acceptance - this may take additional time and the student will not be able to start until panel has agreed.
4. If the students needs can be met and the student is from a school, the school will send an acceptance letter to the named referrer.

3-day placement window

5. Once placement has been agreed by the RA, there is a **3-day placement window** from this date before the student starts with us
6. In this time the student will need to complete **baseline assessments** (English/Maths/Reading) and parents will need to fill in and complete a **Parent Pack**
7. Also in this time the referring authority will need to complete and sign the **Service Level Agreement (SLA)** and return to us before the student starts.
8. PhoenixPlace will send an acceptance letter to parent/carer

Please note; if PhoenixPlace are unable to meet students needs, a letter outlining reasons will be sent to the Referring Authority.

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The kinds of provision for SEN in which the school specialises.

The school operates in an empathic manner, as possible, to take account of the varied special needs that we may support. PHOENIXPLACE endeavours to work to the best of its ability with children who are disaffected as well as emotionally challenged and recognises that overt behaviour may stem from sources such as 'Aspergers syndrome' and communication difficulties.

The informal approaches of the staff, their pedagogy the curriculum and the environment are all aimed at maximising the inclusion of all the students. All students are educated in small groups with a teacher and a LSA supporting the class.

Some students achieve more whilst accessing individualised timetables and this may involve, for example, a shortened day or one-to-one teaching in a separate area.

Whilst catering for all students the school has high expectations of behaviour and academic effort. If there is persistent breach of school behaviour rules then fixed term exclusion may be sanctioned - this is a last resort however.

Facilities for students with SEN at the school including facilities which increase or assist access to the school by disabled students.

IT equipment is available to facilitate the practical literacy difficulties many of the students encounter.

The school is very well signposted with rule reminders and directions to help students independently orientate themselves. Some of these signs are symbolised or offered in pictorial form.

Many of the staff communicate with the students by offering them dialogue in more than one modality such as over exaggerating facial expression and using evocative body language whilst speaking.

How resources are allocated to and amongst students with special educational needs.

The school works closely with referring authorities and the Strategic Advice Panel to systematically apportion its budget in the most efficient way possible to maximise the benefit to the student.

On a few occasions the school may request additional funding from the LA or social services because of the additional level of support a student with very extreme needs may require.

How students with SEN are identified and their needs determined and reviewed.

Students who attend the school have been identified with SEN previously by the LA or whilst in another school or on role at the 'Pupil referral unit', (PRU). As such PhoenixPlace may not directly be involved with the identification of special needs of the majority of its students.

The staff at PHOENIXPLACE, do however, work directly with families and other stakeholders if it is felt that a student has additional or different needs to those named on the EHCP or to what has been identified. This can lead to the EHCP being updated or requested and/or additional support being requested.

All full time students have an annual review report and meeting every year.

Individual Educational Plans (IEP) are created and referred to which considers all outcomes from the EHCP and target setting required to reach such outcomes.

Student progress and concerns are also monitored and evaluated every half term. Each term a Progress Review & Target Setting meeting is held with students, parents/carers and attended by relevant stakeholders where possible. Actions are decided upon and are then shared with all multi agencies involved with particular students.

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Arrangements for providing access by students with SEN to a balanced and broadly based curriculum (including the NC)

PHOENIXPLACE is committed to providing the best possible differentiated curriculum to meet the very individual needs of its student population.

Much of the core subject teaching is organised to take place within small tutor groups thus adding to a sense of belonging and security.

All students have numeracy, literacy and behaviour targets, which along with PSHE form the 'backbone' of the curriculum. Other subjects are taught to the small well-supported groups in more traditional ways but verbal and written work is always differentiated to the correct level for the individual. Occasionally the best way to offer curriculum access at the correct level is deemed to be on a 1-to-1 level in a separate teaching area.

Short and medium term planning supports the curriculum provision. This combines with detailed 'Schemes of work', (SOW), shared planning sessions and peer observation between groups of staff to ensure broad and consistent curriculum coverage at the correct levels.

Teaching staff have specific subject leadership responsibilities within the curriculum. An important part of this leadership is identifying and purchasing resources that offer curriculum access at the correct differentiated levels to all students.

Subject leaders also carry out curriculum monitoring, checking student's samples of work and teacher's planning to ensure that the schemes of work are completed. The lesson observation timetable operated by the school evaluates and reviews the curriculum on a frequent basis.

Information from lesson observations is collated and acted upon by the senior teacher who has overall responsibility for the curriculum.

Our approach to teaching students with special educational needs;

We believe that all students are entitled to full and equitable access to the National Curriculum where applicable and high quality teaching. Class teachers will therefore:

- a) Set suitable learning challenges and if necessary choose knowledge, skills and understanding from earlier key stages so individual students can make progress and show they can achieve
- b) Respond to students' diverse learning needs ensuring that there is an effective learning environment, suitable strategies to ensure motivation and concentration, provide equality of opportunity through teaching approaches, use appropriate assessment approaches and set targets for learning
- c) Overcome potential barriers to learning and assessment for individuals and groups by using a range of access strategies to ensure high participation of all students'.
- d) Ensure that all students are given the same opportunities and experiences and are included in all that is possible

How we adapt the curriculum and learning environment for students with special educational needs;

- a) In all classrooms, well-planned activities with learning purposes are made clear to all students, differentiated to enable all student's to make progress through accessing the curriculum
- b) A range of organisational settings is used that allow for class, group, collaborative and individual work
- c) A range of teaching styles is offered that include auditory, visual and kinesthetic approaches to enable all students to engage with their learning
- d) All students are expected to achieve the best of their ability

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- e) PHOENIXPLACE focuses on the successes of all student's and celebrates this through the school reward system and assemblies
- f) The participation of all student's is encouraged and valued
- g) Students may be withdrawn from their classrooms e.g. to work individually in order to address a particular need. When this happens, every effort is made to ensure that the student does not miss out on the broad and balanced curriculum to which they are entitled

How students with SENs engage in the activities of the school together with students who do not have SENs.

Students who attend PHOENIXPLACE have been identified as having SEN. In spite of this, all employees and stakeholders in the school community regard them as fully participative members of the school community and society.

Equality of provision and identity are fundamental to the school ethos and the entire school exists on the basic premise that all people are entitled to the same level of respect irrespective of needs, age, gender or ethnicity.

The provision site is all one floor and can accommodate wheelchair access and there are toilet facilities for disabled students

Parents or children who may feel disempowered by physical or cognitive impairment or who may feel anxious about their social status are welcomed wholeheartedly by the school. If parents or carers are unwilling to visit the school then representatives of the school are always willing to visit at home.

How the Senior Leadership evaluate the success of the education which is provided at the school to students with SEN.

The SEN policy is reviewed by the SENCo on an annual basis

The SENCo is part of the SLT team and participates in reviewing evidence collated that refers to the effectiveness of school policy and practice with students identified as having SEN.

The school has an established complaint procedure that aims to deal with all issues in an empathic, sensitive fashion due to the sensitive and emotional nature of the students who attend the school. Confidentiality is paramount and students, parents or others may approach the SENCo, a member of the SLT to raise concerns.

Any arrangements made by the senior managers relating to INSET for staff in relation to SEN.

The school is committed to providing and facilitating attendance at in-service training in all relevant areas of SEN provision.

An annual needs analysis is undertaken to identify individual and whole school training needs.

The role played by the parents of students with SEN.

PHOENIXPLACE depends on successful partnerships with parents and the existence of two-way support and communication between home and school. Many of the expectations that members of this partnership can have are outlined in the home-school agreement that is signed by the parent/ carer as well as a member of the SLT.

The school has an 'open-door' policy that means parents can approach the school at any time if they feel they have an issue or a problem. Meetings or a home visit will always be arranged for a parent at their request. Rooms for meetings are always available and offer comfort and confidentiality.

The school is happy to work with any Parental Support Agencies who are welcome to attend meetings so they can provide advocacy for parents and carers who may feel they need support from outside the school when dealing with certain issues.

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The views of parents and carers are always listened to and treated as an invaluable source of information as to how the school is providing for children with SEN. It is hoped that the policy and practice of the school reflect that it is often the parents who know their children best and have much to offer the school.

Any links with other schools, including special schools, and the provision made for the transition of students with SEN between schools or between the school and the next stage of life or education.

PHOENIXPLACE School actively encourages and promotes the reintegration of students into back into mainstream environments whenever and wherever possible.

Students in years 10 and 11 concentrate on their preparation for exams and their next transition phase of post-16 education or work. Students may have opportunities to access the mainstream in colleges and at work experience placements.

The reintegration back into the mainstream is reviewed by the SLT and discussed with other relevant members of staff and student's school.

PHOENIXPLACE will actively support young people into education, training or employment and will track and encourage its ex-students to be successful in their chosen areas.

Links with child health services, social services and educational welfare services and any voluntary organisations.

The school recognises the importance of the involvement of external agencies in the lives of the students and in contributing to the best practice of the staff. This input is co-ordinated by the SENCo who may suggest to parents and tutors that input is needed or can be approached by the same parties to organise external agency support for a child.

The school will contact and promote active working relationship with social services, the youth offending team, the child and adolescent mental health service, the educational psychology service, the educational welfare service and the local police.

PHOENIXPLACE will encourage students and families to access effectively with other medical, clinical and peripatetic services that offer support to the children and those who work with them.

The school is committed to working with and developing all partnerships with external agencies and service providers.

Policy can be read in conjunction with

- Equal Opportunity Policy
- Curriculum Policy