



Clovelly House School
Stay safe, respect, achieve

SEND Policy

November 2022



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(This Policy has been informed by the SEND Code of Practice 2014.)

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Special Educational Needs and Disabilities Policy

1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25, (2014), 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- The National Curriculum in England KS1 and 2, framework document, Sep 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO, using the guidance developed by NASEN, (2014), in liaison with all education staff members and home managers together with the pupils in the spirit of the current reform.

2. Context

Clovelly House School provides an education service for young people who are in Clovelly House in addition to a number of day scholars from local areas. The service provides for young people from ten to nineteen years old across three sites, the main school site and several annexes attached to care homes. The young people are educated in small groups of up to four in a class and are supported by tutors and classroom support workers where necessary. The main special needs support is for young people who are experiencing learning difficulties with additional support for those young people who are experiencing combined learning difficulties.

3. Aims

This policy informs a practice which aims:

- 3.1 to identify and meet the special educational requirements of young people,
- 3.2 to cultivate an ethos which promotes a creative, sensitive and secure environment which will enable young people with special educational needs to develop a growing confidence in their abilities;
- 3.3 to raise the aspirations of and expectations for all pupils with SEN
- 3.4 to enable each young person to learn and progress according to his full potential:
academically, socially and emotionally leading to better outcomes for all pupils;
- 3.5 to provide access to a broad, balanced and relevant education in line with the National Curriculum;
- 3.6 to ensure that age, gender, race, culture or individual needs do not constrain any educational entitlement;
and,
- 3.7 to encourage residential and therapeutic teams as well as local authorities to form partnerships in order to support the learning process for young people and staff
- 3.8 to work within the guidance provided in the SEND Code of Practice, 2014.

4. Objectives

These objectives support the broad aims of this policy and intend:

- 4.1 to take into account the views of the young people and to encourage them to participate in all decision making, assessment, planning and reviews;
- 4.2 to encourage young people with special educational needs to be independent and to develop strategies for organisation, self-discipline and respect for their own and others' learning;
- 4.3 to support young people to develop and maintain self-esteem;
- 4.4 to encourage all young people to aim for high standards;
- 4.5 to integrate young people with special needs into the school community by making full use of specialist and support staff;



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- 4.6 to encourage positive and constructive attitudes towards young people with special educational needs;
- 4.7 to assist education staff in the identification of and provision for young people with special educational needs as early as possible to enable them to provide appropriate support;
- 4.8 to secure training and the necessary assistance for education staff working with young people with special educational needs;
- 4.9 to monitor the progress of young people with special educational needs by setting appropriate targets, providing support, evaluating outcomes and maintaining consistent records;
- 4.10 to assist Clovelly House School to achieve the highest standards of provision by liaising with relevant external agencies where appropriate;
- 4.11 to operate a 'whole pupil, whole school' approach to the management and provision of support for SEN,
- 4.12 to record, monitor and review the provision at regular intervals and to keep relevant authorities informed of any developments;
- 4.13 to meet the requirements of the Statements, EHCPs issued by the Local Authorities; and,
- 4.14 to monitor and review the policy and whole school provision for young people with special educational needs on an annual basis.

5. Definition of Special Educational Needs

The Code of Practice, 2015, contains the following definitions of SEN:

- a) '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/her':
- b) 'A child of compulsory school age or a young person has a learning difficulty or disability if s/he
 - * has a significantly greater difficulty in learning than the majority of students of the same age, or,
 - * have a disability, which either presents or hinders them from making use of the educational facilities of a kind provided for students of the same age in mainstream schools or mainstream post-16 institutions',
- c) 'For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools...'

Paragraph 5:32 of the Code of Practice, 2015, contains the following definitions based on section 312 of the Education Act 1996:

Special Educational provision should be matched to the child's identified SEN, generally thought of in the following four broad areas of need and support,

- Communication and interaction
- Cognition and learning
- Social, Emotional and mental health
- Sensory and/or physical needs.

Additional factors which are NOT SEN, but may impact on progress and attainment include the following:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a 'Looked After Child'
- Being a child of Serviceman/woman

Approximately 20% of all students will need special needs provision at some point in their school life and should have these needs met. Support may be temporary or permanent.

The views of the student should be sought and taken into account when provision is made.

All students are equally valued and share a right to a broad balanced curriculum which promotes personal development preparing them for increasing independence and responsibility.

A student must not be regarded as having learning difficulty solely because the home language is different from the language in which he is being taught.

Identifying behaviour as a need is not an acceptable way of describing SEN; the school will look at the issues causing the behavioural difficulties.



6. A Graduated Approach to SEN Support

Clovelly House School provides specialist provision for pupils with Social, Emotional and Behaviour Difficulties. All pupils have severe ESB difficulties. The pupils may also have additional SEND. All pupils who have additional special educational needs will be entered on the school SEN register.

The criteria for entering a pupil on the school SEN register will include the following:

1. Information about the pupil received from previous placements and social/education services
2. Information about the previous education provision of the pupil.
3. Baseline assessments undertaken by Clovelly House School during the first twelve weeks of placement.

Teachers in the school will be accountable for the progress and development of each pupil allocated to their class, including where pupils access support from teaching assistants or specialist staff.

Teachers will offer high quality individualised teaching, differentiated for all pupils.

Teachers will hold 'mentoring meetings' for each pupil every half term which will be attended by pupils and home staff. These meetings will be used to hear pupil and carer views and to identify pupils who are at risk of underachieving and to plan strategies and set targets for improvement.

Teachers will be responsible for early identification of additional SEND and will discuss and plan provision with the SENCO. At this stage the decision will be made whether or not to enter the pupil on the SEND register and all education and home staff and the social worker/parents will be informed.

The SENCO and the teacher together with home staff and social services will plan and draw on more specialised assessment from external agencies and professionals if necessary.

7. Managing pupils needs on the SEN register

Every pupil who has SEND will have a different profile, so each child will be offered a personalised package. Formal/standardised assessments will be undertaken termly. All teachers will be responsible for assessing the progress of the pupil using continuous assessment and teachers will write progress reports and pupil reports at the end of every term based on teacher assessments. Teachers will also write comprehensive reports for each child's LAC, (Looked After Child), review every six months. All this information will be used to track the progress of the child and will be referred to in 'Mentoring' meetings care team meetings and reviews. The decision, whether or not the child should remain on the SEN register will remain with the school in consultation with stakeholders. If the pupils' needs are such that additional resources are needed, this will be discussed with the child's placements authorities.

If it is decided that a child has made sufficient progress to be removed from the SEN register, then that decision will be taken by the school in consultation with stakeholders and the pupil. If this decision is made the pupil will continue to be monitored to ensure that the progress made is sustainable, but if s/he continue to experience difficulties s/he may be put on the SEN register again.

8. Supporting pupils and families

Mentoring meetings will be held every half term attended by teacher, pupil and carers. This will be to get pupil/carer views and to set targets to facilitate progress for the child. In addition, carers will be invited to open days and special events at the school to view the progress of the pupil. External agencies and parents may attend reviews and will receive six monthly reports about the child.

Parents and carers will have their views represented at Review meetings and are welcome to make an appointment to visit the school at any time which is considered convenient.

9 Supporting pupils at school with a medical condition

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. If the medical needs are disabling, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have a Special Education Needs Statement or an Education, Health and Care Plan which bring together health and care needs and as well as their special educational provision and the SEND Code of Practice, (2014), is followed.

Where possible, all staff members will have training in the specific medical needs of particular pupils.



10. Monitoring and evaluation for SEND

All teaching staff in the school will undertake regular assessments to monitor the progress of the pupils. The Head of School will monitor the quality of provision offered to all pupils through regular lesson observations and scrutiny of pupil's work. Pupil views will be sought in school meetings and mentoring meetings. Carer/parent and pupil views will be sought at review meetings.

11. Training and Resources

Clovelly House School is an EBD special school and pupils are placed by social services and local authorities across the country. Pupils are taught in small classes and staffing costs are budgeted within the staffing framework. The school is well-resourced to work with pupils with SEN, however, if there are exceptions then the escalation in costs will be discussed with the placing authorities.

The training needs of staff are identified according to the needs of the cohort. If additional needs are identified, then the school will source internal or external training providers to cater for specific training needs.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the schools' SEND provision and practice and to discuss the needs of individual pupils.

The Principal regularly attends meetings with Leicestershire Heads in order to keep up to date with local and national trends in SEND.

12. Roles and Responsibilities

The Principal, Jennifer Collighan, will take responsibility for Safeguarding across the schools, managing SEN and medical needs and sourcing LAC funding. All teachers and support staff are trained in safeguarding and to work with pupils with SEND.

The Principal will be supported by the Head of School to manage safeguarding and SEND needs.

The safeguarding officer for the school is Hayley Smitham-Hopewell who further supports SEND.

The newly appointed SENCO, Neil Robinson, will be responsible for provision for children with special needs.

The Curriculum and Examinations Officer, Aida Lockton, is responsible for ensuring that children with SEND have access to a high quality, personalised curriculum and appropriate examinations routes.

The Equalities Officer, will ensure that children with SEND have equal rights to all facilities and options provided by the school.

Teachers are responsible for planning an appropriate curriculum and delivery of high-quality teaching and assessment to plan for all pupils including those with SEND.

Teaching support workers are responsible for ensuring that procedures and support for children with SEND are implemented.

13. Storing and Managing Information

Information regarding the SEN needs of all pupils will be managed and stored in line with the school policy on Confidentiality and Information Management. Pupil files will be kept in a locked office in the staff room and pupil records which are moved from the site will be transferred in a locked box and secured at the new site as soon as possible.

14. Reviewing the Policy

This policy will be reviewed annually or in line with changes in legislation. The policy will reviewed in consultation with managers, pupils and all staff.

15. Accessibility

Statutory Responsibilities

* The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

* Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area. This includes plans for access to



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examinations

- * Accessibility plans and strategies must be in writing.
- * The school staff constantly monitor pupil needs to identify and remove barriers to learning.
- * Because of the high levels of personalised learning across the schools, targets, strategies and outcomes will be adapted to the current cohort at the time and will be individualised.
- * The school will increase and promote access for disabled pupils including providing g access to leisure activities, after school clubs and school visits.
- * The school has different levels, but, if necessary, the school has funds in place to purchase a ramp to support wheelchair use.
- * The school is able to support visually impaired pupils through enlarging print and purchasing resources in larger print.
- * Parents who wish to contact staff can phone the school number and leave a message. AS soon as is possible, staff will return the call and may arrange for parents to come in if necessary.

16. Dealing with Complaints

The school has a complaints policy and procedures. This document is available in hard copy or online on the organisational website. Parents and carers are available to contact the Head teacher or the school at any time to discuss a complaint and to request information about the complaint's procedure.

17. Bullying

At Clovelly House School the School Behaviour Policy details steps taken to ensure they mitigate the risk of bullying of vulnerable learners in the school. This is done by close supervision of learners, by monitoring and reviewing interactions between pupils, by direct work with pupils and by putting consequences in place for unacceptable bullying behaviour.

All staff members have regular updated training in child protection in order to ensure that all children, including vulnerable pupils with SEN are safeguarded and protected from harm.

School staff members work closely with home staff to ensure that a wrap-around approach is used to counteract bullying at school.

18. Accountability

The SENCO at the school will be responsible for ensuring that any funding which is allocated to the school specifically for Special needs provision will be accounted for. Such funding will be allocated to provision of resources or provision specifically for the child for whom it is allocated. This funding will be accounted for at the annual review of the EHCP, the PEP meetings, and/or directly to the Local Authority if requested.

See also: Clovelly House School 'Curriculum Policy'

Clovelly House School 'Teaching and Learning Policy'

Clovelly House School 'Behaviour Management Policy'

Clovelly House School 'Subject Policies'

Clovelly House School 'Inclusion Policy'

Clovelly House School Policy on 'Confidentiality and Managing Information'

'SEND Policy', DfE, 2015