1

TWEENDYKES SCHOOL

SEND INFORMATION & POLICY

Date of Original Policy: June 2016
Review Date: June 2018
Reviewed January 2017

1. **SEND information**
2. **Overview**
3. **Aims**
4. **Access to the Curriculum**
5. **Educational inclusion**
6. **Pupil voice**
7. **Parental involvement**
8. **The role of parents**
9. **The role of school staff**
10. **The role of the governing body**

1. SEND INFORMATION

Definition of Special Educational Needs (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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or
b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

SEND Code of Practice 2015

Definition of Disability

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

Identification and assessment of pupils with SEN

a) The majority of pupils enter the school with an EHC plan
b) A small minority of pupils (under 5s) may enter the school on an assessment place
c) On entry to school we carry out appropriate assessments.
d) Where required we liaise with other professionals including SALT, educational psychologist, physiotherapists, occupational therapists to provide additional assessment information.

Arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. This includes opportunities to work with parents and young people as part of this assessment and review.

This assessment is reviewed regularly, which helps ensure that support is matched to need, barriers to learning are identified and that a clear picture of the interventions is put in place.

Special Educational Needs for which provision is made

Tweendykes school currently supports children who have a range of special educational needs (SEN). The Code of Practice 2015 describes four broad areas of SEN:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.

3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all of the above, with but especially SLD, ASD and PMLD.

The school has developed links with its collocated school, Winifred Holtby, and with other schools within the HET academy trust to ensure pupils may also engage in a range of activities with their peers. Further links to schools include the HET academy trust school council.

Tweendykes school is supportive of the development of the local offer and of services for pupils with SEND locally. The school is committed to providing school : school arrangements to support mainstream partners.

2. OVERVIEW

"Special educational provision…should start with desired outcomes"
(SEND Code of Practice, 2015)

Introduction

Tweendykes provides a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's' diverse learning needs.

Our school recognises the importance of social communication skills and the school places particular focus on pupils' development in this area.

Teachers take account of pupils' special educational needs and make provision where necessary to support individual or groups of children and thus enable them to participate effectively in curriculum activities.

Tweendykes is an inclusive school and takes action to remove barriers to learning, making reasonable adjustments, wherever possible.

Pupils will have special educational needs throughout their school career, this policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of difficulty experienced by the child.

All pupils at the school have been assessed by the Local Authority and will have an Education Health and Care Plan or be in the process of receiving one. If a pupil has not yet received their EHC they will be offered an assessment place until such time as their statement arrives.

Our school recognises the importance of collaboration and person-centred planning, notably taking account of the views of the child and their parents when planning outcomes.

3. AIMS

2.1 The aims of this policy are;-

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are routinely identified and assessed and provided for;
- to exemplify person-centred practice and make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum.

4. CURRICULUM

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement

Our school's curriculum takes note of person-centred planning principles by recognising the learning priorities identified by pupils, parents, school staff and other professionals through outcomes planning.

Individual Education Plans (IEPs) are used for all pupils. By breaking down outcomes into finely graded steps, we ensure that children experience success. Pupils in the 6th form have Personal Learning Plans (PLPs). Teachers set targets which are deliberately ambitious.

Our curriculum aims to support pupils make a successful transition into adulthood. Alongside personalised learning as defined by the outcomes in education, health and care planning, the curriculum also focuses on three main pillars: communication, basic skills and PSHE.

We recognise that pupils' learning needs to be presented in a way that is developmentally accurate to their level of development.

Our school understands that engagement is crucial in supporting pupils' understanding and as such the school offers a thematic curriculum to ease access and to spark interest in learning.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

5. PROVISION

"Schools should take action to remove barriers to learning"
(SEND Code of Practice, 2015)

The provision outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

a) The school closely monitors the progress of all our pupils. The effectiveness of the provision pupils is evaluated by ensuring that all pupils make good or better progress. This will be reviewed termly by class teachers in collaboration with parents, the heads of phase and the pupils themselves. Provision is evaluated on an ongoing, formative basis and reviewed summatively at a pupil's review of their Education, Health and Care plan.
b) It should be noted that in exceptional circumstances some pupils do not make progress due to complex medical needs. For these pupils who evaluate the quality of their educational provision in terms of the pupils health, well-being and enjoyment.
c) We use a range of interventions to support our pupils. These interventions are selected and applied on a personalised basis.

Through appropriate curricular provision, we respect the fact that children

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Staff respond to children's needs by;

- providing support for children who need help with communication, language and literacy;
- evaluating the effectiveness of the provision made for children and young people in the school;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their behaviour and take part in leaning effectively and safely;
- helping individuals to manage their learning , particularly trauma or stress, and to take part in learning.

School staff receive a high level of ongoing training and demonstrate a high degree of expertise in their care, support and teaching of pupils with a broad range of needs. This policy outlines the importance of correct, efficient, fluent use of teaching strategies, tailored to support individual pupils.

Pupil transitions, whether from other schools to Tweendykes, or internally, are handled sensitively and take into account a great number of contextual variables that can play a large part in supporting a pupil's transition. Class teams work hard to gather the information they need to make sure that pupils joining their classes can get off to a good start. Liaison with previous staff, along with other professionals and the pupils' parents help make sure the provision arrangements are identified.

We aim to be outward looking, up to date and innovative in our approach and operate a highly effective professional development programme for all staff including teachers, teaching assistants and support staff on special educational needs. Staff seek training from outside support agencies when necessary.

The school takes action to remove barriers to learning and actively promotes staff to employ an enquiring mind-set when working with our pupils. Tweendykes recognises the importance of finding out about how our pupils learn and making valued professional judgements, so that we may best support their learning.

Quality first teaching, alongside high quality, personalised support for learning form the bedrock of the school's provision.

Pupils' provision is based upon the adaptations they require to learn effectively. Reasonable adjustments may be identified through person-centred planning means, when discussing outcomes, for instance. Provision may also be identified more broadly for a wider group of pupils through school improvement planning.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

The school provides opportunities for pupils to take part in lessons and activities in mainstream schools, where suitable. Senior pupils are able to access learning resources and facilities within Winifred Holtby including swimming, sports, science and design and technology.

Pastoral support arrangements are in place to support pupils with emotional and social development. Wider arrangements are in place to support Early Help work with families.

We use the following local support services on a needs-led basis:

- Educational Psychologists
- Speech and Language Support Agency
- CTLD (nursing team for children with learning difficulties)
- Public Health Nursing Team
- National Autism Society
- IPaSS – Integrated Physical and Sensory Service (Visual/Hearing/Physical)

- Social Care Team
- Children's Centres
- Rowan Centre – Home Education Support
- Kids – Parent Partnership
- Cruze / Dove House Bereavement Support Team
- Sibling Support Services – Barnardos
- Sensory Integration Therapy - Barnardos
- Traveller Education Team
- Police

Links to all of these can be found in the Hull Authority Local offer.
https://www.connecttosupport.org/s4s/WhereILive/Council?pageId=774

PERSON CENTRED PLANNING

"Person centred planning is a process of continual listening, and learning; focused on what is important to someone now, and for the future…" (Helen Sanderson Associates)

6. Pupil voice

The school places significant importance on pupils' capacity to communicate in order to stay safe, express their views and understand information.

Ensuring pupils' representation is of significant importance to the person-centred planning process. Tweendykes seeks the views of pupils routinely and at regular intervals to support their representation at meetings involving them or about them.

Where possible pupils are supported to give their views either verbally or in writing. Where this is not possible school staff aim to work alongside parents to ensure that the child's wishes are clearly represented, through photos or observations for instance.

7. Parental involvement

At all stages of a pupil's time at Tweendykes, the school keeps parents fully informed and involved. We take account of the wishes and feelings and knowledge of parents. We encourage parents to make an active contribution to their child's education.

Ensuring parents' views of key areas for development is of significant importance to the person-centred planning process. Tweendykes seeks to gain the views of parents of pupils in school and is committed to supporting parents in planning for outcomes. The school works alongside parent partnership organisations to support this aim.

Tweendykes recognises the significant contribution parents can make to the education of their child and as such the school seeks to work in full partnership with parents.

The school has an active parent partnership committee which provides a wide range of opportunities for parents to come into school, develop skills and to meet other parents. The

committee also ensure that information given to parents is easily accessible, including through the school's website

Tweendykes seeks to ensure a speedy resolution to any grievance or query that parents may have and welcome parent views on this matter.

ROLES

8. The role of parents

Tweendykes seeks to work in partnership with parents and is supportive of parents' involvement in person-centred planning processes. Parents play a critical role in defining what a pupil's learning outcomes are.

Parents must act in the best interest of their child and recognise the voice of their child when identifying learning outcomes.

As the majority of our pupils have EHC plans we encourage parents/carers to be as fully involved as possible in the forming and review of their child's plan.

9. The role of school staff

School staff act in the best interest of the pupils and provide teaching and learning that aims to support the pupil in their progression towards adulthood.

School staff are committed to partnership working and the role of collaboration in their work.

School staff have enquiring minds which help find out more about how the pupils learn and how they may be supported to learn better.

School staff keep parent/carers up to date on their child's progress and outcomes in a number of ways:-

a) Liaison with the class/form teacher informally
b) Copies of their child's Individual Education Plan (IEP)
c) Informally through home school diary, photographs , and annotated work
d) Parents Open Mornings when advice and support in helping their child at home can also be given.
e) Formal review of their child's progress with class teacher and member of senior leadership team (SLT)

During meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

We have a team of staff in school led by our Special Educational Needs PA (SENPA) who guides parents and pupils through the transition process.

All children with special educational needs will require support and planning when they transfer between key stages from 0-25. We support as far as possible transfers to other placements and place high level of importance in securing and supporting the best possible placement for our young people when they leave school either during or at the end of KS 5.

10. The role of the governing body

The governing body does its best to secure the necessary provision for all pupils at the school. They will consult with the LA to ensure that appropriate provision is provided for the pupils in terms of access to the building, and the curriculum.

Complaints about SEN provision within the school are first dealt with by the phase leader during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved. Further information regarding the school's complaints procedure can be found on the school's website.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

Contact details of the SEN co-ordinator:

SENCo name:

Berni Moorcroft

Pierre Fenner

Contact Telephone number: 01482 631286

Email:

moorcroft.B50@tweendykes.hull.sch.uk

fenner.p@tweendykes.hull.sch.uk

Further guidance

Special educational needs and disability: A guide for parents and carers

https://www.gov.uk/government/publications/send-guide-for-parents-and-carers

Council for disabled children

https://councilfordisabledchildren.org.uk/resources-and-help/im-parent