SEND POLICY

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Purpose

Stafford Hall School adopts a 'whole student, whole school approach' to the management and provision of support for special educational needs. All staff work to ensure inclusion of all students. The school is committed to ensuring that students with special educational needs can fulfil their potential and achieve optimal educational outcomes. In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

1. For children aged two or more, special education 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For children under two years of age, special educational provision means educational provision of any kind.
2. A child under compulsory school age who falls within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
3. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Special Educational Needs from the Special Educational Needs and Disability (SEND) Code of Practice: for 0-25 years (2014):

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:
- *have a significantly greater difficulty in learning than the majority of others of the same age; or*
- *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 post16 institutions.*
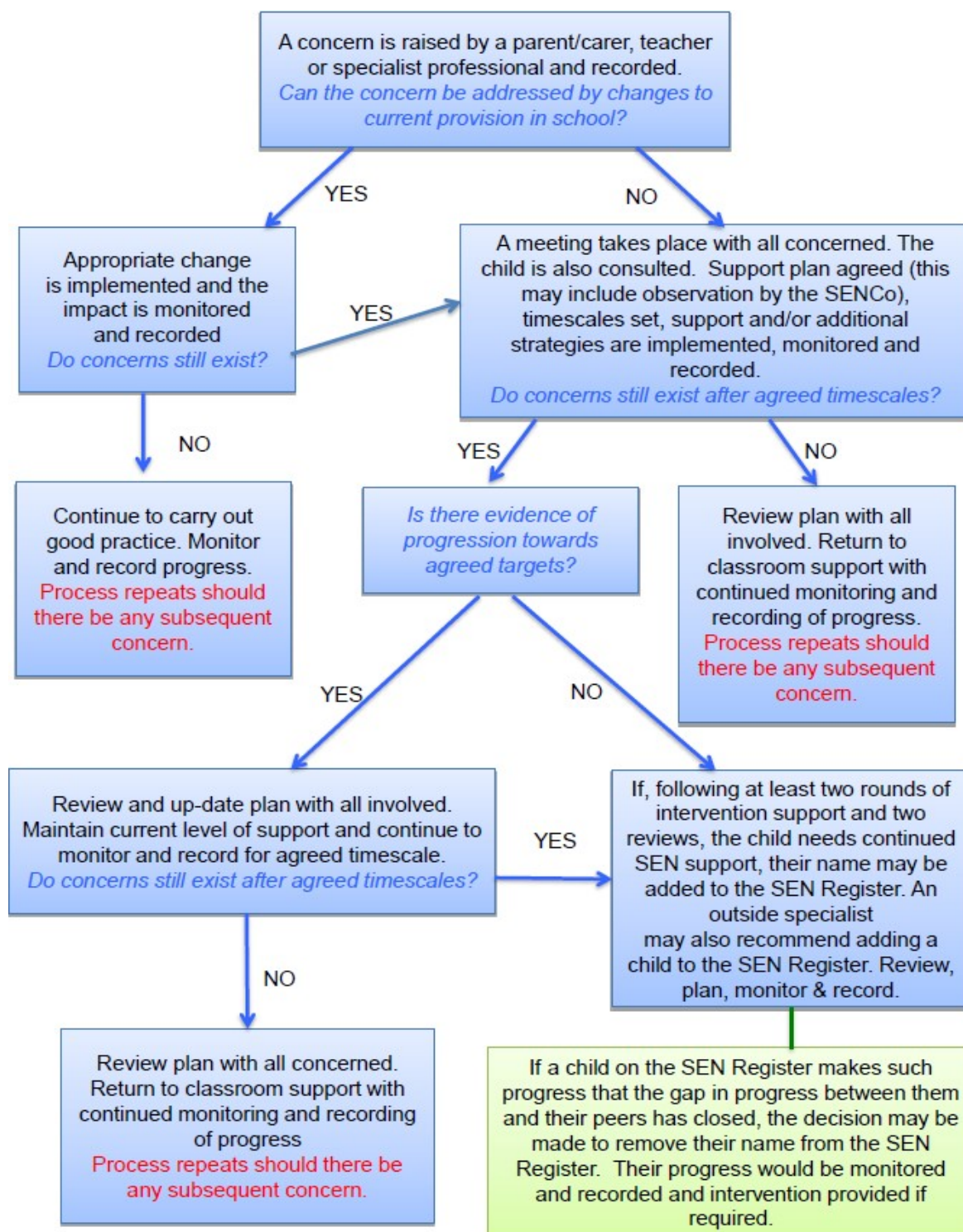
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The 2014 SEND Code of Practice outlines four areas of special educational need that include a range of difficulties and conditions:

Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical
Autistic Spectrum Disorder (ASD) Speech, Language and Communication Needs (SLCN)	Attention deficit hyperactivity disorder (ADHD) Moderate Learning Difficulty (MLD) Profound and Multiple Learning Difficulty (PMLD) Severe Learning Difficulty (SLD) Specific Learning Difficulty (SpLD) Dyscalculia/Dysgraphia Dyslexia/Dyspraxia	Adjustment Disorders Anxiety Disorders Obsessive Compulsive Disorder ('OCD')	Hearing Impairment (HI) Visual Impairment (VI) Multi-Sensory Impairment (MSI) Physical Disability (PD) Medical Needs

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STAFFORD HALL
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What happens if a student experiences difficulties?

A concern is raised by a parent/carer, teacher or specialist professional and recorded.
Can the concern be addressed by changes to current provision in school?

YES

NO

Appropriate change is implemented and the impact is monitored and recorded
Do concerns still exist?

YES

A meeting takes place with all concerned. The child is also consulted. Support plan agreed (this may include observation by the SENCo), timescales set, support and/or additional strategies are implemented, monitored and recorded.
Do concerns still exist after agreed timescales?

NO

Continue to carry out good practice. Monitor and record progress.
Process repeats should there be any subsequent concern.

YES

Is there evidence of progression towards agreed targets?

NO

Review plan with all involved. Return to classroom support with continued monitoring and recording of progress.
Process repeats should there be any subsequent concern.

YES

NO

Review and up-date plan with all involved. Maintain current level of support and continue to monitor and record for agreed timescale.
Do concerns still exist after agreed timescales?

YES

If, following at least two rounds of intervention support and two reviews, the child needs continued SEN support, their name may be added to the SEN Register. An outside specialist may also recommend adding a child to the SEN Register. Review, plan, monitor & record.

NO

Review plan with all concerned. Return to classroom support with continued monitoring and recording of progress
Process repeats should there be any subsequent concern.

If a child on the SEN Register makes such progress that the gap in progress between them and their peers has closed, the decision may be made to remove their name from the SEN Register. Their progress would be monitored and recorded and intervention provided if required.

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1. **EHCP**

   Most of the students at Stafford Hall School, have an EHCP or are undergoing assessment for one. Before a student joins our school, their EHCP is carefully examined, to ensure we are fully able to meet the special educational needs and disabilities of every student. Stafford Hall School is committed to inclusion and aims to provide equality of opportunity for all students. All teachers are teachers of children with special educational needs.

Identification
Early identification is vital. Children with SEN may be identified through parental information, information from other teachers and teaching assistants in the class, or through referrals from outside agencies.

Initial concerns voiced by the Class Teacher are recorded on an SEN referral form. This involves describing the nature of the concern and strategies implemented already by the Class Teacher to support the child. The SENCo will carry out an observation of the child. After the observation a meeting will take place with the child's parents and class teacher to discuss strategies in order for the child to make greater progress.

Assessment
Early intervention is very important. Our approach to assessment of need involves observation of the child in all normal setting situations, liaison with parents/carers and some standardized testing if we feel this is appropriate to both the age of the child and the difficulties they are experiencing
Curriculum records kept by the Class Teachers provide a profile of a child's learning and highlights areas in which a child may be experiencing difficulty.

Provision
The setting in line with the Special Educational Needs and Disability Code of Practice 2015, adopts a graduated response (delivered through the Assessment, Plan, Do, Review cycle) in order to support children with SEN. Parents knowledge, views and experiences are highly valued and parents are involved at all stages. If the setting feels it is necessary to consult with other agencies or professionals, parents are consulted and consent requested before any action is taken.
High quality teaching, appropriately differentiated tasks for individual children, is the first step in responding to special educational needs.

The EHCP and IEP Process- All students who attend Stafford Hall School, have an Individual Education Plan (IEP), which is a shorter version of an EHCP, which contains information regarding the individual. Such information includes likes, dislikes, support required in lessons, areas of strength and areas of development, behaviour triggers and de-escalation techniques; and the EHCP long term outcomes. Every member of staff will be required to read the IEP of a new student before they join. The school SENCo creates an IEP for all new students and gives this IEP to staff at least one week before the student's first day. This is to allow staff time to read the IEP, and amend planning accordingly. IEPs are kept by all members of staff, in their planning files. SMART targets are created from the IEP targets, which derive from the EHCP outcomes. IEPs will be reviewed a minimum of three times per year, at the end of each academic term. However, sometimes, IEPs (like EHCPs), may need to be amended more frequently.

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Request for an Education, Health and Care Plan
- When a child has demonstrated significant cause for concern over a period of time through SEN Support a request for an Educational, Health and Care Plan may be sought from the LA. At this stage strong support from an outside professional particularly the Educational Psychologist is vital.
- A child will be brought to the LA's attention as possibly requiring an assessment through a request by: the setting, a parent, another professional/agency.
- A weight of evidence gathered through the SEN support and SEND support procedures will be submitted to assist the LA to determine whether an assessment is the appropriate next step.

Education, Health and Care Plans (EHCP)
- Once all the advice requested for the assessment has been received, the LA will make a decision whether to draw up a plan.
- If an EHCP is granted and depending on the nature of the special needs, it may generate additional funding in the form of a Personal Budget
- The Head Teacher of the school is legally responsible for ensuring that any funding provided through the EHCP is used for the named child.
- The special educational needs prescribed in the EHCP will be addressed and met.
- All children with EHCPs will have short term targets set out in an IEP.

Annual Review Of Education, Health and Care Plans
- Annual Reviews will take place in accordance with the Code of Practice. All those individuals involved with the child's development will be invited to the review. In the case of a child transferring to another school, the Learning Support Coordinator from the receiving school will be invited.
- Wherever appropriate, the child will be actively involved in the review process.
- Each Annual review will generate target-setting.
- A programme of transition will be planned between the present setting and the receiving setting if appropriate.
- Any change in the child's needs, will trigger a review meeting at the earliest opportunity.

Arrangements for monitoring individual progress
- At each stage, the SENCo, together with the relevant teacher(s) ensures SMART (Smart, Measurable, Achievable, Realistic and Time Related) targets are set for children with SEN. These targets together with the teaching strategies used to support the child form part of an IEP that is monitored and reviewed by the SENCo, Parents, Class Teacher and other Support Staff at least once a term. Clear records are kept of the outcomes with details of further action to be taken.
- Within the setting, in-depth and frequent liaison between the SENCo, Class Teachers and Subject Associates ensures all adults working with a child have a thorough understanding of the child's needs.
- Regular liaison between the SENCo and external agencies/professionals ensures we have up to date information about a child.
- Visits to the setting by other professionals, enables us to increase our expertise delivering individual programmes and assess progress.

Information regarding training for staff
The Head Teacher and the SENCo have responsibility for the co-ordination of the in-service training of staff with regard to SEN. Whole school training is delivered where and when appropriate.

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2. Interventions

Interventions are small group or one-to-one activities that are set up to address a specific area of difficulty that a student is experiencing.

The class teacher oversees the progress and development of the student no matter who is leading the intervention. Each intervention has a distinct purpose and works towards very specific targets or outcomes. The following is a selection of the interventions that could be used in our department:

3. Social Skills

Good social skills enable us to know what to say, how to make good choices, and how to behave in diverse situations. The extent to which student possess good social skills can influence their academic performance, behaviour, social and family relationships.

There are 7 areas that are commonly worked on:

1. **Basic non-verbal skills**, eg facial expression, gestures, posture, eye contact
2. **Non-verbal responses**, eg social distance, fidgeting, appropriate smiling & laughter
3. **Voice quality**, eg tone & pitch, volume, speed, clarity
4. **Quality of speech**, eg amount spoken, hesitations & pauses, speed of response
5. **Content of speech**, eg repetitions, interruptions, interest content, relevancy of contributions
6. **Listening skills**, eg personal experiences related appropriately, relevance of feedback to others, ability to acknowledge, summarise & reflect on what others have said
7. **Basic conversation skills**, eg length of reply to questions, content of information given, initiating conversation

During one block of social skills intervention sessions a maximum of 2 or 3 areas would usually provide the main focus for the planned activities. The sessions use positive strategies to emphasise the required behaviours through a variety of activities and include modelling, coaching and roleplaying.

4. Speaking and Listening Skills

This intervention supports students in developing spoken communication skills that they may not have automatically have. There are many behaviours and skills that may be covered but they could include:

5. Speaking
- To be respectful of others
- To be purposeful and clear
- To use appropriate vocabulary
- To use body language well
- To speak with confidence and fluency

6. Listening
- To show respect and focus on the speaker
- To be able to pick out the main points
- To know when and how to interrupt

- To make supportive comments
- To be able to reflect back what was said

Verbal reasoning may also be covered. This refers to the student's ability to move away from the concrete to more abstract thought. For example, a student may be able to respond to questions such as 'Who?', 'What?', 'Where?' but struggle with 'Why?' 'When?', 'How?'

In addition, oral sentence construction may be covered for those students that need this type of support. Specific areas such as plurals and opposites may be covered as necessary or may be included in Speech and language Therapy follow up sessions.

7. Specialist Literacy Support, including Dyslexia

This support is for students who are unable to make good progress despite strong Quality First teaching strategies being employed in the classroom and additional Literacy input with the class teacher and Teaching Assistant support. They may have dyslexia or dyslexic traits. A feature of the support is that the specialist TA delivers a personalised programme that focuses on specific gaps in the student's Literacy skills that are found through assessment, eg visual or auditory difficulties, particular spelling gaps, specific reading skills, reading strategies.

Teachers have a responsibility for maximising the inclusion, achievement and opportunity of vulnerable learners. Specifically, all teachers are teachers of pupils with special educational needs and those vulnerable due to other factors. All staff are aware of their responsibilities towards vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Class teachers have responsibility for:
- Teaching the range of students within their class effectively across the curriculum.
- Identifying students who are causing concern, who are vulnerable or who may have special educational needs.
- Using differentiation for students within their class to cater for differing abilities.
- Recording student's progress and identifying next steps.
- Planning additional strategies and interventions and detailing these on a class provision map; regularly evaluating their impact on student learning and wellbeing.
- Completing relevant documentation in conjunction with the SENCo.
- Keeping parents informed of their child's progress, working collaboratively with them in setting targets and identifying any actions to be taken, including how to support their child at home.
- Referring to relevant data about students to plan challenging lessons with appropriate support.