



SEN Policy

Policy Version Control

Version history see Annex A errata for details

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Approval: A Godfrey (Chair of Board)


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Once issued, as a minimum this document shall be reviewed on an annual basis by the originating team/function. To enable continuous improvement, all readers are encouraged to notify the author of errors, omissions and any other form of feedback.

Our Vision Statement

At North View Academy Trust we aim to secure the best for all pupils as individuals. This approach means that every effort is made to promote a positive school environment in which a belief is instilled in all children that they can achieve. **Our purpose is to create a positive school ethos where children are happy and enjoy school life. Each individual feels valued in their journey to become independent learners.**

Our Values

- ❖ To provide a safe and secure environment in which children with SEMH/ASD difficulties can access a broad and balanced curriculum and enjoy a positive learning experience.
- ❖ To support children to develop appropriate behavioural, social and emotional skills on which a sound basis is established for the development of self-confidence and self-esteem.
- ❖ To encourage an enthusiasm for life-long learning.
- ❖ To value and respecting each member of the school community.
- ❖ To celebrate success and achievement throughout the school.

This policy is written in line with the requirements of:

- ❖ Children and Families Act 2014
- ❖ SEN Code of Practice September 2014
- ❖ The SEN Information report regulations 2014

This policy should be read in conjunction with the policies of North View Academy Trust.

Definition of Special Educational Needs (SEN) as taken from Section 20 of the Children and Families Act 2014.

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

North View Academy Trust is committed to providing a safe, secure, understandable and highly consistent setting for children whose behaviour has necessitated their removal from mainstream or other special school provision.

Most pupils have statements of special educational needs and as a school we attempt to meet those needs through highly individualised teaching, clear and easily understood behavioural boundaries and structure and close relationships between staff and pupils. **Those pupils who do not have a statement of special educational needs attend North View on an assessment placement. We then contribute to evidence required in the review process.**

Our Provision - North View Academy Trust

North View Academy Trust is a specialist primary provision for children with social, emotional and mental health difficulties. Since September 2015 it has also been given primary ASD designation. Many pupils have complex needs and have additional difficulties such as speech, language and communication and/or medical needs. Every aspect of the provision is designed to meet the specific needs of each individual in our care.

SECTION A – Special Educational Needs at North View Academy Trust

At North View Academy Trust we aim to provide the best outcomes and opportunities for our learners. We work hard to support our children in overcoming barriers to achievement and aim to widen their experiences.

1. Our objectives:

- To promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive.
- To create enthusiasm in learning amongst children and belief that they can become independent learners.
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow as well as an acceptance that their *behaviour has caused their admission to the school.*
- To develop skills in identifying children with learning problems and construct suitable programmes of work.
- To be proactive in developing links with outside agencies who may offer alternative or additional expertise.
- To provide a programme of support and referral that will enable children to receive the additional help they need quickly and effectively.
- To use appropriate resources to develop the potential of all children with SEN.
- To use specific SEN budget to enhance resources as well as for diagnostic and assessment materials.
- For most pupils inclusion to mainstream is the aim, though, there will always be some children who require a special school setting.
- Ensure all children access a broad and balanced curriculum suited to their needs.
- To consider inclusion in mainstream schooling on an individual basis.
- To develop knowledge and understanding of SEN issues through individual, group and whole school INSET as part of continued professional development.
- To inform parents of the needs and the progress of their child and to work in partnership with them.

2. How we aim to meet these objectives:

- To celebrate diversity and value all achievement.
- To develop positive relationships with children.
- To offer specific programmes and specialised support to allow the development of emotional self-regulation and pro-social skills.
- To closely track and monitor the progress of pupils thereby allowing the identification of pupils in need of additional support early.
- Intervention programmes for those children in need of additional support.
- To use support staff/TAs effectively and flexibly throughout the school.
- To work with mainstream primary settings to inform targeting and assessment.
- Teaching and learning that is adapted to meet the needs of each individual. We follow the SEND Code of Practice 2014 graduated approach with regard to the identification and review of pupils with special educational needs:

The four key actions are:

Assess
Plan
Do

Review

- Small class sizes offering more individualised support from experienced staff where necessary.
- To forge positive links with secondary settings to manage transition successfully.
- To work closely with parents and external agencies as well as the child regarding SEN statements and Education Health Care Plans (EHCP).
- To forge positive relationships and therefore work effectively with different agencies.
- To participate in research projects to develop understanding and knowledge in working with SEN effectively and working co-operatively with outside agencies.
- To be committed to self-evaluation and respond to feedback.

SECTION B: Accessing a full curriculum.

- Children access a full and varied curriculum that is differentiated to meet their needs.
- Children have access to a range of resources to support their learning and enable progression.
- A range of teaching styles are incorporated to engage all children.
- Children are encouraged to become independent learners
- Praise and encouragement are used to develop enthusiasm and instill determination.
- Achievements and successes are celebrated in the classroom and throughout the school in the Good Book Assembly and the subsequent Star of the Week display.

SECTION C: Education Health Care Plans (EHCP)

A statement of special educational needs is reviewed annually. A review can be called at any time by the school, parent or an LEA. Some weeks are needed to allow reports to be compiled so the school sets a date of the review and requests parental views and a report from the class teacher. A representative of the LEA will be invited if it is anticipated that a change of provision may be sought. If re-integration might be an option, a representative from the appropriate school will be invited. An educational psychologist may attend if a report has been sought. Similarly, a representative from Health or CAMHS will attend if there has been a referral to the School Medical Officer.

The outcome of the review meeting will be sent with all the papers to the Special Needs Section at the LEA.

Resources

We accept a variety of means of recording and providing specific aids to learning. We assess written material for suitability of reading level and provide differentiated learning resources as necessary. We organise our classrooms to ensure access to resources is appropriate to all children's needs.

The school recognises the need to provide the maximum amount of assistance for children with SEN given budgetary limitations. Teaching assistants are provided in each class and individual teachers undertake to deploy any such assistance in the most beneficial way. We aim to remain as flexible as possible in meeting the differing needs of the children and use assistants in the most appropriate way. For example, an extra assistant is employed to cope with an individual child, assistants moving to experience different age groups or even to supporting another class on a temporary basis.

SECTION D: Parent and pupil views

One of the underlying principles in the New Code of Practice was to involve children, parents and young people in decision making and greater choice thereby giving young people and parents over their support.

At North View Academy Trust we recognise the importance of effective communication between teachers and parents. Daily contact is maintained between home and school via a home/school diary which allows parents/carers to follow each child's school day whilst also offering them the opportunity to record any comments. Parents are kept informed of their child's progress at every stage and are welcomed into school. There are open evenings offered each term providing the opportunity for parents to discuss their child with both the teacher and the teaching assistants working closely with their child, whilst also allowing them the chance to visit the classroom, observe display work and look at their child's work. We use questionnaires to inform evaluation of the effectiveness of our provision. We also encourage any visitor's, parents included, to record their views following a visit to the school.

Parents/carers and pupils contribute to the annual reviews. We work with parents to arrange appointments at times that are convenient, offering as much flexibility as possible. Parents whose children are involved with the CAMHS professionals attend parenting groups and issues are addressed

Complaints

All parents are entitled to see the special needs policy on request. Should any parent be dissatisfied with the school's effort on behalf of their child, they will be invited to discuss any issues with the Class Teacher and SENCO. They can then be referred to the Head Teacher so that the situation can be investigated and if necessary improved.

A member of the Governing Body of the school is named as having a particular interest and responsibility for special needs and complaints can be taken to that person if necessary. (Miss C Foster)

SECTION E: Roles and responsibilities

The Governing Body

- The Governing Body has a statutory duty to ensure that the necessary provision is made for pupils with SEN and ensure that teachers in the School are aware of the importance of identifying and providing for those pupils.
- The Governing Body establishes staffing and funding for special needs.
- There is a designated SEN Governor.

The Role of the Head Teacher

- To oversee the day to day operation of the school and provision for children with SEN.
- To provide leadership, advice and support to all staff.
- To work closely with SENCO and class teachers in assisting them in the identification and planning for children's needs and ensuring that pupils make progress.
- To keep the governing body informed of SEN development.

The Role of the SENCO

- To work with the Head Teacher and Senior Leadership Team in the co-ordination of special educational needs throughout the school.
- To work alongside staff in assisting and supporting them in the identification and planning for children's needs.
- To assist in the monitoring and evaluation of children and the progress of pupils.
- To maintain specific resources for children with SEN.
- To liaise with external agencies and provide a link between these agencies, class teachers and parents/carers.
- To contribute to and arrange in-service training.
- To attend Primary SENCO Meetings.
- To liaise with staff in schools where pupils come from to ensure a smooth transition from mainstream education/Nurture Group (KS1 PRU) to the SEN provision.
- To work collaboratively with parents and work with other professionals to ensure parents/carers receive appropriate support.
- To work closely with support staff, and if appropriate, arranging CPD opportunities.

SECTION F: Facilities

North View Academy Trust is a new-build specialist provision for primary children. It opened in September 2012.

A range of specialist facilities are offered:

- Small class sizes with a high adult:pupil ratio;
- Staff that are experienced and skilled in working with children with a range of SEN difficulties;
- Access to a broad and balanced curriculum appropriate to the needs and abilities of the children.
- School organisation offering a consistent and structured environment promoting the development of appropriate and acceptable behaviours.
- Development of positive relationship with health – currently an ADHD clinic is held in school.
- Support from CAMHS – base at school, at least one afternoon a week.
- Dinosaur School – specific programme for children with social, emotional and behavioural difficulties. This programme is led by a specialist mental health teacher from CAMHS supported by staff in school who have accessed Webster-Stratton training.
- Friends Programme – for children with anxieties. Again this is led by a specialist mental health teacher supported by staff in school who have accessed Webster-Stratton training.
- Extended opportunities through after-school clubs with each child accessing a different club each half-term.

Arrangements for Co-ordinating Provision

The school has appointed a SENCo who is responsible for co-ordinating SEN provision throughout the school. The SENCo provides support for staff when necessary and liaises with the LEA and other external partners.

SECTION G: Identification, Assessment and Review arrangements

Each class teacher is responsible for the learning and the development of all the children within their class. We use precise English, Maths, Science and ICT records of assessments. It is the class teacher's responsibility to assess and identify children who may need additional support from an external agency or specialist, though discussions may take place in school beforehand with colleagues. Staff assess children using APP. All children are included in these assessments.

All statements of SEN and Education and Health Care Plans are reviewed annually. Relevant agencies are informed of the reviews, information requested if necessary and invited to attend. Our LA SEN is informed and appointments arranged with him.

Assessment is currently an area in which we are developing our own procedures. We baseline children on entry, use teacher assessment, APP, SATs, and work with other primary schools to inform moderation.

Liaison with other Schools and Agencies

In order to ease any transfer problems for the children here, arrangements are in place for liaison between North View Academy Trust and mainstream schools. Staff need to ensure they have the skills to operate successfully in mainstream (This assumes that their prime SEN of emotional and behavioural difficulties has been improved to warrant inclusion to a mainstream provision.) A transition teacher, (Mr P Pattison) supports the children before, during and after the move to mainstream and reports back to the school.

Other KS3 special schools also arrange transition sessions for North View Pupils and staff from those provisions visit so that pupils feel comfortable. Parents are also encouraged to visit the named secondary provisions with and without their children.

Integration and Access to the Curriculum

The school has opted to arrange pupils in mixed ability classes, but in order to meet individual children's needs, they may be taught in out of age classes for reasons other than educational purposes.

We undertake to ensure that the children have access to the full breadth of the curriculum by the use of such strategies as flexible grouping of children, adapting timetables and also the programmes of study where appropriate and the sharing of resources and expertise where beneficial. We also aim to extend and develop skills and resources that will aid differentiation to meet a child's specific requirements within the curriculum.

We organise our classrooms and activities to support children through strategies such as peer tutoring, appropriate oral language and instructions, support from assistants and co-operative group working.

Training

Regular staff meeting time is allocated to the discussion and development of SEN at the school with appropriate INSET for all staff.

SEN Specialisms

We are the specialist provision for children with SEMH and ASD. We work with children with ADHD, speech, language and communication difficulties and other complex difficulties.

Admission Arrangements

Once a child has been allocated a place at North View, an electronic Common Transfer Form (CTF) is sent by the mainstream school, which should be completed and sent prior to admission. The Deputy Head Teacher visits all pupils in their schools in order to provide essential information for class teachers

Staff at North View Academy Trust have many years of experience in working with children who have behavioural, emotional and social difficulties. Their enthusiasm to provide the best possible education for these demanding and challenging children remains one of the greatest strengths of the school.

The Code of Practice 2014 emphasises the right of all children and young people to experience an education appropriate to their needs, affording them with the opportunities required to achieve their goals and aspirations. This is a principle fundamental to the teaching and learning in North View Academy Trust.

Annex A

Version No.	Change History	Guidance reference (if any)	Date
1	Created		01.09.2016