



Spring Lane School Special Educational Needs Policy

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1. Introduction

Our SEN Policy reflects relevant sections of the Children and Families Act 2014, the Equality Act 2010 and the new Code of Practice: 0 to 25 years January 2015. It will be reviewed every year or as required and after its completion parents and governors will be consulted and any changes needed will be made.

2. Policy Objectives

- To ensure that our young people at Spring Lane School are at the centre of any planning to support their additional needs.
- To identify barriers to learning and guarantee all our young people's needs are met so they can make the necessary progress to return, where possible, to mainstream education.
- To ensure young people with learning difficulties are able to access a broad, balanced and relevant curriculum as part of the whole school community always taking their future aspirations and current interests into consideration.
- To carefully match interventions with individual difficulties, always working to enhance self-esteem, independence and the enjoyment of learning.
- To educate young people with SEN, wherever possible, in an inclusive environment alongside their peers, enabling and encouraging each student to reach their full potential.
- To support the needs of the young person with SEN by offering relevant, appropriate and flexible forms of educational provision, making effective use of all available resources in the area and always keeping their aspirations and future goals in mind.
- To maintain up to date knowledge of current SEN practices in order to support staff training and ensuring positive working relationships are developed with parents, carers and other agencies.
- To ensure relevant information to support students with SEN is reported to any alternative training providers used as well as post 16 destinations.

3. Responsibilities for SEN

Every teacher is a teacher of every young person including those with SEN.

- The Head Teacher, who has ultimate responsibility for provision
- The Assistant Head teacher/ Special Educational Needs Co-Ordinator
- The School Governors
- Teachers, HLTAs and Teaching Assistants
- All subject, pastoral and welfare staff within the school
- A range of teachers and other professionals from outside agencies

(Training sessions are held each half term as part of the robust CPD process to ensure staff are up to date with all of the different areas of SEN.)

Personnel

Head Teacher

Mr J Bradley

The AHT/ Special Educational Needs Co-Ordinator

Mrs A Ball

4. The Admissions Process

When your young person is transferred to Spring Lane Secondary School we will liaise with the high school they are coming from to acquire any relevant documentation.

At the initial interview and assessment stage, as much information as possible will be collected from the young person, parents and carers around any additional needs. If any interventions or additional

support has been in place prior to the referral we will do our utmost to continue these within our provision.

All data that is collected, stored and shared is done so within the regulations specified in the Data Protection Act 1998.

5. SEN (4 Broad Areas of Need)

Young people are identified as having SEN using the broad areas of need as outlined in the Code of Practice. They are as follows:

Communication and Interaction

Young people with Speech, Language and Communication Needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to Profound and Multiple Learning Difficulties (PMLD). Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Social, Emotional and Mental Health Difficulties

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Sensory and/or Physical Needs

Some young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning.

6. How we Identify our Young People with SEN

When a young person's progress: -

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers

- widens the attainment gap

7. Our SEN Record

When a young person requires an intervention, which is additional to or different from those provided as part of a schools differentiated curriculum, they will be placed on the SEN register.

We use a provision map and intervention plans to show the types of interventions in place, their frequency, duration and outcome.

Interventions and support follow the *Assess – Plan – Do - Review* process as outlined in the Code of Practice (January 2015).

Assess In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. The pupil's views should be revisited, collecting information from the young person on what is important to them, how best to support them and their hopes and dreams for the future. At this stage parents and carers views should also be requested.

Plan Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.

Review The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

Where a student has made appropriate progress, they will normally be removed from the SEN register. Parents will be consulted and involved throughout the process.

SEN reviews will take place *at least* annually, but informal meetings can be arranged at any time by a parent or carer.

8. Assessment of our young people with SEN

Assessment of a young person will start with observations of them both in and out of the classroom situation. Along with these, observation specific assessment tools are used to help assess and plan interventions with the young person. These include, but are not limited to: -

- WRAT4
- York Reading Assessment
- Spelling Diagnostic
- Emotional Literacy
- Malt Maths Assessment, and many more

9. Education Health and Care Plans

Where a young person does not make sufficient progress to close identified learning gaps then further interventions will be used following the *Assess - Plan – Do - Review* model.

Young people will have a pupil profile / passport drawn up which identifies: -

- Areas of strength and needs
- Assessment data and targets
- Key personnel involved with support
- Strategies and specific teaching approaches
- The young person's views on what is working for them

A referral will be made for advice and support from external specialist agencies at this stage. This could include: -

- Educational Psychologist
- Additional Needs Team
- Medical Advice
- CAMHS

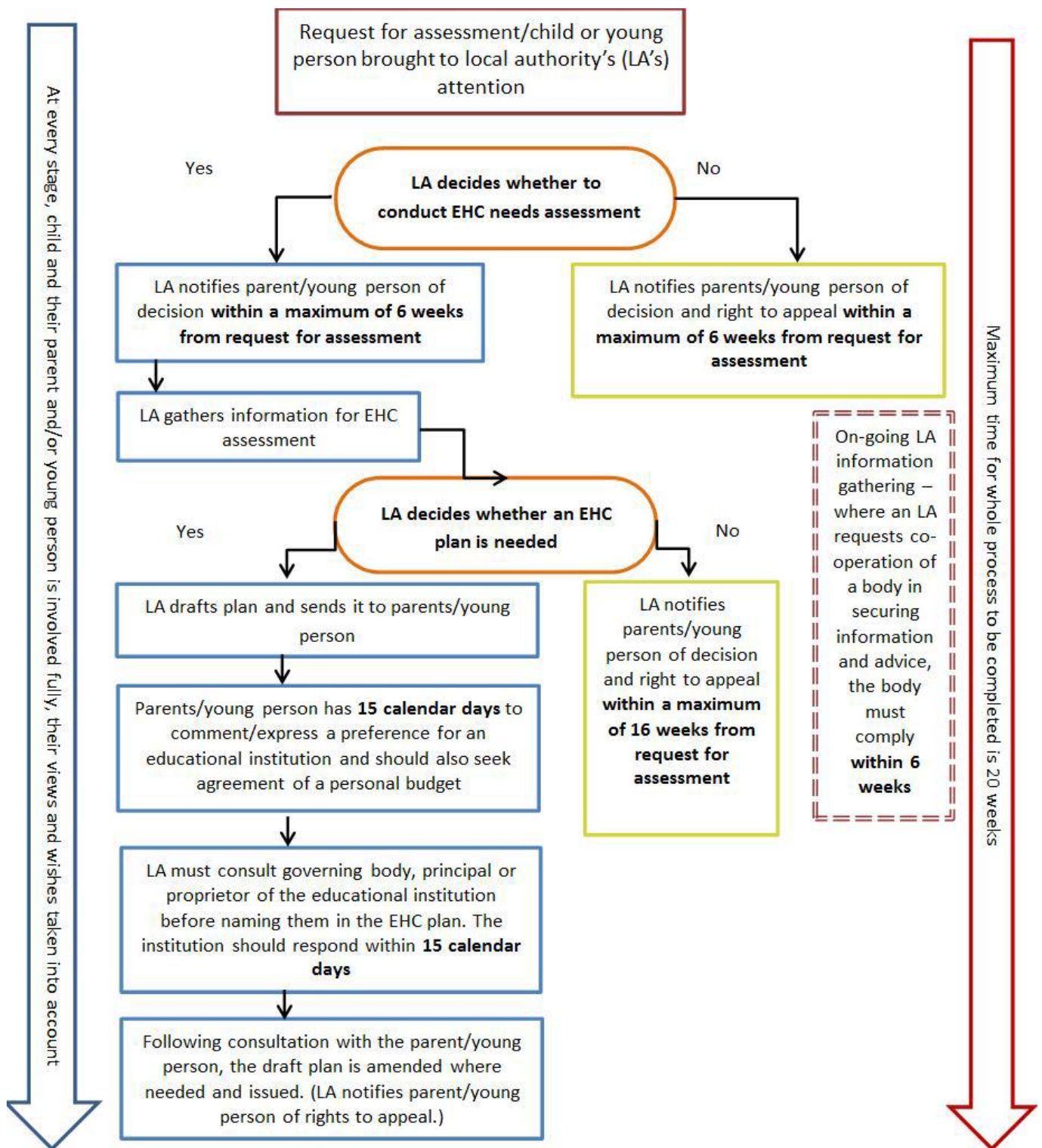
It is possible that if the need is such that a significantly greater amount of support is required, the SENCO with parents or carers will take advice from the Local Authority with regard to the pursuance of an Education, Health and Care Plan, if this is in the best interest of the young person.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such that additional support from the education authority is required and an EHC plan may be given.

Statutory Timescales for the EHC Needs Assessment and EHC Plan Development

10. Partnership with Parents or Carers

At Spring Lane Secondary school all staff do their utmost to develop positive working relationships with parents and carers. Once it has been identified that some additional support may be required the SENCO will contact parents and carers and they will be invited in to allow them to give their views alongside their young person and be involved in any decision making. They are then encouraged to make contact whenever they wish to.



11. COVID-19: Intent & Response

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

Every child has an entitlement to the full curriculum and the needs of each individual child are recognised and met using a variety of approaches and differentiated teaching, in partnership with

parents and other professionals. It is necessary, in light of the Covid-19 pandemic, to make some adjustments to the SEN policy.

These adjustments are set out below:

- The school will continue to offer places to all children with EHC plans, in line with DfE guidance on 'vulnerable learners' and whose risk assessment determines that attending school is the right course of action, along with parental agreement.
- The SENDCo working alongside the local authority will keep risk assessments for EHCP pupils up-to-date to reflect any changes in circumstances.
- Targets may need to be amended or reviewed as appropriate
- Review meetings and parent meetings may need to move to online meets to facilitate
- The SENDCo, through regular phone calls will engage proactively with parents and carers to support pupils with an EHCP with their emotional wellbeing, engagement in learning and plans for returning to school when appropriate.

Coronavirus (COVID-19) makes it more difficult for school to provide the specified special educational and health provision in an EHC plan. Possible reasons why this might be more difficult are:

- The child is not currently attending school.
- The following of 'social distancing' guidelines disrupts schools normal 1:1 or small group provision for those who are still attending and make certain interventions impractical.
- The resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by coronavirus (COVID-19).

Adjustments will need to be made in accordance with the availability of staff, risk assessments and wider guidance.

Schools will ensure that parents are signposted to services for additional support, for example around anxiety, mental health and behaviour.

Coronavirus (COVID-19) is limiting the level of service that can be provided by outside agencies (such as educational psychologists, CAMHS, ANT, SALT) who provide advice and information for SEN pupils. The SENDCo is liaising with these services and passing advice and guidance onto staff and parents. School will provide differentiated learning for those SEN pupils attending.

It may be difficult for schools to provide the provision on Pupil Profiles/Behaviour support plans/Pastoral Support Plans due to the following reasons:

- The following of 'social distancing' guidelines disrupts schools normal 1:1 or small group provision for those who are still attending and make certain interventions impractical.
- The resources to secure the provision are reduced, for example because of illness, self-isolation or the need to direct staff resource at responding to the pressures generated by coronavirus (COVID-19). School will endeavour to provide differentiated learning for pupils who are not attending settings full time in person.

The School will continue to monitor Governmental and Local Authority guidance. Changes to provision may need to be affected at short notice, and without further consultation, in managing changing circumstances. However, we will do what's best for our children and our staff to maintain a safe learning environment.

12. Links with Outside Agencies and Services

Additional Needs Team
Bury Parent Partnership (IASS)
Bury SEN Team
Bury and Other Local Colleges
CAMHS
Connexions

CYPIC Team
 Early Break
 Educational Psychologist
 Mentoring Services
 Relateen
 Social Care
 School Attendance Team
 School Nurse

Appendix 1 What happens in a person centred reintegration/transfer meeting?



Possible headings:

Who's here e.g. the following could be invited to the meeting:

- Young person
- Parents/carers
- PRU staff
- Inclusion Support Team
- Pastoral Lead
- SENCO
- EP
- Anyone else the young person would like to attend the meeting

▪ **Aims**

- Joint planning to support the young person's reintegration;
- EP will facilitate the meeting;
- Who will record the key points and action plan and ensure this forms part of school's Assess, Plan, Do, Review cycle?

▪ **Expectations**

It is important to discuss and set some ground rules at the start of the meeting these might include:

- Remember this is a fresh start;
- Be positive (e.g. it is not helpful to go over previous incidents);
- Be mindful that change can potentially cause anxiety for young people, their parents/carers and staff;
- To use language that everyone will understand;
- To listen and value everyone's contribution;

- To only share information that everyone is comfortable with;
- To switch off mobile phones.

- **What we like and admire about [young person's name]**

This includes all the positive things that people say about the child/young person and what they like about them. This may include discussing the young person's gifts, skills, achievements and experiences. It is helpful to do this at the start of the meeting to set a welcoming and positive tone.

This might look like:

- Inclusion Support Team gathering positive views from school staff (e.g. Spring Lane) and reading them out at the beginning of the Meeting.
- School staff (e.g. Spring Lane) gathering words/ posters from peers to describe the things that they like and admire about the young person. The facilitator then reading these comments out to the room at the beginning of the meeting.
- At the start of the meeting the facilitator asking for everyone present to write one thing they liked about [young person's name] on the 'What people like and admire about me' A3 sheet.

- **Young Person's views**

The young person will need to be supported in expressing their views and also in preparing for their person centred reintegration meeting. The young person will need a member of staff to explain what this meeting is, what it will involve and to discuss expectations in order to address any worries. It is important to make it clear that this meeting is about the young person, what is important to them and the choice they have in planning parts of their reintegration. It may be helpful to use this document in explaining the meeting.

It is important to think about how to gain the young person's views and who is best person to gain their views in preparation for the meeting. For example, is there a member of staff at Spring Lane School who has a good relationship with the young person?

It is important to ask the young person how they would like to express their views at the meeting. This includes, whether they would like to present their views or have somebody else do it for them, for example, a Teaching Assistant.

If the young person is comfortable in presenting their views this could be done through a variety of different means such as PowerPoint presentation, photos, drawings or they could make a video about what is important for them.

The Power Point could consider:

- likes and interests/ dislikes
- what is going well/ what is not going so well
- what is important to [young person's name] now?
- what is important to [young person's name] for the future?
- things I would like my new teachers to know about me

- **What's important for [young person's name]? / What would good support look like?**

- This might also consider what the young person needs to keep them healthy and safe
- This might include information on pupil profile

- **Any questions to answer/ issues to resolve?**

This section would provide space to document where further information is needed, where there isn't enough time or information to resolve an issue, or it is an area where people who are not present may need to become involved.

- **Action planning**

An Assess, Plan, Do, Review (APDR) cycle to be set up with a SMART outcome focused around the initial inclusion and reintegration period. It will be important that outcomes are based on what is important for the young person and their views about what would be realistic and achievable. Outcomes and strategies should build on the young person's strengths and interests.

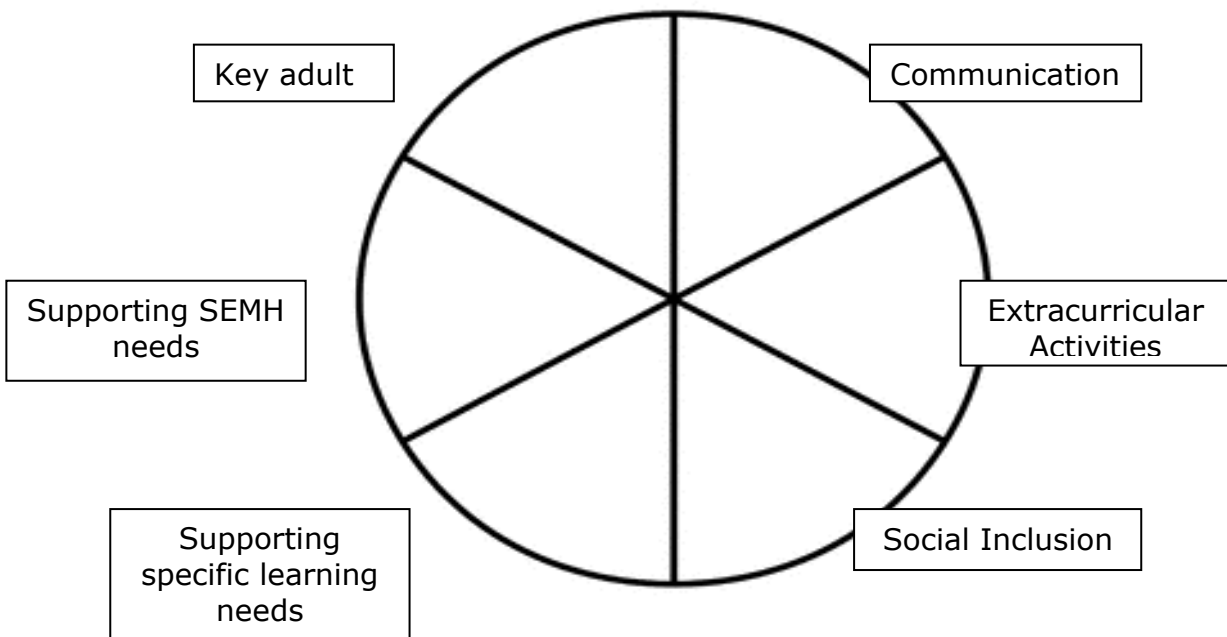
Examples of short term outcomes:
<ul style="list-style-type: none"> ▪ To attend [<i>new school</i>] full time by the end of term
<ul style="list-style-type: none"> ▪ To attend [<i>new school</i>] the agreed two days a week and Spring Lane school three days a week by the end of term

Provision needed might include:

- Taster days;
- Gradual and phased reintegration;
- Part time timetable (for a defined period);
- Meet and greets each morning;
- Focus on lessons the young person enjoys.

In addition it will be helpful to use the reintegration planning framework below to consider the support needed to achieve the initial inclusion outcome above. These are evidenced based factors associated with successful reintegration and current research in Bury about supporting a sense of belonging. The prompts below may support discussion:

Reintegration Planning Framework



Points to consider:

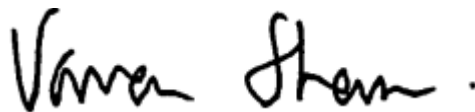
- **Key adult/mentor for young person**
 - Who
 - When/where will the young person be able to access this person?
 - How often? (They may need regular input/ check ins)
 - How will they develop a relationship with the young person?
- **Communication**
 - Key person for parents/carers to liaise with – who; when; how i.e. what is the best way to communicate?
 - Agree communication channels between PRU, Inclusion Support Team and school – how, how often
 - Communication between teachers
- **Extracurricular activities**
 - Think about the young person's strengths and interests
- **Social Inclusion**
 - Does the young person know any current pupils/ groups of pupils? What are the views of the young person to support their social inclusion?
 - Peer mentoring?
 - Buddy?
 - Can we involve the young person in the school community (sense of belonging)?
 - How can we make them feel welcome?
 - Add pupil's name/ picture to form/ school displays etc?
- **Supporting specific learning needs/ SEMH needs**
 - Specific strategies which the young person needs
 - Catching up missed work/ gaps in learning
 - Judge the balance between offering support and stepping back

▪ **Review**

- **How will we monitor progress?** e.g. regular and frequent positively framed meetings with pupil and parents/carers; individual attention and weekly reviews with key adult?
- **Set review date**
- Review with stakeholders to review Assess Plan Do Review (APDR) cycle?
- Future cycles of APDR may consider SEMH, Cognition and Learning, Communication and Interaction and/or Physical and Sensory needs more specifically.

Adopted by Spring Lane School On 1st March 2023

Chair of Governors



Headteacher

