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**SEN POLICY**

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| School Staff were consulted on this document and it was accepted by the Standards & Performance committee on : | **23rd March 2016** |
| It was ratified by the Governing Body on : |   |

**2016**

# Background

Shenfield High School is a mixed academy whose focus is learning for life. Through our inclusive policies, joint working with a range of agencies and our clear knowledge of pupils, we are able to ensure that the needs of our young people are met in a clear and solution focussed manner. We work closely with parents and young people to ensure that support is bespoke, targeted and measurable ensuring at all times that the outcomes for our young people are clear. We use within the Achievement for All Framework as a platform to ensure that we have a person centred approach to our students support and well-being.

Shenfield High School takes a whole school approach to the inclusion of students with a range of learning and medical needs. The school recognises that 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

This is defined in the Code Of Practice (2014). The school makes provision in accordance with the Code of Practice (2001 / 2014); The SEN and Disability Act (2001), The Discrimination and Disability Act (2006), The Equality Act (2010) and the Children and Families Act (2014).

The school is committed to ensuring accelerated progress of vulnerable and disadvantaged students, which requires focus on mentoring and additional support in a range of forms.

# The Kinds of SEN that are provided for

Shenfield High School is committed to working with a range of young people with a wide range of Special Educational Needs (SEN). SEN is categorised as per the SEN Code of Practice 2014 in the following areas:

## Communication and Interaction

SEN conditions which fall under the category of Communication and Interaction include, but not exhaustively:

* Children and young people with ASD (including Asperger’s Syndrome and Autism);

## Cognition and Learning

SEN conditions which fall under the category of Cognition and Learning include, but not exhaustively:

* Moderate Learning Difficulties;
* Severe Learning Difficulties;
* Profound and Multiple Learning Difficulties;
* Specific Learning Difficulties (including Dyslexia, Dyspraxia and Dyscalculia).

## Social, Emotional and Mental Health Difficulties

SEN conditions which fall under the category of Social, Emotional and Mental Health Difficulties include, but not exhaustively:

* Becoming withdrawn and/or isolated;
* Educational issues caused by an underlying mental health issue such as:
	+ Anxiety;
	+ Depression;
	+ Self-harming;
	+ Substance misuse;
	+ Eating disorders;
* Attention deficit Disorder;
* Attention deficit Hyperactivity Disorder’
* Attachment Disorder.

## Sensory and/or Physical Needs

SEN conditions which fall under the category of Sensory and/or Physical Needs include, but not exhaustively:

* Vision Impairment;
* Hearing Impairment;
* Multi-sensory Impairment;
* Physical Disability.

# Identification of Children and Young People with Special Educational Needs

Shenfield High School operates a clear Entrance and Exit Strategy for the SEN List. These can be found in Appendix One.

When students begin the school in Year 7, information is gleaned from the primary school through a range of transition programmes – including meeting key professionals in the primary school, meeting with parents, meeting with young people and transfer of SEN files. Shenfield High School works with parents during the transition phase to ensure that young people are known and known well.

When students are at the school, the Entrance Strategy is used to place young people on the SEN List. Assessment and identification of SEN can include the following:

* Diagnosis from a relevant medical professional;
* Diagnosis of a learning condition from a private Educational Psychologist or someone with a relevant qualification enabling them to diagnose a learning condition;
* In school testing (including WRAT 4 Testing, CAT Tests, LUCID Exact.

Students are placed on the SEN List and support is then offered in a range of ways which are listed below. Once this support is no longer needed as defined in the Exit Strategy, the Exit Strategy is used to take the young person off the SEN List.

The school use the Progression Guidance from Essex County Council to assess young people and to place them on to the school’s SEN List and / or to make an application for an Education, Health and Care Plan.

**The Graduated Approach**

The school follows the Graduated Approach that is detailed in the Code of Practice (2014).

All young people who are on the SEN List are identified as needing “SEN Support” and the progress of this group of students is monitored as they move throughout the school.

**The Shenfield High School One Plan**

All young people who are identified as having an educational need will be given a One Plan. This is a document which gives staff information about a young person. It is based around a person centred approach and allows the young person, the parent and the school to work together to improve the outcomes for young people.

One Plans will be reviewed three times per year. This will take the form of:

Review 1 – Face to face meeting;
Review 2 – Telephone call or email discussion;
Review 3 – Format to be decided during Review 2.

Parents are encouraged to contact the school in-between these points if they have any questions, queries or want an update on their child’s progress.

## The Team Leader: Learning Support

The Team Leader: Learning Support is responsible for the implementation of the SEN Policy and the day to day management of SEN support within the school.

The Team Leader: Learning Support is Mr Anthony Taylor BA (Hons) QTS MTeach PGCPS. He holds the National Award for SEN Co-Ordination and is a qualified teacher.

Mr Anthony Taylor can be contacted in the following ways:

Telephone: 01277 219131 (Ext 205);
Email: a.taylor@shenfield.essex.sch.uk
or in a meeting arranged by appointment through Mrs Diane Lowe; d.lowe@shenfield.essex.sch.uk.

# Working with Parents and Carers

Shenfield High School believes that working with parents and carers is vital in ensuring that outcomes for young people are understood, met and supported in the correct way. There are a number of ways that the school does this:

## Transition from Statement to Education, Health and Care Plan Meetings

These meetings will follow Essex County Council guidance with relevant professionals involved where necessary.

## One Plan Meetings

Students who have SEN have a One Plan in the school. This plan allows the school and parents to set targets, review progress and structure support. One Plans are reviewed three times per year by a member of the Learning Support staff, the parent or carer, any representatives from Outside Agencies, professionals with the school and the young person. Meetings are held with a person centred approach and should take around 30 – 60 minutes. These meetings are held in the following ways and at the following times:

Winter Term – face to face meetings with a member of Learning Support staff;
Spring Term – telephone call or email correspondence with a member of the Learning Support staff;
Summer Term – to be decided with the parent. This can take the form of a face to face meeting, a telephone call, email correspondence or as part of a drop in session.

One Plan Meetings take place after a progress or data report has been published to parents.

Once a One Plan Meeting has taken place, the plan will be updated and sent to staff and the parents or carers.

This would include an Entrance or Exit Strategy focus where applicable.

One Plan Meetings will follow the Essex County Council strategies for person centred planning. They use the resources provided by the Local Authority to set outcomes for students which are agreed by the school, parent and students.

## Annual Reviews of Statements of Special Educational Needs or Education Health and Care Plans

The views of parents and carers are vitally important in the Annual Review of Statements of Special Educational Needs and Education Health and Care Plans. Parents and carers are invited to these meetings and their views are sought before these meetings and during these meetings. Targets are set in conjunction with parents, carers and young people to ensure that they are relevant, focussed and measurable.

## Parent Café

Shenfield High School operates a Parent Café once per half term. These cafes are a chance for parents or carers to meet with key staff in the Learning Support Department, discuss issues that are faced, engage with professionals from a range of agencies and watch presentations. This time is directed by parents and is planned around their wants and needs.

## Parents Evenings

Parents Evenings take place once per year for each year group and a member of Learning Support Staff will be in attendance to speak to parents and deal with any queries that parents or carers have. Appointments can be pre-booked or in a drop in format.

## Achievement for All

Shenfield High School operates a programme based on Achievement for All, forming a triangle of progression between parent, student and school, via a specifically named mentor or coach. The key to this is successful parental engagement, and the coaching and mentoring team work hard to maintain open and clear lines of communication between school and home at all times.

## Meetings

Meetings can be booked at any time by contacting the Team Leader: Learning Support. The Team Leader: Learning Support can also be contacted by email or telephone at any time.

# Arrangements for Consulting Young People with SEN

Shenfield High School is committed to working with young people to ensure that their voice is heard and forms part of the bespoke support package that is offered, and regular student voice interview (at least 3 per year group, per year) one undertaken by Deputy Head, student support and wellbeing, with arising issues discussed with relevant staff.

## One Plan Meetings and Annual Reviews of Statements of Special Educational Needs and Education Health and Care Plans

The views of young people are sought in meetings and they are fully engaged with the target setting, monitoring and evaluation of their progress towards targets set.

## Mentoring

All students with a Statement of Educational Needs have a mentoring session with a member of the Coaching and Mentoring Team. The frequency of these sessions is negotiable with the young person, but on average are at least once a fortnight. These sessions are designed to ensure that the young person is engaging with the support that is offered and it meets their needs.

## One Page Profiles

Young people produce One Page Profiles to give the staff a clear understanding of any barriers they have to learning and the best ways that they can be supported. These are produced with the students and sent out to staff to ensure that young people are known, known well and supported effectively. One Page Profiles are reviewed on a termly basis, or when needed.

## Student Voice

Student voice is sought throughout the year for a range of reasons. This can be for the following reasons:

* Monitoring of the work of the Learning Support Department;
* Monitoring of the quality of education and support of young people with SEN by the Governing Body, Learning Support Staff, the school’s Leadership Group or professionals from Outside Agencies (such as The Local Authority).

This is completed in a way which allows young people to feel comfortable and confident to contribute.

# Assessing and Reviewing the Progress of Young People

The progress of young people towards their outcomes is monitored in a number of ways.

## One Plan, Statement of Special Educational Needs and Education Health and Care Plan Reviews

During reviews, the targets that have been set are reviewed based on the following information:

* Academic data reported by Teaching Staff;
* Understanding of the progress of young people from Co-Educators working with young people;
* Testing using a range of tests (such as WRAT 4, LUCID Exact);
* Information from parents;
* Information from young people;
* Information from the Behaviour and Standards Team.

This information is discussed and targets are either amended or concluded and another target set.

## Monitoring of Academic Progress and Support by the Team Leader: Learning Support

Following each reporting round, the Team Leader: Learning Support looks at the progress of young people with SEN as a year group cohort, and as individuals. This is then used to plan interventions, ensure that teaching is differentiated and appropriate and that progress is made by each young person. This monitoring takes the form of:

1. Meetings with the Link Governor for Special Educational Needs;
2. Fortnightly Meetings between the Team Leader: Learning Support and the Deputy Headteacher: Student Well-Being and Support to discuss any issues that are arising and to evaluate current practice;
3. Exam Reviews with the Headteacher to discuss Examination Performance and provide an overview of the coming year;
4. Senior members of Learning Support to ensure that data tracking from Progress Reports is used to track progress of all SEN students, and then to plan interventions, and monitor the impact of those interventions;
5. Senior Members of Learning Support to monitor Co-Educators in the classrooms, and to set targets for improvement, with progress towards targets monitored via 'Bluesky' which is a web based management tool;
6. Attendance at Student Focus Group Meetings, Student Briefing and Progress Leader Meetings where applicable;
7. The Team Leader: Learning Support monitors the everyday experience of students with Special Educational Needs by completing Learning Walks in classrooms and feeding back to the staff, and helping staff to plan for high quality learning for SEN students and looking at the development of Co-Educators subject knowledge;
8. The Faculty of Learning Support is part of the Whole School Observation schedule and members of the Leadership Group observe differentiation in classrooms and feedback to staff;
9. All members of the Faculty of Learning Support are part of the Performance Management Procedures to ensure that continuous professional development is followed;
10. Parents are asked for their views on their child’s progress and levels of support at One Plan and Annual Review Meetings;
11. The Parent Cafe is an important method of two way communication between parents and school. The views of parents expressed here are taken into account when reviewing policies and procedures related to SEN students;
12. Students are asked for their views on the support that they receive at IEP (during the transfer to One Plan) Meetings, One Plan and Annual Review Meetings, and their views are taken into account when planning for their progress.
13. A senior member of the Faculty of Learning Support (usually the Team Leader: Learning Support) is available at all Parent Consultation Evenings; an appointment can be booked or a drop in can be arranged.

## Cross Departmental Working

The Team Leader: Learning Support works very closely with the Behaviour and Standards Team and the Academic Departments to monitor the learning and development of young people with SEN. Any interventions are planned with these teams to ensure that interventions are sharply focussed, clearly targeted and measurable to show the impact that interventions have had on young people. We also work closely with the Oasis Centre, Pre-Vocational Team and the Alternate Pathways Team to ensure that progress is monitored and developed. The Team Leader: Learning Support attends Departmental Meetings where the progress of young people with SEN is discussed.

As part of the monitoring process, the Team Leader: Learning Support undertakes Learning Walks which allow an overview of a child’s attainment in lessons to be understood with a clear focus on sharing best practice between staff.

The Team Leader: Learning Support is also a member of the Interventions Team and works closely to monitor the progress of these students with SEN who are referred to this team; and also of The Safeguarding Board to ensure that Safeguarding needs of those children with SEN are properly shared with those with responsibilities in this area.

# Arrangements for Supporting Young People Moving Between Phases in Education

There are four transition points that students will go through during their time at the school. These are;

1. Transition to the school at the end of Year 6;
2. Transition to Key Stage Four;
3. Transition to Key Stage Five, College, Work or another Educational Placement;
4. Transition to Higher Education or Work.

The school operates the following protocols to assist students and their parents, in these times:

**Transition to the School at the End of Year 6**

Parents are encouraged to contact the school as soon as possible (from Year 5 onwards) if they are thinking of sending their child to Shenfield High School and they have SEN. This allows forward planning for young people and a clear understanding of their needs to be developed. Meetings can be booked with the Team Leader: Learning Support by contacting him using the details above. These meetings will focus on the young person, their needs and the way that the school, and to what degree the school, is able to meet these needs. These meetings usually involve a tour of the school. There is also an opportunity to speak to members of the Learning Support Team on the Open Evening and the Open Mornings that take place in the Winter Term.

Senior members of Learning Support will attend Annual Reviews in Year 6 to discuss the arrangements for the transition of students with a Statement of Special Educational Needs.

Parents and primary schools are asked to fill in questionnaires which give us information about individuals needs and strategies that are currently in place. These may be continued when a young person arrives at the school.

Parents are invited into school to have meetings with senior members of school staff. The Team Leader: Learning Support will be around in this time to discuss SEN issues with parents and young people.

The school operates Additional Visits for students with SEN or who are vulnerable. This means that students and their parents can visit the school as many times as they feel that they need to in the Summer Term so that they feel comfortable and confident within the buildings. It also gives students and primary school staff a chance to meet key Shenfield High School staff who will form part of their support team.

One Plan Meetings are held in the Autumn Term of Year 7 to ensure that students are placed at the correct level on the SEN List and that adequate support is in place to meet their needs.

The Faculty of Learning Support liaise with the Pastoral and Oasis Team to ensure that individual needs are being met and that the support that is in place is having the desired impact.

**Students Transferring to Key Stage Four**

Year 9 One Plan Meetings are based around looking at current performance, projected performance and then a discussion about the best pathway through key stage four for an individual student. Parents and students are given a chance to ask questions and are advised on the best ways to proceed.

The Faculty of Learning Support Liaise with the Behaviour and Standards Team to ensure that students are placed on the correct pathway for them and that support is continual and consistent where required.

At this point, there will be advice and guidance from the school’s Careers Guidance Team – given in an independent manner – to look at forward planning and next steps.

In the case of young people with Statements of Special Educational Needs or Education, Health and Care Plans, an advisor from Children and Young People with Disabilities Team Transition Pathways (a service provided by Essex County Council) will be assigned and will work with parents and young people to look at the routes that are available for next steps and/or further study. This is with a clear focus on steps to the age of 25 in a range of educational establishments.

**Students Transferring to Key Stage Five or Further Education**

Year 10 and 11 One Plan Meetings are based around looking at current performance, projected performance and then a discussion about what is the best Pathway for an individual student. Parents and students are given a chance to ask questions and are advised on the best ways to proceed.

The Faculty of Learning Support Liaise with the Behaviour and Standards Team to ensure that students are placed on the correct pathway for them and that support is continual and consistent where required.

Where a student with SEN is transferring to another educational provider, the school work with that provider to ensure that they are aware of the needs of students, Access Arrangements that are in place and the strategies that are in place to support individuals. This is led by the further education establishment and through their own policies and procedures.

**Students Transferring to Higher Education**

Year 11, 12 and 13 One Plan Meetings are based around looking at current performance, projected performance and a discussion as to the best Pathway for future development. Parents and students are given a chance to ask questions and are advised on the best ways to proceed.

The Faculty of Learning Support liaises with the Behaviour and Standards Team to ensure that students are placed on the correct pathway for them and that support is continual and consistent where required.

Where a student with SEN is transferring to higher education, the school, where possible, will work with that provider to ensure that they are aware of the needs of students, Access Arrangements that are in place and the strategies that are in place to support individuals. This is led by the Higher Education Provider and through their own policies and procedures.

At all stages, students with a Statement of Special Educational Need or and Education, Health and Care Plan are transferred through Essex County Council Transition Plans which involve a range of Outside Professionals where necessary.

# Approach to Teaching and Learning and Young People with SEN

Teaching and Learning is a whole school issue and one which is constantly reviewed by both the Senior Leadership Team and the Middle Management Team in the school.

It is the class teachers’ responsibility to ensure that lessons, and the materials that are used, are differentiated to meet the needs of the pupils in the class.

Young people with SEN are taught, as much as possible, in classrooms with teachers. This is to ensure that they feel part of the Shenfield Family and that they are gaining skills at the same time as their peers.

**Bespoke Support – Foci or Withdrawal Teams**

There may be times when a young person needs to have a more bespoke support programme and this would be handled by the Foci or Withdrawal Team. Any Classroom based, Foci or Withdrawal work that takes place follows the four part model from the Code of Practice:

ASSESS – the young person is assessed through a range of means or tests to see where they are in relation to their start point and the expected progress to be made.

PLAN – in conjunction with the class teacher, a programme of support will be planned to ensure that there are targeted outcomes for the work that is completed.

DO – the plan is put in place and the focus is clearly on the targets and outcomes.

REVIEW – all interventions are reviewed to ensure that they have met the objectives and that there has been maximum impact on the young person targeted. At this point, a decision will be made regarding the next steps of support for a young person.

The Faculty of Learning Support are committed to working with staff at all levels of the school to ensure that teaching meets the needs of young people and training is arranged with groups and individuals to ensure that this happens.

# Adaptations to the Curriculum and Learning Environment

Working with our partners in the school, the Faculty of Learning Support is able to provide adaptions to the curriculum to meet the educational and physical needs of our young people.

**Physical Adaptations to the Learning Environment**

The building is fully accessible for young people with physical impairments. Adaptations include:

* Lifts to sections of the building above the ground floor;
* Disabled toilets;
* Hoist systems to move young people in and out of wheelchairs;
* Ramps to all sections of the school;
* Height-adjustable tables;
* Large classrooms to accommodate large mobility aids;

We work closely with our partners in the National Health Service and at Essex County Council to accommodate any mobility aids that a young person may need while in a mainstream setting.

**Curriculum Adaptations**

Shenfield High School is committed to providing Shenfield Learning for Shenfield Learners. This involves using a range of internal resources to provide additional and often bespoke curriculums for young people.

This includes withdrawal programmes (as detailed in this policy) as well as developing support structures within classrooms. All teachers are expected to differentiate to meet young peoples’ needs and ensure that they can access the curriculum diet that is provided through quality first teaching.

Bespoke curriculums are developed through our vocational learning programmes and our support for vulnerable youngsters. These are:

Pre-Vocational Pathway

This is a programme for Key Stage Three students looking at learning and engagement with school in a more practical learning environment. This allows young people to develop key life and social skills while at the same time engaging with staff and peers to ensure that academic and social needs are met.

Alternative Pathways

This is a programme for Key Stage Four. This is vocational learning for students who have a learning need which means that more practical learning is necessary. This is based around a set of core GCSEs and then addition of BTECs and Study Skills.

Oasis Centre

The Oasis Centre provides and intervention to allow vulnerable students the opportunity to either reintegrate into school or have time in order to modify a curriculum for a short, and planned, period of time.

These bespoke curriculums are referred through the Interventions Team.

# Staff Who Work With Our Young People with SEN

The school employs Co-Educators to work with our young people. They are split into three distinct teams who perform various roles within the Faculty of Learning Support. These are:

## Classroom Support Team

These members of staff work in classrooms with young people to ensure that they are able to access the curriculum in terms of learning or physical need.

## Withdrawal Team

These members of staff work with young people in small groups outside the classroom. These groups are outcome based and focus on specific targets for young people. This can include interventions such as:

* Catch Up Literacy;
* Phonics Group;
* Literacy Support Groups;
* Numeracy Support Groups;
* Social Skills Groups.
* Why Try Groups.

## Foci Team

The Foci Team work with individual students either one-to-one or in small groups. Students are chosen based on academic performance following the monitoring cycle which is completed by the Team Leader: Learning Support. A partnership with the teacher, the student and the Co-Educator plans what will be covered, this is then completed and then reviewed to look at the impact it has had on the young person. These interventions are usually in blocks of 6 weeks.

## Staff

The Learning Support Team Staff and partners, consists of:

Mrs Jenny Comerford – Deputy Headteacher: Student Well-Being and Support
Mr Anthony Taylor – Team Leader: Learning Support
 Mrs Jacqui Johnson – Assistant Co-Ordinator: Faculty of Learning Support

Mrs Linda Brown – Course Leader: Alternative Education KS4

Miss Cathryn Baker – Key Stage Four Pastoral and Interventions Co-Ordinator

Mr Mark Bolton – Pre-Vocational Support Worker

Mr Andy Christiani – Practical and Outside Learning Tutor

Mrs Julie Pitkin – Oasis Centre Manager

Mrs Susan Greengrass – HLCE Maths – Dyslexia Specialist

Mrs Pat Hodges – HLCE and EAL Co-Ordinator – KS3 Team Supervisor

Mrs Stacey Toole – HLCE English and Humanities: KS4 Team Supervisor

Mrs Jan Colverd – Co-Educator: English and Whole School Literacy

Mrs Lucy Everson – Co-Educator

Mrs Lynn Fuller – Co-Educator

Mrs Elaine Macfarlane – Co-Educator

Mr Robert Marshall – Co-Educator

Mrs Tracey Papi – Co-Educator

Mrs Eryl Philpott – Co-Educator

Mrs Sara Smith – Co-Educator

The Learning Support Staff follow the schools Performance Management System and use “BlueSky” to track Professional Development and Training.

# Responsibilities of Staff, and Governors in the School

Each member of staff in the school has a clear responsibility for teaching, monitoring and development of young people with SEN.

**The Governing Body are Responsible for:**

1. Supporting the implementation of the Special Educational Needs Policy;
2. Ensuring that the relevant legislation is applied in accordance with all legal responsibilities;
3. Monitoring and quality assuring the work of the Faculty of Learning Support.

**The Headteacher and Senior Leadership Team are Responsible for:**

1. Ensuring that the policy is implemented fairly and consistently within the school’s context and to the benefit of the students;
2. Line Managing the Team Leader: Learning Support;
3. Setting the budget for Special Educational Needs support at all levels of need;
4. Dealing with parental concerns when escalated past the Team Leader: Learning Support;
5. Monitoring and supporting the work of the Faculty of Learning Support in line with the criteria of Performance Management.

**The Team Leader: Learning Support (SENCo) and Senior Members of Faculty Of Learning Support are Responsible for:**

1. Leading and managing the Faculty of Learning Support Team members;
2. Conducting Annual Reviews and One Plan Meetings;
3. Liaising with outside agencies and professionals to ensure that the holistic aspects of a student’s educational experience are met;
4. Monitoring the progress of students with Special Educational Needs, planning and delivering Wave Three Interventions – through the Foci or Withdrawal Team;
5. Monitoring the impact of Wave Three Interventions;
6. Setting the timetable for Co-Educators;
7. The Performance Management of the Co-Educators ;
8. Applying for Access Arrangements and arranging the testing that needs to be done to be compliant with JCQ Guidelines;
9. Managing Alternative Curriculum Pathways at Key Stage Three Level, and liaising with KS4 Foundation learning Curriculum to ensure a smooth transition between KS3 and KS4;
10. Liaising with the Pastoral and Oasis Teams to ensure that the holistic needs of students are met;
11. Liaising with parents to ensure that the school and its staff are aware of issues that could affect performance;
12. Applying for Education, Health and Care Plans where appropriate;
13. Managing and implementing the One to One Tuition Scheme;
14. Leading training sessions for staff (Whole School, Small Group and Individuals);
15. Provision Mapping for interventions;
16. Liaising with parents;
17. Conducting Parent Café sessions.

**HLCEs and CEs are Responsible for:**

1. Teaching small groups of students within the Alternative Pathways Programme;
2. Delivering Wave Three Interventions where appropriate;
3. Delivering Wave One and Wave Two Interventions, including in class support;
4. Liaising with Outside Agencies and Professionals where appropriate;
5. Taking responsibility for the development of students within a Year Group;
6. Attending Review Meetings as appropriate;
7. Liaising with professionals within the school to ensure that student’s individual needs are met.

**Teachers are Responsible for:**

1. Teaching students with Special Educational Needs within mainstream classrooms;
2. Differentiating within their classrooms so that all students can access the curriculum and the tasks that are set;
3. Monitoring the progress of young people with SEN to ensure that they are making progress in line with their starting points;
4. Liaising with the Faculty of Learning Support about concerns that they have regarding individual students;
5. Implementing all strategies listed on a student’s One Plan;
6. Approaching the Faculty of Learning Support if they have training needs;
7. Completing all paperwork sent out by the Faculty of Learning Support and returning it as requested;
8. Implementing all aspects of the Special Educational Needs Policy and the Code of Practice (2014).

**All Employees, Volunteers and Workers are Responsible for:**

1. Implementing the Special Educational Needs Policy;
2. Reporting any concerns that they have to the Team Leader: Learning Support.

# Evaluating the Provision Made for Young People with SEN

Resources must be allocated in order to meet the need of young people and to ensure that they are able to access curriculum and make a minimum of expected levels of progress across the two key stages in the school.

**Interventions – Impact and Outcomes**

For all interventions, an assessment will be made at the beginning, during and at the end of the intervention. This allows the Faculty of Learning Support to be able to measure the impact that the intervention has had, ensuring that the intervention is working in the way that we want it to, while ensuring value for money.

The impact measurement that is used will depend on the intervention that has been put in to place, the reason for this intervention and the outcomes that we wanted. The following methods can be used to measure impact of interventions:

* Academic data (levels and/or GCSE Grades);
* Reading Ages;
* Spelling Ages;
* Behaviour points;
* Achievement points;
* Attendance;
* P Scales;
* Well-being;
* Essex Progression Guidance.

Once the impact of the intervention has been assessed, next steps are planned for individuals.

# How Young People with SEN are enabled to Engage in the Activities Available

Young people with SEN are encouraged to take part in all extra-curricular activities that the school offers. This includes school trips. The school will make all reasonable adjustments to allow all students to participate in any activities that they want to attend. Senior members of the Faculty of Learning Support are available to give advice on ways that this can be achieved.

Whenever any form of extra-curricular activity is planned, it is the responsibility of the organiser to ensure that this activity is accessible, where possible, and that all reasonable adjustments are made.

When teachers arrange trips off site, senior members of the Faculty of Learning Support must be consulted to ensure that adequate levels of support are in place to enable all students to attend.

The Faculty of Learning Support operates SPACE Club every break and lunch time to give vulnerable students access to a Safe Haven within the school where they can feel safe and take part in activities that are arranged.

# Support for Improving Emotional and Social Development

The Faculty of Learning Support works with a range of organisations to meet the educational needs of students with emotional and social health needs.

Behaviour and Standards

There are a range of methods that we use to support students with emotional and social needs. These include:

* The Oasis Centre, with a clear focus on assessing and supporting all student with Mental Health issues.
* Referrals to Outside Agencies (such as Children and Adolescent Mental Health Services, Extended Schools etc) for therapeutic support;
* Time out and bespoke timetables to support reintegration into lessons;
* Social Skills Groups looking at a range of social situations and giving clear instruction on how to deal with them;
* Programmes such as ‘DELAY’ and ‘IDENTITY’ and ‘LOST AND FOUND’ to build self-confidence and esteem.

More information on the programmes that are offered, and the referral process through the Interventions Team, please speak to the Team Leader: Learning Support.

# How the School works with Other Bodies

The school is committed to working with a range of professionals from Outside Agencies to improve outcomes for young people.

We are happy to work with professionals from Outside Agencies in school as long as our safeguarding procedures are followed and professionals on site follow all of our policies.

If you want a professional that has been privately commissioned to come into the school, this must be discussed with the Team Leader: Learning Support before any arrangements are made.

We have a history of working with a wide range of Outside Agencies to provide targeted and measureable outcomes for young people. These agencies have included:

* The NHS (Paediatricians, Physiotherapists, Occupational Therapists etc);
* Specialist Teachers;
* Educational Psychologists;
* Extended Schools – Brentwood;
* Child and Adolescent Mental Health Services (CAMHS);
* Family Solutions;
* Social Care – both child and adult services;
* Virtual Schools;
* Essex Achievement Service;
* Transition Pathways;
* Nurture Dogs;
* Circles Farm;
* Essex Police;
* Essex Fire Service;
* BEP;
* Motorvations;
* Local youth volunteer services;
* Local charity services.

# Arrangements for Handling Complaints from Young People and Parents

The school strives to provide outstanding support to young people and parents at all times. In the rare event that a parent or young person would like to raise a concern about the work of the Faculty of Learning Support, the following protocol should be followed:

1. In the first instance, the Team Leader: Learning Support should be contacted either in a meeting, by e-mail or by telephone. The Team Leader: Learning Support will then investigate the issue, report back and make any changes that are deemed necessary.
2. If the complaint is not resolved at this stage, the Deputy Headteacher: Student Well-Being and Support should be contacted either in a meeting, by e-mail or by telephone. The Deputy Headteacher: Well-Being and Support will then investigate the issue, report back and make any necessary changes that are deemed necessary.
3. If the complaint is not resolved at this stage, the Headteacher should be contacted in writing to the school. The Headteacher will then investigate the issue, report back and make any necessary changes that are deemed necessary.
4. If the complaint is not resolved at this stage, the Chair of Governors should be contacted in writing to the school. The Chair of Governors will then investigate the issue, report back and make any necessary changes that are deemed necessary.

The school is fully committed to working with parents and young people to resolves any issues to the satisfaction of all parties.

# Appendix One – Entrance and Exit Strategy for the SEN List

**SEN List Entrance Strategy – Year 7**This Flow Chart should be used when inducting new Young Persons into Year 7 in September of each year.

**SEN List Entrance Strategy – Year 7 – 13**This Flow Chart should be used when inducting new Young Persons into the school throughout the year.

**SEN List Entrance Strategy – Year 7 – 13**This Flow Chart should be used when there has been a concern or a diagnosis for students while they are at the school.

**Staff / Parent Student SEN Concern**

The following form should be used when a member of staff, or a parent, has raised concern about a young person. This is in relation to SEN. This form should be completed electronically and saved in the Faculty of Learning Support Portfolio

|  |  |  |
| --- | --- | --- |
| **Student Name**: | **Form**: | **Date**: |
| **Referral From**: | **Reported to:** | Discussion with:*Behaviour and Standards Team**Interventions Team**Parent* |
| **Reason for Concern**: |
| **Data:**

|  |  |  |
| --- | --- | --- |
| Subject | Current Level | Target Level |
| English |  |  |
| Maths |  |  |
| Science |  |  |

 |
| **Actions Agreed:** |

Testing Results – Learning Support

|  |  |  |
| --- | --- | --- |
| **Date**: | **Administered by**: | **Test Used**: |
| Results |
| **Area** | **Standardised Score** | **Age Equivalent** |
| Reading |  |  |
| Writing |  |  |
| Handwriting  |  |  |
| Typing |  |  |
| Mathematics |  |  |

|  |
| --- |
| **Actions and Recommendations:** |

**SEN List Exit Strategy – All Years**

This Flow Chart should be used during One Plan Meetings to decide if a Young Person should be removed from the SEN List.

**SEN Exit Strategy Checklist**

This checklist should be used to decide whether a student should remain on the SEN List. Once this has been completed, there must be a consultation with the Team Leader: Learning Support.

Student Name: Date:

|  |  |
| --- | --- |
| **Area** | **Check** |
| Is the student making expected progress (or above) in line with their starting point? | Yes / No |
| Is the student making satisfactory progress in line with their peers? | Yes / No |
| Is the student meeting their MTG with little support from the SEN Team? | Yes / No |
| Where is the student in the Progression Guidance? | Yes / No |
| Have the circumstances changed since the last meeting in terms of their engagement with school and learning? | Yes / No |
| Has the students Attitude to Learning Improved? | Yes / No |
| Does the student need interventions to break down any barriers to learning? | Yes / No |
| Have the interventions that have been put into place had the impact that was set at the onset? | Yes / No |
| Does the student have any new needs which were not present at the last meeting? | Yes / No |
| Is the student still an open case with any Outside Agency? | Yes / No |
| Is the student still an open case with the Interventions Team? | Yes / No |

Notes:

Dear Parent

Thank you for attending the One Plan Meeting for XXXXXXXX on XXXXXXXXX.

I can confirm that due to the progress made by XXXXXXX, s/he will be placed on to our Monitoring List for 1 term. This is to ensure that the progress that has been made continues.

At the end of the term, the school staff will review the progress that XXXXX is making and will inform you of this by letter.

If you have any further questions, please do not hesitate to contact me.

Yours sincerely

Tony TaylorTeam Leader: Learning Support

Dear Parent

Following a review of XXXXXX’s progress since the One Plan Meeting, I am delighted to report that h/she continues to make progress.

At this point, I feel that XXXXX can be taken off our Monitoring List as their needs can be met by subject teachers in the classroom.

I would like to congratulate XXXXX for his/her achievements and I am sure that this will continue in to the future.

If you have any questions, please do not hesitate to contact me.

Yours sincerely

Tony TaylorTeam Leader: Learning Support

**Faculty of Learning Support**

**Movement of Students on the SEN List**

|  |  |
| --- | --- |
| **Student Name**: | **Form**: |
| **UPN**: |  |

|  |  |
| --- | --- |
| Move student on to the SEN List as SEN Support |  |
| Move student off the SEN List |  |

Request to:

Reason:

People consulted about movement:

|  |  |
| --- | --- |
| **Name** | **Position** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

*Learning Support Use Only.*

Movement Authorised: YES / NO

Signed:

Print Name:

Date to be actioned: