

Special Educational Needs Policy for Old Warren House PRU

Date Adopted	Signed by Chair or Vice-Chair of Management Committee			Review date
	Signed	Name	Position	
September 2016				
September 2017				
September 2018				
September 2019				
September 2020				

Compliance

This Policy complies with the statutory requirements of the Special Educational Needs and Disability Code of Practice 0 -25 years September 2015 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (January 2015)
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- Equality Act 2010: advice for schools DfE (Feb 2013)
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- Statutory Guidance on Supporting pupils at school with medical conditions December 2015
- Accessibility

Responsibility for SEND provision at Old Warren House, Lowestoft

Mrs Angela Pinner - SEND Manager

Mrs Rachael Taylor – Special Educational Needs Co-ordinator who holds The National Award for SEN (NASENCo award)

Aims

This document is a statement of the aims, principles and strategies of the Special Educational Needs and Disabilities of pupils attending Old Warren House. Our aim is to raise the aspirations and expectations for all pupils with SEND. In line with statutory guidelines, this policy will be reviewed annually.

This Policy focuses on the learning and progress of those children who have needs which fall under four broad categories as set out in the SEND Code of Practice 0-25 (January 2015):

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health difficulties (that may affect behaviour)
- Sensory and/or Physical (including Vision & Hearing)

Every teacher is a teacher of every child, including those with SEND and it is the responsibility of all staff at Old Warren House to support all children who attend the unit.

Old Warren House support pupils with special educational needs and/or disabilities to ensure expectations of learning and progress are high and inclusion into all aspects of school life are achieved. Our ethos is to work in partnership with the children, parents/guardians, work placements and outside agencies to guarantee each pupil can be fully integrated into the life of Old Warren House and also with the transition from KS4 to further education or into the workforce, by developing resilience, self-confidence and high expectations.

Objectives

- To identify and provide for pupils with special educational needs and disabilities and ensure that their needs are met.
- To work within the guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disabilities.
- To provide a Special Educational Co-ordinator (SENCO).
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- Provide a multi-sensory, structured and individualised learning programme to encourage the most successful outcome for each child and ensure access to the curriculum for all pupils.
- To ensure our Reasonable Adjustment Duties are fulfilled so that a pupil with either a disability or special educational need are not placed at a disadvantage.
- To ensure GCSE access arrangements are applied for where appropriate.

Before providing SEND support we will always consider other factors which may impact on progress and attainment (but are not SEND), such as:– attendance and punctuality, health and welfare, EAL, receipt of Pupil Premium grant, being a Looked After Child and being a child of a serviceman/woman.

Identifying Individual Special Educational Needs & Disabilities:

- We adopt the four broad categories of need from the Code of Practice to ensure any SEND is identified at the earliest stage.
- As part of the referral process to Old Warren House, the mainstream school include copies of any planned responses already identified to address SEND, Education, Care and Health Plans (EHCP), copies of any assessment reports, diagnoses and any evidence of attainment levels.
- A home visit is made before a pupil starts at Old Warren House to encourage and stress the importance of working in partnership with parents/guardian in order for the placement to be as successful as possible for the pupil. This is followed by an invitation into the unit for a 'sign up' meeting with parents/guardians. The pupil is included in the process and a contract is signed by both parent/guardian and pupil. Every effort is made to encourage parents/guardians to recognise their responsibilities towards their son/daughter to help the placement's success.
- In the first few weeks of starting Old Warren House, baseline assessments are made in English, Maths and Science and where appropriate, pupils may be assessed using The British Picture Vocabulary Scales, TOMAL working memory assessment and a Thrive assessment to target a pupil's emotional and educational needs.
- The relevant paperwork will be collated for those pupils who have an EHCP, and an annual review organised. However, where the needs of the pupil have not previously been recognised, once they start at Old Warren House further assessment and investigation may be required to ascertain whether there are any undiagnosed, underlying developmental difficulties or specific learning difficulties. This work is carried

out with outside agencies, such as Community Paediatricians, CAMHs, Speech and Language Therapists, Occupational Therapists, Educational Psychologists in line with the SEND Code of Practice 2015, and an Education and Health Care Plan (EHCP) may be applied for. This has replaced the Statement of Special Educational Needs. * see Old Warren House's contribution to the Local Offer on school website.

Management of Pupils with SEND - A Graduated Approach to SEN Support

The SENCO co-ordinates special educational provision for each pupil through regular discussions with teaching staff, Classroom Support Staff, the LEA, parents/carers and outside agencies working with individual pupils. All staff are fully aware of their responsibilities towards pupils with SEN

We do not work in isolation and encourage in depth discussions with everyone working with the child. This is seen as crucial part of the work of Old Warren House. It is a continuous and systematic cycle of 'plan, assess, do, review' to ensure the best possible outcome for each pupil.

Provision

The SENCO is responsible for the day to day running of this policy. However all teachers are responsible for the progress of every pupil including those with SEND.

The Procedures for the day to day management of Special Educational Needs are in place as follows:

- a) High quality teaching which is multi-sensory, person centred and differentiated to meet the needs of each pupil.
- b) A daily 'plan, assess, do and review' cycle occurs during the daily briefing session where strategies are reviewed and changed if required.
- c) Regular reviews and assessments of children's achievements are undertaken and decisions made regarding appropriate provision.
- d) Reasonable adjustments are made where necessary.
- e) The advice of external agencies is sought and incorporated into a provision map.
- f) Old Warren House provide staff training to ensure skills match pupil need.
- g) Where possible further support is required beyond Old Warren House, we will support parents/carers to access specialised assessments or help with transition to further education or work.
- h) Examinations Access Arrangements will be arranged either using Access arrangements online, or where a pupil has very substantial needs which are not accommodated by the on-line system, additional paperwork will be sought to comply with JCQ regulations. Evidence of a pupil's normal way of working (computer, scribe, coloured overlay etc.) will be collected throughout the pupil's time at Old Warren House and assessments made where necessary.
- i) On entry pupils are assessed for their learning and emotional needs which include assessments for; literacy, science, numeracy, working memory (if required) and a Thrive assessment for any interrupted developmental needs. Following the assessments, a person centred package is designed to meet the pupil's individual needs.

Exam Access Arrangements(EAA)

There will be pupils who require reasonable adjustments and access arrangements are made before sitting external assessments. Rachael Taylor holds a Level 7 Post Graduate Diploma in Literacy and Dyslexia from the University of York so is a qualified access arrangements assessor and carries out exam access arrangements at Old Warren House starting in September 2019.

What Are Exam Access Arrangements

An Exam Access Arrangement is a provision or type of support given to a student (subject to exam board approval) in a national/public exam, where a particular need has been identified and it is provided so that the student has appropriate access to the exam. EAAs are intended to give all candidates equal opportunity to demonstrate their skills, knowledge and understanding. Procedures and practices relating to the awarding of EAAs are governed by the statutory duty to make reasonable adjustments to provision under guidelines produced by the Joint Council for Qualifications (JCQ). The JCQ adjusts its regulations periodically and the School is bound to comply with the current regulations.

The most commonly used access arrangements at Old Warren House are as follows:

Scribe: a trained adult who writes for the student. The student would dictate their answers including all punctuation, grammar and relevant spellings and the scribe would write exactly what the student says. This provision also includes the use of a word processor with spelling and grammar functions enabled. However, relevant spelling/grammar marks would then be deducted from the final exam score.

Reader: a trained adult who would read the question and relevant text (with the exception of an exam testing the students' reading such as English comprehension) for the student. The student would then write the answers themselves although this text could then be read back to the student if requested. Under JCQ Regulations, three or four candidates may share one reader and candidates with individual readers may be required to share a room.

Word processing: access to a computer for an exam (if appropriate but not usually for subjects such as Maths) so the student would word process their answers. Spelling and grammar checks would be disabled other than in exceptional circumstances where the student has 'scribe' provision (see above).

25% Extra Time: students may be entitled to an allowance of 25% extra time depending on their history of need and standardised scores below 85 relating to speed of reading, writing or processing.

Rest Breaks: where students are permitted to stop for short breaks during the exam and this time is then added to the finish time, with the effect of elongating the exam but not actually using any extra time.

Prompter: used for students with little sense of time or ability to concentrate, a trained adult/invigilator can prompt them with a few permitted phrases to refocus or move the student on to the next question or indicate how much time is left. The above list is not exhaustive but does cover the most commonly used exam access arrangements but the School would ensure each student's needs are met as required. EAAs may also differ according to the students' needs within each subject i.e. extra time may be awarded to extended writing subjects only.

Procedures for EAA

Students will be identified for possible access arrangements through a combination of the following criteria:

- From entry as a result of information from schools, prior access arrangements and/or low attainment scores in relevant assessments
- Referral from a teacher and evidence supporting student's area of need
- EAAs granted/officially approved by previous school – subject to relevant paperwork being sent to OWH, in addition to clear evidence of need and confirmation of qualifications of prior school's specialist assessor.
- Presentation of a recent medical letter/diagnosis from a qualified health care professional.

Official approval is *normally* requested by the Autumn Term of Year 10 and is subject to results from the School's designated specialist and/or a medical diagnosis/report.

EAAs have to be officially approved for all students taking GCSE. However, it is our aim to have 'provisional' access arrangements in place for internal assessments for students in Year 10 as soon as additional needs are identified so this becomes the students' normal way of working. Students who are deemed eligible for access arrangements will be tested as soon as possible by the School's designated 'specialist assessor' (Rachael Taylor) to ensure the results are valid for official approval for the entire GCSE period.

Exam access arrangements for students in Years 11 will be considered as soon as they arrive at OWH. This allows the school sufficient time to gather evidence of need in the classroom, evidence of normal way of working (including the mock exams) and assessment by the school's designated 'specialist assessor' (Rachael Taylor). This evidence is required to meet the JCQ deadline for submissions (currently set in February). As advised by the JCQ, the school will not accept privately commissioned assessments as sole evidence for exam access arrangements.

With the exception of temporary illness or injury on the day of the examination, students who require EEA provision for medical purposes will need to provide written evidence from an appropriate medical professional in March of the year they will be sitting exams, stating their current diagnosis, treatment and details of how it might affect their performance. Historical information will not be taken into consideration. Any EEA provision will then be put in place to comply with current JCQ regulations, which may differ from that suggested by the medical professional.

The Head of Centre is responsible for EAA provision and duties include the following:

- Ensuring there is appropriate evidence for a student's exam access arrangement.

- Informing subject teachers at regular intervals regarding student's exam access arrangements and how they should be supported in the classroom.
- Liaison with Exams Officer (Amanda Barratt)
- Informing parents/carers about student's provisional access arrangements, specialist assessor tests and official approval of arrangements for GCSEs.
- Ensuring each student understands how to use their access arrangements and under what circumstances.
- Monitoring the use of exam access arrangements to ensure they remain appropriate and they become the student's normal way of working.

Post-16

Under section 41 of the Children and Families Act 2014 (the Act) we will carry out the following specific statutory duties:

- Co-operate with the Local Authority on arrangements for children and young people with SEN. This is a reciprocal duty.
 - There is a duty to admit a young person if we are named in an Education Health and Care EHCP. Young people have the right to request that an institution is named in their EHCP, and local authorities have a duty to name that institution in the EHCP unless, following consultation with the institution, the Local Authority determines that it is unsuitable for the young person's age, ability, aptitude or SEN, or that to place the young person there would be incompatible with the efficient use of resources or the efficient education of others.
 - We will support children and young people in moving between phases of education and in preparation for adulthood – as young people prepare for adulthood this will be reflected in outcomes that reflect their ambitions (eg in relation to employment, higher education, independent living and participation in society.)

Partnership with Parents

In line with Old Warren House's statutory requirement to provide a SEND Information Report; Regulations 51, Part 3, section 69 (3)(a) of the act, this policy is published on our school website, alongside our Local Offer Document and is accessible to parents/carers, mainstream schools and the wider community.

Information regarding Suffolk Local Authority's Offer, through the Access Unlimited website:
<https://www.access-unlimited.co.uk/>

At Old Warren House we are committed to working in partnership with parents/guardians. We encourage an active partnership through an ongoing dialogue with parents. We will telephone or write to parents to keep them informed. Parents have much to contribute to our support for their children.

The school website contains information about our policy for Special Educational Needs, and the arrangements made for these children in our Pupil Referral Unit.

We have regular meetings to share the progress of pupils with Special Needs with their parents/guardians. Parents/guardians are consulted regarding possible involvement or assessment from outside agencies and whether to proceed with the decisions. Parents/guardians will be involved in a yearly annual review for pupils with Education, Health and Care Plans will be carried out.

Integration and Transition

Pupils attend Old Warren House for a maximum of twenty five hours per week but this can be divided between school, work experience, college link courses, breakout and sport and home learning.

Supporting Pupils at School with Medical Conditions

Old Warren House recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. If disabled, the school will comply with its duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care (EHC) Plan which brings together health and social care needs as well as their special educational needs provision and the SEND Code of Practice (2015) is followed.

Monitoring and Evaluation of SEND

Old Warren House Management Committee supports the monitoring and evaluation of the SEND policy. The school conducts regular audits involving the Head of Centre which is fed back to all managers as part of the termly Head of School Report. This includes:

- Feedback from pupil progress meetings
- Feedback from mainstream schools/parent/pupil views
- Lesson observations
- Work Scrutiny
- Data Analysis
- Monitoring of staff CPD
- Attendance of SENCO network meetings

Training and Allocation of Resources

Old Warren House receives SEN and High Needs Funding for all pupils. SEND provisions are funded through the budget with the Management Committee overseeing the effective use of financial resources to purchase any suitable resources for pupils at First Base. The process of resource differentiation is tailored to the needs of the individuals within any particular pupil at any given time.

Some funding may be generated through Pupil Premium.

Specialist resources may be purchased following identification during assessments. E.g. Educational Psychologist report may suggest coloured overlays.

It is the responsibility of the SENCO to identify any gaps in training needs of the staff and enable them to access training where required. These are identified through the School Development Plan, Performance Management Reviews and in response to particular needs of individual children. It is the SENCO's responsibility to attend training to support school improvement and share this with staff and the management committee when necessary. The SENCO should also support individual staff in accessing relevant training or documentation, modelling of strategies and sharing of SEN skills to assist staff in meeting the needs of all children with SEN at Old Warren House.

Old Warren House has NASEN membership in order to access up to date information regarding SEND at a national level.

The induction of new members of staff includes an introduction to the procedures at Old Warren House and all policies. All staff are entitled to attend training as required and CPD is encouraged.

Storing and Managing of Information

Files are kept locked in the school office and are removed only when necessary by the class teacher or the Head of School and returned promptly after use.

Complaints

The Head of Centre and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child's provision for SEN. They should first request a meeting with SENCO where the issues can be discussed, if necessary the Head of Centre will be asked to join the meeting.

A copy of our complaints procedure is available on school the school website.

Review of the Policy

This policy is reviewed annually, following consultation with representatives of parents, mainstream school and the SEND Manager.

To be reviewed September 2021