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Author: **DAVID WILSON, HEADTEACHER**

Ratified by: **NICK ROSE HEAD OF EDUCATION**

Elysium Children and Education are committed to promoting equality in all its activities.  
We aim to provide an environment free from discrimination and unfair treatment.

## 1. Introduction

This document is produced for Potters Bar Clinic School, a division of Elysium Children and Education.

## 2. Policy Statement

Potters Bar Clinic School prides itself on being part of an inclusive organisation in which every individual is welcomed and valued, regardless of age, gender, ethnicity, difficulty of learning, severity of mental health, disability, attainment level, cultural background and experiences.

It is recognised that all young people have a right to a broad and balanced curriculum, which is relevant and differentiated, which demonstrates progression and coherence, and that all staff share responsibility for its delivery to all young people in their care. For this reason, our curriculum is readily adaptable and flexible to meet the complex needs of the young people who are referred to the service and are then educated as part of their statutory entitlement.

We embrace a holistic approach to building a personalised curriculum for individual students that takes account of factors such as:

- Their Mental Health and presentation when joining a service, be that informally or under section 2 or 3 of the Mental Health Act
- Their Special Educational Need and/or learning disability
- Minority ethnic and faith groups, Looked After Children (LAC), travellers etc.
- Young people with English as an Additional Language (EAL)
- Those who are More Able
- Those who may be subject to a Child Protection (CP) or Child in Need Plan (CiP)
- A young person's aspirations for their future

We recognise inclusion as a dynamic process, requiring critical and regular evaluation, which takes place on a daily, weekly, monthly or more basis. This will ensure that sessions are planned to address potential areas of difficulty and remove barriers to achievement. It is strongly recognised that Inclusion and Inclusive Education is the joint responsibility of all stakeholders.

This Special Educational Needs and Disability (SEND) policy has been written with reference to the:

- Education Act 1996
- Equality Act 2010
- Children and Families Act 2014 – Part 3 - Special Educational Needs and Disability Code of Practice: 0-25 Years 2014

The policy details how Potters Bar Clinic School will endeavour to ensure that the necessary provision is made for any young person who has SEND.

This provision will take into account their school needs, mental health presentation, medication, EHC where produced, treatment plans and suitable preparations for education or employment upon discharge.

### **3. Definition of SEND**

The following definition is taken from the Special Educational Needs and Disability Code of Practice: 0-25 Years (2014):

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

Young people must not be regarded as having a learning difficulty solely because English is spoken as their second language.

### **4. Areas of SEND**

The Special Educational Needs and Disability Code of Practice: 0-25 Years (2014) identifies four broad areas of need:

- Communication and Interaction  
*This category includes students with speech and language needs (SLCN) and autistic spectrum disorders (ASD)*
- Cognition and Learning  
*This category includes students with moderate learning difficulties (MLD), severe learning difficulties (SLD) specific learning difficulties (SpLD) and profound and multiple learning difficulties (PMLD)*
- Social, Emotional and Mental Health Difficulties  
*This category includes students with attention deficit disorder, attention deficit hyperactive disorder, attachment disorder and behaviours that reflect underlying mental health difficulties*
- Sensory and Physical Impairment  
*This category includes students with vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical difficulty (PD)*

It is acknowledged that some young people may have complex needs and therefore have needs in more than one of the areas outlined above.

### **5. Principles of SEND Policy**

The following principles reflect those outlined in the Special Educational Needs and Disability Code of Practice: 0-25 Years (2014):

- Early identification of a young person’s needs and early intervention to support them
- Participation of young people in decision making
- Participation of parents / carers / guardians in decision making
- A focus on inclusive practice and removing barriers to learning
- High quality provision to meet the needs of children and young people with SEND
- Collaboration between education, health and social care services to provide support
- Successful preparation for adulthood, including independent living and employment

## 6. Early identification and intervention

In our schools: students who are behind the expected levels of Maths and English are not automatically identified as having special educational needs but are provided with the teaching they need to make the progress required.

Students with special educational needs are identified in a number of ways:

- Collation of prior or home school data and information
- Baseline testing where necessary on entry to the school
- Regular cycle of teacher assessments
- More detailed testing of individual students as appropriate
- Staff refer students to the SENDCo, highlighting specific concerns

SEND students are identified on the SEND Support List which is available to all staff. The SENDCo is responsible for maintaining the SEND Support List accurately.

- K - a student with SEND requiring intervention that is additional to, or different from, those provided through the school's usual differentiated curriculum offer and strategies. This may include advice or support from outside specialists, so that alternative interventions, additional or different strategies can be put in place.
- E – a student with an EHC Plan. This identifies a student with a lifelong and significant difficulty, requiring a Statutory Assessment by a student's home LA. An assessment can be requested by the school or parent. If an EHC Plan is issued, it will state a student's strengths and areas of need. It will also specify desired outcomes for the student, along with the steps and resources required to ensure that those outcomes are achieved within the given time frame. The SENDCo endeavours to work closely with any student's LA / school to ensure that all the entitlements of an EHC Plan are provided. The SENDCo will maintain Annual Reviews of EHC Plans and a member of the LA invited to attend. If the school considers an EHC Plan to be necessary, the SENDCo will contact the LA of the student and begin the referral and assessment process.

The school will make every effort to adhere to the timescales provided in the Code of Practice. However, the responsibility to oversee this process continues to lie with the young person's LA.

## **7. Participation of students in decision making**

It is essential for all students to be fully involved in their education; feeling listened to and in control of their learning experiences. It is the responsibility of all members of staff to interact individually with SEND students in their classes, engaging in conversation about their learning and how best to support them to achieve agreed targets.

Students are encouraged to:

- have an understanding of the difficulties they experience in and outside the classroom
- celebrate their strengths and achievements
- become independent learners
- fully participate in the decision-making processes by contributing to assessments and reviews
- develop ways of helping themselves by suggesting their own personal targets
- share ideas with staff and other students

Students participate, where appropriate, in the creation of Individual Education Plans, which detail their needs, strategies of support and SMART targets. The targets are reflective of their mental health, current presentation, EHCP's, LAC reviews, attendance records and personal targets, and are developed with the young person so that they are at the centre of their education plan.

## **8. Participation of parents/carers in decision making**

It is essential for parents/carers to be fully involved in their child's learning and to participate in decisions made about their child's education. We listen to parent's views and actively encourage discussions about educational needs and provisions. Wherever possible views and wishes will be adhered to, so they can contribute to the provision network around them and continue to thrive as individuals and reach their full potential. Parents/carers will be involved in all decisions, through telephone conversations, meetings and CPA's.

## **9. A focus on inclusive practice and removing barriers to learning**

It is the responsibility of all members of staff to be aware of the barriers to learning which students with SEND experience, whilst holding the highest expectations of them, so that all students are able to make good progress and achieve their potential. All staff have been trained on effectively differentiating work and supporting SEND students fully in the classroom. Meeting the needs of our children with SEND is a whole school responsibility.

We expect all teachers to be teachers of every child and to adjust their teaching to enable all students to make progress. This may involve some adaptation of teaching methods and appropriate modification of resources.

The curriculum is used creatively to meet the needs of all pupils across the key stages and with the growing focus on increasing and developing the skills and abilities of those students who struggle to access knowledge and understanding- so that they then have the skills to support their growth as learners whilst challenging, developing and widening the skills of all our learners so that full potential is gained for all.

All students are included in all aspects of the community in which they are educated and live. They are encouraged to develop personal interests and join extra-curricular activities and clubs with occupational therapy and the school, in line with their section 17 leave.

Regular lesson observations and book scrutiny are completed to evaluate and improved learning experiences for all students.

#### **10. High quality provision to meet the needs of students with SEND**

There are several systems in place to ensure that our students with SEND are supported to achieve. All staff have been trained on effectively differentiating work and supporting SEND students fully in the classroom. Teachers are provided with detailed student information to inform their classroom planning. They can readily access this information and strategies provided by external agencies. Keyworkers for students regularly inform staff of any changes in a student's needs.

The SENDCo liaises closely with staff to ensure that students with SEND have good access to learning in lessons. On-going training ensures that all staff are kept up-to-date and have the knowledge to support students fully in lessons.

Lesson observation and book scrutiny allow teaching to be monitored and support/strategies provided, as necessary. Students are mainly taught in small groups and therefore have personalised support.

Some students will be assessed as needing additional support to maintain progress. This may be a short- or longer-term intervention.

All provisions within the school will be monitored to assess impact through:

- regular reviewing of student information sharing targets and achievements with the students and their families
- Key workers reviewing and gaining the opinions of our students
- tracking progress via academic outcomes and monitoring
- classroom observation by the Head Teacher, SENCo and Senior leadership Team
- other reporting procedures

Students who require Access Arrangements are tested and provided with arrangements that reflect their normal way of working. This ensures they are not put at a disadvantage and are provided with the correct support.

#### **11. Collaboration between education, health and social care services to provide support**

We work closely with all stakeholders to ensure the needs of a student are fully met. When necessary, advice will be sought from external advisors and professionals concerning appropriate next steps.

## **12. Successful preparation for adulthood, including independent living and employment**

Students are supported at each point of transition, whether this be between key stages whilst they are educated at the school or with their home school.

We liaise closely with home schools to ensure a smooth transition between settings. Baseline data and information is requested to ensure teaching is appropriately planned and reflective of a student's needs.

Where appropriate, a student will be taught life skill lessons to support them in their preparation for adulthood. As SEND students move from school to other education establishments or employment the SEND department will provide information and reports to ensure a successful transition.

## **13. Responsibilities**

The overall responsibility for SEND lies with the Headteacher

The responsibility for the management of the SEND provision lies with the SENDCo, where appointed, and their role involves:

- ensuring the SEND code of practice is implemented effectively across the school and has an ongoing process developing systems of monitoring, review and evaluating
- ensuring equal opportunities and equal access for students
- monitoring and recording the progress of all students
- obtaining current achievement and assessment reports from previous schools/other provisions/LEAs
- ensuring access to a balanced and relevant curriculum through personalised, differentiated and appropriate levels of study
- maintaining a detailed SEND Support List which will be regularly updated
- promoting the positive perception of all students within the schools by all staff that encounter and support them regardless of status and profession
- involving parents and carers directly at every stage of planning and provision
- involving the young person at every stage themselves so that their voice is heard, they feel it is heard and they are included at all times and stages

## **14. Admissions and Access**

Students with SEND, with and without a EHC Plan, are identified prior to admittance to the school according to the protocol and procedures set out within Elysium Healthcare and in liaison with other stakeholders where appropriate e.g. NHS England.

Access arrangements for young people with physical disabilities who require the use of a wheelchair are taken into account at Potters Bar Clinic School, adaptations such as a disabled toilet and ward lessons are available.

Access to a broad and personally relevant curriculum is provided, in line with the school's curriculum policy.

### **15. The role of the Management Committee (MC)**

It is the responsibility of the MC to evaluate the effectiveness of SEND provision within the schools. At its Annual Meeting, the following evidence will be presented to the MC by the SENDCo and /or the Head Teacher.

The areas for discussion can include:

- Current staffing
- Details of current funding.
- Breakdown of SEND students on the SEND Support List.
- Rates of progress for Intervention Programmes.
- Self-Evaluation.
- Support Improvement plan.
- Case Studies.
- Teaching Assistants Roles and responsibilities.
- Observation examples.
- Example of Individual Education Plan and or Individual/Group Student profile formats.

### **16. How will we store our SEN data?**

Potters Bar Clinic School will maintain a SEND Support List with categories as described above. This will enable all professionals involved with a young person and their family to be as fully informed as possible.

### **17. Complaints Procedure**

Parents are encouraged to contact the Headteacher about any matter and to make an appointment to speak to staff at any time they feel appropriate. Our complaints policy is available on request or on our website.