

Derrymount School

SEND POLICY

Definition of special educational needs and disability (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- A child of school age or young person has a learning difficulty or disability if they:
 - a) Have a significantly greater difficulty in learning than the majority of others of the same age or
 - b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post 16 institutions.
- A child under compulsory school age has special educational needs if they fall under the definition at a) or b) above or would do so if special educational provision were not made for them
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

More details about the reforms and the SEND Code of Practice can be found on the DFE's website:

www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which supports children and young people with SEN and / or disabilities and their families. It describes provision and services across Education, Health and Social Care and also includes those provided by private, voluntary and community sectors. More details can be found on www.nottinghamshire.sendlocaloffer.org.uk

Introduction

- Derrymount School is a school designated to teach pupils with ASD and conditions related to ASD, ADHD and attachment disorders. Some of these pupils will have complex needs which may also include sensory issues, learning difficulties and challenging behaviours associated with ASD.
- It endeavours to make reasonable adjustment for all pupils' needs and not to place any pupil at a disadvantage in comparison with their peers without justification. Derrymount School also has a duty not to treat a pupil less favourably than another.
- It provides a differentiated curriculum, specialist teaching, small group sizes, specialist equipment and an environment appropriate to the needs of these pupils.
- All pupils attending the school have individual needs and this policy will provide the basis for them to receive additional support as and when it is needed.
- All pupils' admission arrangements will be within the LA's policy. All pupils attending Derrymount School have an EHC Plan or Statement of Special Educational Needs.

Principles of Entitlement

At Derrymount we aim to make reasonable adjustments for all pupils' needs and not place any individual pupil at a disadvantage in comparison with their peers without justification.

We provide a differentiated curriculum with specialist teaching, small group sizes and an appropriate environment. All our pupils have individual needs and this policy forms the basis for them to receive additional targeted support where and when required.

To ensure effective education Derrymount School aims to:

- Provide all pupils with a broad, balanced and enriched curriculum which includes the National Curriculum.
- All pupils have access to accredited courses, work experience at the appropriate level for their needs.
- All pupils have access to offsite activities and visits which include residential.
- Ensure pupils feel secure and supported, encouraging their academic and social experiences to be meaningful.
- Identify any changes in the pupils' academic progress or behaviour which cause concern and take appropriate and timely action.
- Work in cooperation with pupils, their parents / carers and other agencies.

- Offer a multi-disciplinary approach with regards to assessing, planning and reviewing provision.
- Enable pupils to reach their full potential and to value them equally, whatever their gender, ethnicity, ability or beliefs.
- Take reasonable steps to ensure that pupils are not placed at a disadvantage in comparison with their peers.
- Celebrate their achievements.

Practice

- The Head Teacher, Assistant Head Teachers and class teacher will be aware of the advice in the EHC Plan or Statement and ensure that their IEPs relate to it.
- Each pupils' IEP will be reviewed termly and discussed with the class team. Copies of the IEPs will be shared with the parents/ carers who are encouraged to contribute and request targets for the pupils' learning. The pupils' learning will be reviewed yearly and this will form the Annual Review. The class teacher / tutor will write the Annual Review alongside other professionals working with the pupil.
- The Head Teacher will have overall responsibility for the EHC Review programme, documents and process. The School Administrator has delegated responsibility for the organisation and management of the process. The Assistant Head Teachers and senior teaching staff will be involved with the chairing of the EHC Review meetings. All pupils will be encouraged to contribute to the EHC Review process.
- Each Pupil from Y9 will be involved in the Transition Plan process when appropriate. The Head Teacher will have overall responsibility for the

Transition Review and will ensure that the main part of the Transition Plan is addressed. Throughout all the plans and implementations of the Transition Review the pupil will take an active role and parents' / carers' will be regarded as having prime importance.

The role of the Class / Subject Teacher/Tutor

The teachers at Derrymount School are specialists in teaching pupils with ASD and associated SEND. Class teachers have responsibility for individual pupils in their class. They:

- Collect, collate, record and store pupil information in context to their special needs and any identified additional concerns.
- Write and review termly IEPs for schools, parents and other agencies.
- Encourage assessment for learning appropriate to the needs of the pupil.
- Monitor progress throughout the year and address concerns.
- Write statements on an annual basis on progression and achievement for the annual review and transition plan reports.
- Produce differentiated materials appropriate for the pupils to support their IEPs.
- Regularly consult with and report classroom team's concerns.
- Raise pupil concerns at departmental meetings and briefings.
- Liaise with class teams to write pen pictures and behaviour plans.
- Liaise with parents on a daily basis in the form of a home / school diary or other format agreed by the parents.
- Ensure that Behaviour Watch incidents are recorded as soon as they occur and parents are informed by phone contact if Physical Intervention or the Chill Out room are used.

The Role of the Teaching Assistant.

Teaching assistants are an integral and important part of the provision for pupils with SEND. Their role is principally to support the class teacher in their work as follows:

- Work as part of the class team supporting pupils with their IEPs and targets.
- Ensure that the pupils' work environment is safe and stimulating.
- Support pupils with their PHSE needs.
- Support pupils with personal needs.
- Regularly consult with and report class team's concerns.
- Raise pupil concerns at departmental meetings and briefings.
- Liaise with class teams to support the writing of IEPs, Pen Pictures and Behaviour Plans and be mindful of their contents.

The Role of the Assistant Head Teachers

As well as supporting the Head Teacher in the chairing of EHC Reviews the Assistant Head Teachers will:

- Have an overview of the general good practice and process of planning and recording across departments.
- Liaise with department teams with regards to good practice and any other issues.
- Liaise with department teams to identify any pupil concerns.
- Support class teams in the monitoring of pupils who are causing concern.
- Support the class teacher in the writing and reviewing of behaviour plans.
- Consult with the SLT about pupil concerns, plans of action and any necessary advice.

The role of the Head Teacher

The Head teacher will have specific responsibilities following an identified pupil concern. These will be to:

- Regularly monitor the performance and behaviours of the individual pupil who is causing concern.
- Liaise with and coordinate the effective use of support agencies.
- Liaise with governors keeping them informed about pupils needing additional individual support.

The role of the SENCO

At Derrymount School the Head Teacher is the SENCO. The SENCO should:

- Act as a representative of Derrymount School at family SENCO meetings.
- Disseminate information from family SENCO meetings to senior leadership.
- Coordinate and support the writing of Care and Behaviour Plans.
- Liaise with the named governor for special needs to monitor and evaluate current practice.
- Review the SEND policy and ensure the governors approve the document.

Pupils requiring additional support

The structure for pupils requiring additional support follows an agreed procedure designed to access appropriate levels of support as follows:

- Pupil concerns raised in classroom teams.
- Concerns recorded and monitored.
- Pupil concerns raised and passed on to SMT.
- Concerns recorded and behaviour plans / risk assessments put in place and shared with all teams working with the pupil.
- Head Teacher / Assistant Head Teachers to liaise with pupils, staff, parents and other agencies when pupils continue to present concerns.
- Head Teacher / Assistant Head Teachers to refer to / work with other agencies.
- Pupils to be monitored and reviewed regularly as appropriate.
- If we feel that we are no longer meeting a pupil's needs this will be flagged up with appropriate professionals including the educational psychologist and ICDS so that a review or placement at risk meeting can take place at which we seek to make reasonable adjustments and provision until / or a more appropriate provision is identified.

The role of the Office Manager

The office manager will organise and implement the delivery of the EHC Review process.

The office manager will:

- Produce a timetable / schedule for EHC Review meetings.
- Contact the relevant bodies to attend the EHC Review meeting.
- Collate and type the EHC Review.
- Disseminate the EHC Review to parents, teachers and relevant agencies.

Add the action plan following the review meeting to the EHC Review report.

Facilities

The school has a range of specialist facilities in place

- Access arrangements for exams and assessments
- Safe and secure building / grounds access
- Safe transport area for arrival / departure
- Safe and secure specialist areas eg Forest School and Adventure School outdoor areas
- Wide range of sensory equipment in classrooms for use in classrooms and specific rooms including the Soft Play Room and Sensory Room.

Allocation of Resources for pupils with SEND

New pupils' level of need, or pupils whose needs change are moderated among other special schools to ensure that resources are allocated in line with all other special schools across the county. These resources are then allocated in school with regard to specific needs and their associated requirements of the individual pupil.

Decisions regarding class sizes and staffing are made by the SMT.

Additional funding sources such as Pupil Premium, Sports Funding and Year 7 Catch Up are allocated to target specific pupils.

Links with other agencies:

- Integrated Children’s Disability Service (ICDS)
- Educational Psychology Service (EPS)
- Children’s Social Care
- Child and Adolescent Mental Health Services (CAMHS)
- Police Liaison Officer
- Health

Cathy Clay

Signed _____ **Head Teacher**

Signed _____ **Chair Governors**

Date _____

To be reviewed April 2020