

## SEND POLICY

- 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**

To ensure effective education Derrymount School aims to:

- Provide all pupils with a broad, balanced and enriched curriculum which includes the National Curriculum.
- 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 Annual Review programme, documents and process. The School Administrator has delegated responsibility for the organisation and management of the process. The Head Teacher or Assistant Head Teachers will be involved with the chairing of the Annual Review meetings. All pupils will be encouraged to contribute to the Annual Review process.
- Each Pupil in 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 SEN. 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 SEN. 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 Annual 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.

### **The role of the Office Manager**

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

The office manager will:

- Produce a timetable / schedule for Annual Review meetings.
- Contact the relevant bodies to attend the Annual Review meeting.
- Collate and type the Annual Review.
- Disseminate the Annual Review to parents, teachers and relevant agencies.
- Add the action plan following the review meeting to the Annual Review report.

**Cathy Clay**

**Signed** \_\_\_\_\_ **Head Teacher**

**Signed** \_\_\_\_\_ **Chair Governors**

**Date** \_\_\_\_\_

**To be reviewed November 2017**