



North East Essex

Additional Provision School

Re-engaging young people with education and life-long learning

SEN Policy
2013-4

Date Policy Agreed:

Date of Next Review:

Signed:

This policy statement has been written with regard to:

- statutory requirements and the SEN Code of Practice Jan 2002
- Children and Families Bill 2013
- The draft of 0-25 SEN Code of Practice-
- the aims of the NEEAPS
- The NEEAPS Single Equalities Policy.

Principles and Objectives

NEEAPS is fully committed to Inclusion.

All Students at NEEAPS are offered help, advice and support if they have 'Special Educational Needs' (SEN). That is, they have a learning difficulty or disability that makes it harder for them to learn than most children of the same age. This difficulty may be academic (e.g. reading or spelling), emotional, social, behavioural or physical.

NEEAPS and its Managers are committed to the following aims:

- to ensure full entitlement and access for all Students to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- to educate Students with SEN, wherever possible, alongside their peers within the normal curriculum, having given due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs.
- to identify and assess Students with SEN as early and thoroughly as is possible
- to fully involve parent/carers and Students in the identification, assessment and delivery of SEN provision and to strive for close co-operation between all stakeholders
- to meet the needs of all Students experiencing SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources
- to remove the barriers to learning and participation that hinder or exclude Students with Special Educational Needs
- to provide equal opportunities for all Students
- to ensure the curriculum is suitably differentiated to meet the needs of all Students
- to ensure that an inclusive environment is created and fostered where all members of the school community respect and care for each other
- to ensure that teachers in the school are aware of the importance of identifying and providing for those Students who have Special Educational Needs

- To ensure that parents/carers are aware of the SEN provision available in the school and that they are encouraged to be actively involved in their child's progress

Responsibility for special educational needs

- the Executive Headteacher has overall responsibility for Special Educational Needs provision at NEEAPS.
- Sally Miller is the SENCo responsible for SEN across NEEAPS.
- All staff are responsible for SEN

Admission arrangements

We follow the NEEAPS induction procedure and are particularly keen to welcome young people with a range of additional needs. The campuses have access for Students with physical disabilities and individual risk assessments are carried out to enable us to plan for successful reintegration into mainstream schools.

All students, including those with Special Educational Needs, are admitted to NEEAPS in accordance with the published criteria. All our students are at school action plus or have a Statement of Special Educational Needs and have a key tutor who liaises with the SENCo team to ensure appropriate resources and transitional arrangements are in place so that Learner's difficulties are minimised at the point of entry to NEEAPS.

These arrangements include making provision for learners with identified social, emotional and behavioural difficulties and related conditions (eg ASD, ADHD and ODD) who are at their most vulnerable during times of change.

Identification, assessment and review procedures

NEEAPS follows the recommendations of the Code of Practice 2002. Staff liaise with students previous schools and as much information as possible is collected on Students who have identified Special Educational Needs.

As part of their induction Students complete the WRAT 4 Literacy Tests, Lucid LASS testing, GOAL or similar tests to establish baselines, as appropriate. Further testing, such as the British Picture Vocabulary Scale (BPVS), Dyslexic Screening Test, Visual Stress Screening and testing, e application for Access Arrangements are also carried out, as applicable. This enables us to identify areas of concern from the individual and from the parent/carer. The information gathered will then be used to inform the Personal Learning Plan (PLP).

Identification and assessment are ongoing and all staff contributes to the identification of needs and can express concern or make a referral to the SENCo Team.

The SENCo Team are also involved in Academic reviews where further needs may be identified. Once identification, assessment and intervention have taken place Students and parents/carers are kept regularly informed by a variety of means, e.g. personal contact, reports, Annual Reviews and the formation and implementation of PLP's.

PLP's are written in line with the assessment protocols and are reviewed and discussed by the learning guide with the learner and parent/carers. PLP's are stored on the staff network area and are updated regularly.

Reading tests are carried out at bi-annually and results analysed to identify individuals or groups of students requiring support.

Learners with a standardised score of 84 or below are supported with their literacy via a 1:1 programme, delivered by a teacher or a trained TA, under supervision by the Literacy Co-ordinator/SENCo Team. Students who would benefit from Statutory Assessment to ensure they can receive appropriate educational placements when they transition from NEEAPS are quickly identified and Statutory Assessment applied for.

Further diagnostic assessment is carried out where necessary and outside agencies may contribute to these assessments e.g. Educational Psychologist.

The SEN Register of Need is regularly reviewed and updated by the SENCo Team in consultation with the Head of each campus, and made available to all staff.

Annual Reviews for learners with a Statement of Special Educational Needs are carried out yearly within the given timescale in addition to the PLP meetings. All teachers contribute to this process.

Inclusion and Provision for Students with Special Educational Needs

Access to a balanced and broadly based curriculum is achieved through:

- in-class support – Teaching Assistants (TA's)

- small group/individual withdrawal to address literacy and numeracy needs or specific learning difficulties
- small teaching groups – usually no more than 6 learners
- joint planning between Departments and the SENCo Team.
- differentiation
- access to engagement mentors and youth groups
- working with outside agencies.

Provision at School Action Plus may include:

- TA support in class
- TA withdrawal, dependent on need
- Literacy and numeracy catch up/support
- SpLD withdrawal
- mentoring (refer to Mentoring Policy)
- support from Social Services
- Counselling via Therapeutic Services
- Input from Educational Psychology Service
- Child and Adolescent Mental Health Service (CAMHS)
- Support from YOT
- Support from the School Nurse

Students with Special Educational Needs engage in all aspects of school life alongside Students who do not have an identified need.

For example: enrichment activities, school journeys, and sporting activities.

Special Arrangements for Examinations

Students requiring special arrangements for public examinations are assessed and Access Arrangements are applied for from the exam board. Students who have permission for special arrangements sit their exams and we provide support such as a reader, amanuensis, rest breaks, exams taken at home, prompters and/or extra time.

Reviewing the success of the education provided at the school to learners with special educational needs

- The SENCo will update the SEN Registers on an ongoing basis
- Analysis of data showing students who have undergone statutory assessment/gained Statement of Special Needs
- Data to look at progress for different SEN groups is being developed

- Value added analysis undertaken following public exams
- Analysis of reading tests
- Continued reduction in exclusion rates
- Increased attendance
- Feedback from Students
- Feedback from parents

Parent and Students Involvement

The views of students are taken into consideration at all times and every effort is made to ensure that support is planned in consultation and agreement with them. Annual Review targets and PLP targets are written in agreement with the Young Learner and they are involved in their ongoing review with their parent/carer. This is achieved through regular meetings and Academic Review Days.

We value the contribution that parents can make and believe that the most effective way of working with a Young Learner with Special Educational Needs is where the parents and school work in partnership.

'Parents hold key information and have a critical role to play in their children's education'
– COP Jan 2002

Parents have a vital role to play and it is therefore important to ensure information is accessible, that they feel welcomed into the school and that their views and contributions are sought and encouraged.

Parents are kept informed about their child through letters and telephone calls home regarding progress, provision and PLP's. They are encouraged to keep in contact with the Key Tutors and SENCo Team through email, telephone calls and/or meetings.

Parents are invited to Academic Reviews and Annual reviews of statements and encouraged to make a full contribution.

Continuing Professional Development

Some examples of CPD undertaken by the SENCo Team:

- Secondary SENCo Conference
- Secondary TA Conference
- Solution-Focus approaches
- Teaching children with Cancer

- NASEN – New Code of Practice

The SENCo Team will provide inset/resources for all staff to support their work.

External Support Services

Regular contact is made with external agencies and their involvement is valued. These include:

- Educational Psychologist
- Social Worker
- School nurse
- Child and Adolescent Mental Health Service
- Literacy team
- Transition Pathways
- Social services
- YOT
- Family Solutions
- Multi-Systemic Therapy Team
- Essex Youth Service, Targeted Provision.

The school values the support and guidance from the many staff named above. They contribute to the life of NEEAPS in a variety of ways – all in negotiation with NEEAPS. Students are worked with individually, in small groups or as part of a class. Staff members are also supported through consultation, guidance and CPD. All activities are carefully monitored and evaluated.

Careers and Post 16

The SENCo Team and Transition Pathways meet to discuss students who will need support post 16. Transition Pathways then proceed to work closely with students in order to identify appropriate courses for them. If necessary, students are also referred to Targeted Provision.

- regular contact with the colleges
- visits to colleges to see the Students
- entry to employment course
- work based learning and apprenticeships