

SEN POLICY



<i>Policy Ratified on</i>	Nov 2021
<i>Signed Chair of Governors</i>	Angela M Wighton
<i>Signed Head Teacher</i>	

Contents

1. Aims	2
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	3
5. SEN information report	4
6. Monitoring arrangements	7
7. Links with other policies and documents	7

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The School's mission statement is 'Achievement Beyond Expectation' and we endeavor to progress and develop our pupils in all areas of their lives to achieve this.

Sidestrand Hall School is a maintained Complex needs School for pupils aged 7-19. The School caters for a wide range of complex needs including Foetal Alcohol Syndrome, Autism, speech and language, social and communication needs, multi sensory impairments, ADHD, sensory needs, Downs syndrome, cognition and learning. Pupils may have associated emotional and mental health needs but the school does not cater for pupils where their Primary need is SEMH. Some pupils at the school will have more than one of these Special Educational Needs. The School also has weekly residential facilities for term time only. Clement Lodge is a residential facility for our more complex ASD pupils (6 beds), The Flat is for post 16 pupils, (2 Beds) and the Main House has 18 beds across 3 units. The residential provision is currently rated Good by Ofsted and is inspected annually.

The School aims to keep class sizes of 10 pupils with a high staff pupil ratio. Class sizes are set in order to meet the Complex needs of the pupils and above this number can significantly impact on the efficient education of the pupils in the group. This is being affected by the number of SEN Appeals

Support staff are allocated to classes based on the needs of the cohort. The curriculum is differentiated to meet individual needs and the School provides relevant resources, e.g visual timetables, sensory resources in all classrooms, social stories, literacy and numeracy materials etc.

At Sidestrand Hall School there are a range of opportunities for children to apply their learning and gain other skills. The extensive facilities and expertise on the staff team contribute to the breadth of learning opportunities on offer. The School uses the 15 acre site to its full potential, outdoor learning includes Forest Schools, gardening, nature trails, mountain bike trail, Go-Kart Track, outdoor play equipment,.

Specialist areas include a science lab, food technology room, gym, hair and beauty salon, construction and mechanics workshop, art/technology room, ICT suite.

An independent travel programme is delivered from age 12. It includes finding your way around the school, the local area and training in reading bus time tables and catching local buses to the School's charity shop 'Strands' in Cromer.

Vocational learning in Key Stage 4 includes home maintenance, horticulture, child care, mechanics and construction in a purpose built workshop and a hair and beauty salon.

Whole School events such as theme days involve all ages of pupils in cross phase groups and pupils will experience activities in all areas of the School.

You can find out more information about these on the school website
<http://www.sidestrandhall.norfolk.sch.uk/>

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO

Fiona Drake is the SENCO at Sidestrand Hall School

School Leaders will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings

- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SLT to determine the strategic development of the SEN policy and provision in the school

The Head Teacher

The Head Teacher will:

- Work with the SLT and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SLT to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN REPORT

Areas of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Attention deficit hyperactivity disorder (ADHD), Attachment
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties
- Foetal Alcohol Syndrome
- Downs Syndrome

Identifying Pupils with SEN and Assessing their Needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The School has standardised testing that is used twice a year to monitor pupils' progress in English and Maths. This now includes IXL

Parents, carers, pupils and staff are involved in discussing the progress made by children. This is through parents' afternoons evenings, reports and annual reviews of Education Health Care Plans.

If a child/young person is identified as making lower progress than expected then intervention and support will be discussed to support the child/young person.

Consulting and Involving Pupils and Parents

Due to the location of some of our families we realise that visits to School can sometimes be difficult.

The School has a Text2parents service and parents receive letters detailing trips out etc. Every parent is invited to the Annual Review of their child's EHCP. If this is difficult for parents, teachers can arrange a home visit or telephone conference.

The School holds 2 parent/teacher open afternoon/evening but parents are welcomed and encouraged to contact the school at any time.

Class Teachers complete home/school books for pupils at Key Stage 2 and a class weekly newsletter in the other areas of the school. However identified pupils continue to have home/school books where relevant. Staff also use E. Mail for regular contact.

The whole School newsletter is completed half termly and is posted on the School's website along with the School calendar of up and coming events.

Parents and carers are welcome to contact the school to discuss how they would like to support provision, policies and procedures. There are 2 parent Governors on the Governing Body and they are keen to increase parental involvement and support sessions. They hold Parents 'drop in' sessions in Great Yarmouth on a monthly basis. There is a parents' Facebook page administered by the parent Governors.

Assessing and Reviewing Pupils' Progress

Monitoring progress and achievements by pupils is an integral part of Sidestrand Hall School. At Sidestrand Hall School we use 'Solar' to record children's achievements. This information is monitored by teachers and members of the senior leadership team. This tracks pupils' progress against a variety of programmes/schemes, including, the Early Years Foundation Scheme, Gateway accreditation, personalised curriculums and the Norfolk Assessment Pathways (NAPS) devised by all of the Norfolk Complex Needs Schools in response to the Government removing National Curriculum levels. Each Key Stage prepares a SOLAR report to identify pupils who may not be making expected progress and who may require specific interventions.

Paul Nerney is responsible for pupil data meets twice yearly with every teacher to identify which pupils are making above or below expected progress and any areas for development.

Supporting Pupils between Phases and Preparing for Adulthood

Transition is an important part of every child and young person's life. At Sidestrand Hall School we have a Transition for pupils new to the school and also between classes and Key Stages within the School is managed by the Key Stage or Pastoral leaders. Parents' evenings and EHCP Reviews are key to this process. This again prepares the pupils for transition as they become familiar with the physical areas of the site.

Key Stages 4 and 5 deliver a curriculum that supports the 4 areas outlined in Preparing for Adulthood part of the SEN code of Practice. (Independence, community, health, employment). Sarah Adams, as transition co-ordinator supports parents, carers and children in this process from Year 9 .

We will share information with the school, college, or other setting that the pupil is moving on to.

Teaching Pupils with SEN

The School follows the National Curriculum and at Key Stage 4 and 5 pupils follow a variety of accredited courses to equip them for the next stage of the learning, training or employment.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to the needs of our pupils. This will be differentiated for individual pupils based on their needs and barriers to learning.

Differentiation may be by task, resource, groupings or 1:1, outcome and the level of adult support.

Resources will include the use of ICT equipment or programmes, communication aids etc

All of our extra-curricular activities and school visits are available to all our pupils

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/assemblies/theme days/harvest festival and carol service in church etc

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Additional Support for Learning

Teaching Assistants are allocated to class groups according to their experience and expertise and the needs of the pupils within a group.

The School's extended curriculum particularly focuses on emotional and social development and independence. On Theme Days pupils are provided with opportunities to work with other pupils that may be outside of their own class and area of the School.

We have a zero tolerance SEN approach to bullying.

The School also runs a House System which provides pupils with the opportunity to take on additional responsibilities such as representing the House in sporting events, school council etc. It also is linked to our rewards system with pupils earning house points for a wide variety of reasons.

Expertise and Training of Staff

Sidestrand Hall has a skilled staff team. Areas of expertise include ASD, behaviour management, Multi Sensory Impairment, Signalong, THRIVE (approach to emotional development and well being), Dyslexia,

We have a team of 46 teaching assistants, including 4 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

The School invests heavily in staff training and development. The School's priorities for training link with the School Improvement and Development Plan and the whole school Performance management process. Also any staff member can complete a request form for a course they may be interested in and these are submitted to the Deputy Head.

In the last academic year, staff have been trained in ELKLAN, Signalong, phonics, ICT, read Write Inc, attachment, and ASD

SEN Funding

The School is funded via the Local Authority. The School Budget is allocated according to the number of pupils @ £10 000 per pupil. The School is audited each year to allocate Top Up banding allocations for each pupil including a Top Up for residential pupils (this is not a banded allocation).

Evaluating the Effectiveness of SEN Provision

As a Complex Needs School we continually evaluate our provision against Ofsted criteria and the outcomes for our pupils.

Actions include:

- Lesson observations and learning walks

- Reviewing pupils' individual progress
- Reviewing the impact of interventions
- Pupil questionnaires
- Key Stage Leader monitoring of lessons, planning, progress data
- Work scrutiny
- Annual reviews of EHCPs
- Staff and Team meetings are held to involve all staff in evaluating the School's performance against Ofsted criteria.

Working with Other Agencies

The School has strong and effective partnerships with other agencies. These include Social Care colleagues, health, CAMHS, Starfish, speech and language therapy, SENSI. The Head of Care has extensive experience of working with other agencies and attends any health appointments with families if required. This supports parents and ensures the School knows firsthand of any changes to medication or intervention.

COVID 19

During the pandemic EHCP reviews will take place virtually if Local or National restrictions are in place. Teachers will continue to deliver learning in line with EHCP outcomes even if this is via remote learning where necessary.

Complaints about SEN provision

The School adopts the Norfolk County Council policy for complaints. This can be found on the School's website.

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact Details of Support Services for Parents of Pupils with SEN

Norfolk SEND Partnership - www.norfolksendpartnershiass.org.uk

Family Voice Norfolk - www.familyvoice.org.uk

Contact Details for Raising Concerns

In the event of any concerns please contact the Head Teacher or Deputy Head Teacher.

The local authority local offer

Our contribution to the local offer is contained in The SEN Report on the School Website

Our local authority's local offer is published here: www.norfolk.gov.uk/children-and-families/send-local-offer

Monitoring Arrangements

This policy and information report will be reviewed by SLT and Head Teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be ratified by the governing body.

Links with other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy
- Single Equality
- Supporting pupils with medical conditions Policy
- Curriculum Policy