



Archers Brook SEMH Residential School

Special Educational Needs Policy

At Archers Brook SEMH Residential School where every child matters, we are committed to offering an inclusive curriculum to ensure that all students make progress whatever their needs or abilities.

Pupils are referred to the School from CWAC primarily because of their Social, Emotional, Mental Health needs and/or social/communication needs linked to Autistic Spectrum Conditions. The children will already be the subject of Statements of Special Educational Needs or Education, Health, Care Plan (EHCP) and will have been deemed to have educational needs that cannot be met within the mainstream setting. A new SEN Code of Practice 2014 has been implemented across the country and is underpinned by the Children and Families Act 2014. An increasing number of our pupils have additional communication and interaction, cognitive and learning and/or sensory and physical needs.

With high aspirations, and the right support, the vast majority of children and young people at Archers Brook can go on to achieve successful long-term outcomes in adult life. (Code of Conduct, 2014 1.39)

The specific objectives of our SEN policy are as follows:

- By recognising that all students are individual learners we will raise academic achievement through delivery of a relevant and personalised curriculum and participation in nationally recognised accreditation, ensuring all learners make the best possible progress and thereby increasing life chances and encouraging life-long learning
- To provide a safe environment to enhance the development of personal and social skills
- To encourage acceptable behaviour in and around school and the local community and to be aware and accepting of the consequences of behaviour
- To actively adopt inclusive practices for all our pupils and ensure they take as full part as possible in all school activities.
- To develop real and meaningful opportunities in the wider community for personal interest and fulfilment.
- To actively involve parents/carers in all aspects of their child's education. This will include effective communication and allowing them to play a key role in supporting all aspects of their child's learning.
- To ensure that learners express their views and are fully involved in decisions which affect their education and future.
- To promote effective partnership and involve outside agencies when appropriate.

The success of the School's SEN Policy will be judged against the aims set out above.

The named SEN coordinator for the School is Adam Westwater and was involved in developing this Policy. The Governor for SEN is Mr R Crompton, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body is in agreement with the Local Authorities' admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice, 2014 which accompany the Children and Families Act 2014. The School's Accessibility Policy is appended to this Policy (Appendix A). Other Policies linked to the SEN Policy are The Anti-Bullying Policy.

This Policy will have whole school staff commitment and the objectives will be addressed through the School Development Plan which is reviewed regularly by the Leadership Team and whole School Staff.

Definition of Special Educational Needs

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

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.
- 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
- for children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Special Education Provision means:

At Archers Brook SEMH Residential School educational provision is in a special school. Children who attend Archers Brook SEMH Residential School will all have had their primary needs assessed as having impairment in Social, Emotional and Mental Health development. We recognise that there is a wide spectrum of special education needs that are frequently inter-related. The impact of these combinations on the child's ability to function, learn and succeed is taken into account.

These areas of need identified in the SEN Code of Practice are:

- communication and interaction
- cognitive and learning
- social, emotional and mental health
- sensory and/or physical

Whilst these areas of need and many other factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Archers Brook SEMH Residential School will have due regard for the new Special Needs Code of Practice when carrying out their duties towards all our pupils with special educational needs, and ensure that parents are regularly updated about the SEN provision being made for their child.

Staffing

The SEN team of the school is:

SEN Coordinator (SENCO) – Adam Westwater

SEN/ Additional Therapies staff:

- Ruth Smith / Sabrina Francis-Goss – Nurture
- Jean Bray – Maths Intervention
- Natalie Wright/Jo Sides – Literacy Intervention
- Melanie Bool – Learning Mentor
- Lara Cresswell – Counselling
- Nikki Coulston – Holistic Therapy
- Nadine Wilkinson/Rachel Driver – Art Therapy

SEN Governor – Bob Crompton

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice. All pupils admitted to us are referred by the Local Authority and have a Statement for Social, Emotional, and Mental Health Difficulties (SEMH) or for communication/interaction needs linked to Autistic Spectrum Conditions.

Inclusion

This Policy builds on our School Inclusion Policy, which recognises the entitlement of all our pupils to a balanced, broadly based curriculum. Our SEN Policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all our pupils by monitoring using the DIY guide and receiving reports from the SENCO.

Evaluating the success of our SEN Policy

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'The specific objectives of our SEN Policy' at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External Agencies
- Governors

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting IDP targets and making progress towards statement of SEN objectives
- Use of standardised tests and Boxall Profiles
- Evidence generated from IDP review meetings and annual review of statements

Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

Identifying and Reviewing Pupils' Needs

As soon as possible into the school placement, a pupil's progress (in relation to literacy, numeracy and social, emotional and mental health development) is reviewed and short term targets are established with both the pupil and key staff. **The school uses the Boxall Profile to observe behaviours and identify specific, tailored and meaningful targets. IDP's are written using a 'child friendly' format with success criteria and evaluations which are monitored by staff.** The targets set in IDP are to encourage and support pupils in making progress towards the objectives set out in their statements. Targets are reviewed every term and also during the annual review. Pupils and staff work co-operatively in setting and reviewing targets which can be for social, emotional or mental health development. Where pupils receive additional intervention SEN team staff will liaise with subject/ form staff to set and evaluate appropriate targets using the Graduated Approach method of assess, plan, do, review.

Progress towards the statement's objectives or EHCP outcomes, progress in reading and spelling, current levels, IDP targets and discussion of any other progress or concerns and future plans and support at transition phases are discussed with pupil, parents and carers, the LA and other agencies involved with the pupil at the annual review. It is school practice that form teachers attend the annual review, along with care associates where appropriate. This is then reported to the LA.

If there are any major concerns and staff feel that a statement needs amending or additional support is needed then an interim review is set up. We may seek advice and support from outside professionals.

Provision and Resources

In terms of human resources, each class has the support of a teaching assistant (TA) in all lessons, in addition of the class teacher. There are circumstances and opportunities when the TA may be deployed to work with one pupil. Some pupils' educational needs are such they may need and have the support of a TA on a one-to-one basis. Pupils have access to other support and resources, such as externally provided advice and support plans, withdrawal sessions (with SEN team) this can be for emotional support and development, social skills, literacy and /or numeracy support. ICT resources and equipment and technological learning aids are also used if this support is identified. This is proportionate to the extent and nature of their needs and the statutory/non-statutory guidance in their educational statements.

The school also resources a Nurture base. This group is based upon the original ethos of Marjorie Boxall and with specialist staffing it has been developed to accommodate pupils on a revolving door basis for any pupils who may benefit from the type of support available there.

Refer to the Nurture and SEN team rationales for a more detailed explanation.

The school offers '**alternative curriculum provision**' for our most difficult and more vulnerable pupils in Key Stage 4. These may be pupils who are school refusers or pupils who 'act out' in a way which suggests that the normal school environment is meaningless to them. They still deserve and need the best type of educational package that we are able to provide.

Children and Young Peoples Service staff and the school's SEN team set up and coordinate a range of educational and work based learning activities using available providers. This may consist of outdoor pursuits, motorbike mechanics, construction work, work experience, college placement, etc. School also provide education through one-to-one working towards accreditation in Mathematics, English and Science.

Statements, Education, Health Care Plans and Annual Reviews

All pupils who attend Archers Brook SEMH Residential School must have a statement (or EHCP) of SEN for Social, Emotional, Mental Health difficulties or Social/ Communication difficulties linked to Autistic Spectrum Conditions. Occasionally the LA will request we admit a pupil whilst the Statutory Assessment takes place. Statements (EHCP's) must be reviewed annually. The SENCO will organise the reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- A representative of the LA
- Any other person the Headteacher or SENCO considers appropriate
- Young People's Services for year 11 reviews

The aim of the review will be to:

- Assess the pupil's progress in relation to the statement objectives and IDP targets
- Review the provision made for the pupil in the context of the National curriculum and levels of attainment
- Consider the appropriateness of the existing Statement (EHCP) in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set short term outcomes for the following year or longer term outcomes over a Key Stage.

The SENCO will aim to attend Year 6 reviews of any pupils known to be coming to Archers Brook SEMH Residential School in year 7.

With due regard for the time limits set out in the Code of Practice 2014, the SENCO will write a post report of the annual review meeting and send it, with a pre-review report, young person profile, 'our story' (from parents) and 'all about me' (pupil views). The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease a Statement (EHCP) of SEN.

The Role of the SENCO

The SENCO plays a crucial role in the School's SEN Provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day to day operation of the policy
- Coordinating additional provision for our pupils
- Liaising and giving advice to fellow teachers and TA's
- Line managing SEN team
- Overseeing pupil's records
- Liaising with parents

- Making a contribution to INSET
- Liaising with external agencies and LA

For effective coordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO well informed about pupil progress
- Mechanisms that exist to allow teachers access to information about SEN pupils

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that the provision is of a high standard
- Ensuring our pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN Policy
- Reporting to parents on the schools SEN Policy

The Role of the Headteacher

The Headteacher's responsibilities include:

- The day to day management of the school
- Keeping the Governing Body well informed
- Working closely with the SENCO/SEN team
- Informing parents of any change in SEN provision for their child
- Ensuring the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- To maintain a high level of quality teaching first and multisensory methods to deliver lessons.
- To recognise that all students are individual learners.
- Being aware of school's procedures for the identification, assessment and provision for our pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop IDPs for our pupils.

- Working with our pupils on a daily basis deliver the individual programme set out in the IDP
- Developing constructive relationships with parents
- Being involved in the development of the School's SEN Policy

Staff SEN Training

Most staff members are experienced and trained in working with pupils who have the kinds of needs mentioned. Some members of staff arrive at the school without any such significant training and experience. The Governors recognise the need for all staff to train together and share experiences, perceptions and concerns in order to help promote and integrated and inclusive team of whole school staff. This mutual support and teamwork is seen as a major strength of the school. In addition, staff attend subject specific as well as whole school related training, as identified by them in performance management meetings to develop individual expertise. In house training is delivered through fortnightly meetings, twilights and inset days. This is in the form of specialists within the school delivering up to date information, training and requirements relating to the school. The school takes advantage of the LA's own advisory staff and their programme of continuing professional development.

External Support Services

The School and its Pupils benefit from support from specialists outside of school who work for the Local Authority and other statutory and non-statutory agencies. Staff from the Authority's Inclusion and School Improvement Service (ISIS) such as the pupil access team, the educational psychology service and the educational welfare service, all play a regular and fundamental part in planning and support around the individual and groups of pupils. Social Care staff, Young People's services staff, health workers and other professionals also are used to the betterment of pupils' provision.

Partnership with Parents

Archers Brook SEMH Residential School firmly believes in developing a strong partnership with parents and carers and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the relationship.

The school will provide information about the **Parent Partnership** Service to all parents. Parents of our pupils may contact the Parent Partnership Service for independent support and advice.

Complaint Procedures

The School has an 'open door' policy in relation to pupils' parents and carers. As a consequence of this areas of concern are dealt with usually before they become major issues. The School Staff are aware of specific needs of the children in their care and of the concerns of their parents/carers. Contact between staff and pupils' families is often daily in order to report positive behaviour and achievements and also sometimes because of incidents of significant concern. Should pupils' families have any complaints about any aspect of school provision, they are usually referred to the appropriate member of the school's Leadership Team. A record of the complaint is made in a complaint book, noting whether or not the complainant was satisfied with the outcome and handling of the matter. The Chair of Governors and Social Services Inspectors both have access to the book at any time. Where appropriate in consultation with the County's Personnel department, disciplinary procedures may be instigated or complaints reported to the Child Protection team of Social Care.

SEN Policy Review

The School considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

Signed:
Mrs Myers-Whittaker
Headteacher

Date:

Signed:
Mr R Crompton
Chairman of Governors

Date: