**Oswaldtwistle School**

**Special Educational Needs & Disability (SEND) Policy and School Offer**

**2017-18**

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Oswaldtwistle School is a Pupil Referral Unit for students 11-16 who have had trouble accessing and succeeding in education due to behaviour and/or social, emotional and mental health difficulties. Although some of our pupils may not have additional learning needs, most have already experienced frustration and low self-esteem in relation to their learning and some experience multiple difficulties beyond those that are predominantly behavioural, social or emotional. This policy describes the way we meet the needs of students who experience significant barriers to accessing learning, which may have resulted in permanent exclusion or a referral from the mainstream educational setting to Oswaldtwistle School.

As a parent, if you have any concern about how well your child is progressing at Oswaldtwistle School, or wish to discuss Special Educational Needs or Disability, please contact:

**The Special Educational Needs Coordinator (SENCo), who is Amira Helme,**

**The Headteacher who is Elaine Hillary**

This policy is written to comply with the Children and Families Act 2014 and its SEN Codes of Practice 2014, along with the Equality Act 2010 which has resulted in a number of fundamental changes from the previous legislation.

* The **views of parents and young people must be considered** and Parents are expected to be involved at every stage of the planning and reviewing of SEN provision for their child. This includes provision for a legal right for parents to control the funding for the support their child needs;
* No more statements will be issued by the Local Authority. Statements have been replaced by **Education, Health and Care Plans (EHC Plans)** which can identify support for children from birth to 25 years and includes health, social care and education within the package of support;
* School Action and School Action plus have been replaced by a single category of need known as **Special Educational Needs Support (SENS).**
* All children and young people are expected to benefit from **Quality First Teaching**: this means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. Additional focused intervention with the purpose of targeting development of particular skills for any child to meet a specific need can be given without identifying a level of SEN.

**What is a Special Educational Need defined as in schools?**

*“A person has SEN if they have a difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or 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.”*

SEN Code of Practice 2014: 0-25 Years – Introduction xiii and xiv

*“Special Educational Provision is educational or training provision that is* ***additional to*** *or* ***different from*** *that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised learning.”*

SEN Code of Practice 2014: 0-25 Years

As can be seen from the definitions of SEN, Oswaldtwistle School is an extension of the young person’s mainstream school response to the identification of SEN and, while not strictly defined as a specialist school, staff specialism and experience lies within the area of Social, Emotional and Mental Health (SEMH). Within our work, we continue to support the identification of long term needs and inhibitors to learning, be they of a Social Emotional Mental Health nature or any other kind.

**There are four broad categories of SEN:**

* Communication and interaction (i.e. Autistic Spectrum and language disorders)
* Cognition and learning (i.e. Dyslexia, Dyspraxia, Dyscalculia, moderate learning difficulties, global developmental delay)
* Social, emotional and mental health (i.e. Attention Difficulty and Hyperactivity Disorder, Attachment Disorder, Mental Health difficulties)
* Physical and sensory (i.e. hearing or sight impairment, and other complex medical needs)

When a child presents with behavioural difficulties it does not necessarily mean that they have a SEN and will not automatically be registered as having SEN by a school.

*“Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.”*

6.21 Code of Practice, 2014

On a child/young person’s referral to Oswaldtwistle we will collect a range of background information, including information about any Special Educational Needs or Disabilities from the referring or excluding school and from the parent/carer. We will undertake a comprehensive assessment at induction to ascertain if there are underlying SENs that are affecting the learning outcomes for the child. Where we think there are SENs that have not been addressed, staff will use strategies outlined in the Individual Learning Plan, developed at Induction, to meet the student’s needs. The success of these strategies will be reviewed each half term and a graduated response will be applied where barriers to learning and progress are identified. Placement at Oswaldtwistle will contribute to the assessment process for those students for whom a request for an Education Health and Care Plan is appropriate. Parents and school staff will participate in this process and be updated through phone calls from the form tutor or key worker. Review Meetings that take place on a termly basis for those students for whom an EHCP request has been made or for whom this is being considered. Students will be informed of any assessment outcomes that will help them participate in the process by their form tutor or key worker. Further decisions will be made together with parents/carers, pupils (where possible) and School Staff.

**Aims and Objectives of this policy and our work:**

The aim of our SEN provision is to ensure that children/young people have access to a curriculum that will help them to progress in their learning in order to achieve their maximum potential. We work in partnership with the referring school where there is one, parents/carers and other agencies to bring about the objectives of this policy.

* To secure high levels of achievement for all
* To meet individual needs through informed, planned and evaluated responses
* To identify barriers to learning and participation for pupils with SEND and inform schools and parents of our findings
* To enable all children full participation and success in activities undertaken at Oswaldtwistle
* To work in partnership through planning, agreed responses and decision making with students (where possible to engage them in the process), parents/carers and school staff
* To work with the Management committee to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
* To work closely with external support agencies
* To ensure staff have access to training and advice
* To plan and budget for the maximum use of available resources

All the children and young people attending Oswaldtwistle are likely to be at a level of SEN support or to have unidentified and/or unmet Special Educational Needs. Many of our students present with learning profiles that suggest further investigation and assessment of their need is required and often a pupil may already have a diagnosis.

Following permanent exclusion or referral by the mainstream school, as part of the Initial Planning we will:

* Meet with the parents/carers and school staff (where possible) to identify the child’s strengths and areas of difficulty;
* Identify together the specific outcome that is desired by our work, called the preferred future in behaviour in learning and how we will measure the effectiveness of our work;
* Request a copy of the schools SEN information about the referred child;
* Identify other agencies that may be working together to support the child and family;
* Request the data from any assessments undertaken and undertake our own baseline assessments;
* Request recent copies of any planned responses made through the school to address the SEN;
* Inform the parents and school that we expect to be included in the SENS, Statement of SEN or EHCP review cycle;
* Arrange an admission meeting and school visit for the child/young person and their parent/carer.
* Ensure we include the student within the process and decision making, wherever possible.

**SEN Support response systems at Oswaldtwistle**

All pupils attending Oswaldtwistle have a personalised approach to their learning through the careful assessment, planning, delivery and evaluation of what a child can do. This is undertaken at a class teacher level and reported on through half termly assessments and reviews held between the Headteacher and SENCo. The personalised approach is informed by the assessments undertaken at the point of referral; the data supplied by the school regarding levels of learning; information supplied by the school related to their response to the child’s SEN and observations, assessment and work undertaken at Oswaldtwistle. We monitor progress and effectiveness of our work on a daily, weekly, half-termly and termly basis and report to parents and schools on a weekly informal and half-termly formal basis.

All our paperwork in the form of Individual Learning Plans, ILP reviews, weekly reports, Review Meetings and academic assessments are available to contribute to the Schools SENS or EHCP records. Staff contribute to the SEN review and planning where appropriate. The SENCO will liaise with the Local Authority’s SENDO (Special Educational Needs Officer) in completion of paperwork for EHCP submission or review.

A record of pupils who will be in receipt of additional SENS will be kept by the SENCo. In addition Oswaldtwistle will record the SENS specifically provided for identified students to include **identification of a pupil’s need; the outcomes sought; support provided; teaching strategies required and the effectiveness of the interventions and impact on pupil’s progress**. This will be will be available for parent/carers, any receiving school and specifically for the school review meetings.

Oswaldtwistle can support the school and parents/carers in identifying special educational needs, and will make provision to meet these needs, however a diagnosis (and in some cases treatment) of a profound difficulty is made by the appropriate professionals. Oswaldtwistle will decide with the school and parents as to who is best placed to make a referral or approach a further agency to make further assessment if that is needed.

**Education, Health and Care Plans**

If a child fails to make progress, despite high levels of support from the school and ourselves, consideration will be made as to whether to apply for an EHCP. This will take place if the child has not responded to the support provided and:

* Is a Looked After Child and therefore additionally vulnerable
* The child has an identified difficulty that is lifelong and which means that they will always need support in order to learn effectively
* The child’s achievements are so far below their peers that the school, parents and ourselves think the child may at some point benefit from special school provision

Children and young people who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC plans. Having a diagnosis (e.g. dyslexia, dyspraxia, ADHD, ASD etc) does not mean that the child needs an EHCP.

If the application for an ECHP is successful, a member of the LA will call a meeting for parents, the child, the school and ourselves together with any health and care professionals who are involved with the family. The meeting will record the child’s strengths, their dreams and aspirations as well as the barriers they face. Following the meeting the LA will produce the EHCP which will record the decisions made at the meeting. If Oswaldtwistle School has ceased to be involved with the education of the child at the point of this meeting, depending on the time lapse, representation will be available to the meeting in the form of reports or if requested, by a member of staff attending.

**Specific Teaching, Learning and Support Responses**

Targets for children are intentionally challenging in the attempt to close the attainment gap between the student and their peers in mainstream. Targets are set both in academic subjects and in terms of behaviour. These are monitored and reviewed each half term through the assessment reports and student review with key person. Targets set focus on desired outcomes in terms of both learning and behaviour. The Preferred Future identified by the school and parents at referral and the admission meeting is the main target in “behaviour” and “learning” for each child and stages of progress are monitored and evaluated throughout the period of attendance at Oswaldtwistle. We involve pupils in this process by talking about what they are good at and what they would like help to be “better at”, ensuring they identify their own preferred outcome and work towards it through identified and measurable targets.

Where a student is identified as have literacy or numeracy needs an intervention plan will be put in place. Similarly, where a student at induction is identified as having a need in terms of nurture, further assessment in the form of a Boxall profile will be used to inform group allocation and strategies for class teachers. The student may also be allocated a Learning Mentor to support them in accessing learning. The SENCo at Oswaldtwistle monitors interventions to identify what works and decides whether this form of support will continue, whether an alternative approach is required or if any advice needs be given to a receiving school. All interventions will be shared with the receiving school and parents to inform longer term arrangements.

**Adaptations to the curriculum teaching and learning environment:**

Oswaldtwistle School is predominantly on one level, corridors are wide, there are two accessible toilets and access to the outside area via a ramp at the rear. Although front access is via steps, there is a handrail. The school is accessible to students with mobility issues via the ramp at the rear. All but one classroom is accessible to children or parents with mobility limitations and is wheel chair accessible throughout. Other adaptations of the environment or resources to enable us to accommodate children with disabilities will be made as required, in advance of admission following referral.

Our curriculum, activities, organisation and procedures are specifically designed to be inclusion friendly, to support and nurture our students and to build self-esteem. We provide a curriculum that focuses on the development of relationships, engagement in learning and the acquisition of basic skills (literacy & numeracy) through the National Curriculum framework. At the same time we recognise the need to set our students realistic but challenging targets to ensure they reach their potential. Teachers differentiate lessons to meet the diverse learning and behavioural needs of students

All children access the activities and visits planned at Oswaldtwistle and are not excluded because of SEN, disability or medical need.

**Staff Expertise**

All staff at Oswaldtwistle are experienced working with children with a range of difficulties including ADHD, ASD and other social, emotional and behavioural difficulties. Our teaching and support team include teachers, teaching assistants, learning mentors, a school counsellor and staff with experience and training in

* Nurture Group training and qualification
* Responding to and managing student behaviour
* Solution focussed Brief Therapy training
* Restorative Practice
* Raising knowledge and skills teaching pupils with ASD, ADHD and other disabilities.
* Understanding the needs of pupils with Attachment difficulties
* Safer Handling, adult responses to behaviours that challenge, that include de-escalation and methods of physical restraint.

In addition to the training for all staff, each member of staff supporting pupils is expected to develop further expertise in areas they have interest in. Professional development of all staff is discussed through the appraisal process.

Where we believe further assessment and levels of expertise are required to inform us of the needs of pupils we will discuss this with parents and school staff and agree who will refer to an additional agency for further assessment, advice or support. This could be from an Educational Psychologist, the Children’s Development Centre, Child Adolescent Mental Health Services, Speech and Language Therapy, School Nurse, Education Welfare Officer, Education Services for the Sensory Impaired, Physiotherapy, or Occupational Therapy.

**Transition Arrangements**

All KS4 students are supported in planning their transition to college or training through the school’s IAG worker. For students who are supported to reintegrate into mainstream school after spending time at Oswaldtwistle, planning meetings take place involving the student, parent/carer and staff from Oswaldtwistle and the receiving school. In each case, any additional information, including SEN information, is shared to ensure a well-planned and successful transition. Oswaldtwistle staff are available following transition to give advice where issues arise.

**Governance**

It is the statutory duty of the Management Committee (Governors) to ensure that Oswaldtwistle follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Management Committee Member with responsibility for SEND is Ali Stobbs. Ali meets with the SENCo and Headteacher on a termly basis to discuss actions taken by Oswaldtwistle

**Complaints**

Oswaldtwistle works wherever possible, in partnership with staff in school and parent/carers to ensure a collaborative approach to meeting students’ needs. All concerns or complaints are taken seriously and acted upon as described in the Complaints Policy, a copy of which is available on the Oswaldtwistle School web site [www.oswaldtwistle.org](http://www.oswaldtwistle.org) . However, please contact the Head Teacher/ SENCo in the event of any cause for concern and discuss this informally first, in the hope and intention that we can take action that will support the situation.

**Lancashire’s Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area ad how to access them. It includes provision from birth to 25, across education, health and social care. Lancashire’s local offer is available from the website: <http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>.

This policy was written in December 2016 and will be reviewed annually or sooner in the event of revised legislation or guidance.

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| Date read and agreed by staff  |  | Date read and agreed by staff  |
| Date submitted to Management Committee members |  | Date submitted to Management Committee members |
| Date formally adopted by the Management Committee |  | Date formally adopted by the Management Committee |