

# The Attic *SEN* Policy

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# The Attic

## Special Educational Needs Policy

### COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (April 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for The Attics DfE Feb 2013
- SEND Code of Practice 0 – 25 (April 2015)
- The Attics SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at The Attic with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

### THE LOCAL OFFER

**The local offer details the services available for children and young people with special educational needs and disabilities (SEND).**

The Suffolk Local Offer provides:

Access to a range of support so that children and young people with SEND can be educated and enjoy social opportunities alongside their peers in their local community.

Clear accessible and accurate information about services available for children and young people with SEND.

Including information about and links to:

- Assessment and EHC plans
- Early years and childcare
- Education
- Health
- Independent advice and support
- Leisure activities and short breaks
- Money matters
- Preparing for adulthood
- Social care and early help services
- Travel and transport

### The Attic Group

The Attic comprises of 5 Educational Provisions

**The Attic at Lovewell Road** a general pupil referral unit for Key Stage 3 and 4.

**The Attic at Walpole** a specialist pupil referral unit for young people with anxiety/ASD/phobic issues, Key Stage 3 and 4.

**The Attic Assessment Centre at Carlton Colville** a 3 week assessment provision for young people who are at risk of, or who have been permanently excluded from their mainstream school, or who have been out of school for various reasons or who have moved into the area from a previous PRU.

**The Attic at The Landing** a specialist provision for Key Stage 2 young people who have a diagnosis of Autism or ASD but no moderate or severe learning difficulties who are currently unable to access a mainstream provision due to their heightened anxiety or difficulties with social interaction and communication.

**The Attic at Dragonfly** an NHS part residential provision for young people suffering with existing mental health issues.

## **AIMS**

Our overarching aim is to encourage and support each young person to achieve their full potential.

To give them strategies and confidence to accept and value their own capabilities and possibilities, thus preparing them for transition into adulthood.

With the provision of our Assessment Centre, the majority of students coming into our provision will have been through the Centre and undergone a thorough 360 degree assessment; educationally socially and emotionally.

Our aim is for this to enable us to:

- identify barriers to learning
  - informing all staff of identified barriers to learning
- With recommended interventions, to enable each student to reach his or her full potential, both academic and vocational.
- enable each student to partake in, and contribute fully, to The Attic life
  - endeavour to meet the individual needs of each young person
  - develop self-esteem within the individual
  - foster an atmosphere in our provision which will promote a happy, sensitive and secure environment to ensure the most effective learning for all young people
  - provide for young people's individual needs by supporting them in various ways: small groups and individual one and one support.
  - monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements

Provide half termly review meetings with parents and young people.

- provide access to and progression within the curriculum
- work with parents and other agencies to provide support and opportunities for those young people with SEND
- use a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all young people
- assist all staff in the delivery of educational entitlement and ensure all staff are aware of a young person's individual needs
- ensure access to a range of resources to support staff in their teaching of young people with SEND
- including the voice of the young person in monitoring and reviewing their individual targets
- to provide all young people with named key worker to act as link.

## **OBJECTIVES**

- identify and provide for students who have special educational needs and disabilities and additional needs.
- Work with students and their families to identify social, emotional, sensory or communication barriers to their learning and develop strategies to better manage these needs thus enabling them to transition successfully through to their next pathway.
- work within the guidance provide in the SEND Code of Practice, 2015
- provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy
- provide support and advice for all staff working with SEND students

## **Definition of SEND**

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

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.

## **TYPES OF SEND**

- Communication and Interaction - this includes young people with speech and language delay or those who demonstrate features within the autistic spectrum.
- Cognition and Learning - this includes young people who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulty such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social Emotional and Mental Health - this includes young people who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration, including ADHD.
- Sensory and or Physical Needs - this includes young people with sensory or multi-sensory needs, hearing or visual impairment, processing difficulties, epilepsy.

*Behavioural difficulties do not necessarily mean that a young person or young person has a SEND and should not automatically lead to a student being registered as having SEND. Slow progress and low attainment do not necessarily mean that a young person has SEND and should not automatically lead to a student being recorded as having SEND.*

*Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEND.*

*Identifying and assessing SEND for young people or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.*

## **Disability**

Many young people who have SEND may have a disability described under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more young people than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled young people and those with SEN. Where a disabled young person or young person requires special educational provision they will also be covered by the SEN definition.

At The Attic we observe two key duties:

- we **must not** directly or indirectly discriminate against, harass or victimise disabled young people
- we **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled young people might require and what adjustments might need to be made to prevent that disadvantage

The Attic's Equality Policy and objectives and the Accessibility Plan can be found on The Attic website.

### **IDENTIFICATION, ASSESSMENT AND REVIEW**

The Code of Practice outlines a graduated response to students' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to or different from** the provision made as part of The Attic's usual differentiated curriculum and strategies.

A regularly updated register is kept of students with SEND.

A review of students on the SEND register is offered each half term to parents and young people with their Key workers. For students with an EHC plan (formerly Statements), an annual review meeting is held in addition to this.

The Landing students have weekly targets and half termly targets linked to their EHCP's and AET framework)

### **A Graduated Approach to SEN Support**

At The Attic, we adopt a quality first teaching approach. The key characteristics of quality first teaching are:

- highly focused lesson design with sharp objectives
- high demands of student involvement and engagement with their learning
- high levels of interaction for all students
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for students to talk both individually and in groups
- an expectation that students will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate students including the use of rewards as recognition of their achievements.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Quality first teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND; additional intervention and support cannot compensate for a lack of quality first teaching.

We regularly and carefully review the quality of teaching for all students, including those at risk of underachievement, through lesson observations, work scrutinise, student

progress meetings and recorded online behaviour logs. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and quality first teaching.

We take into account student's current skills and levels of attainment on entry, building on information received from schools, other professionals and in their assessment report and key stages where appropriate.

Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the young person's previous rate of progress
- fails to close the attainment gap between the young person and their peers
- widens the attainment gap

The first response to such progress should be quality first teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a student is identified as having SEND, we will endeavour to take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of young people.

### **Assess**

In identifying a young person as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, the views and experience of parents, the student's own views and, if relevant, advice from external support services. These should be recorded and compared to the setting's own assessment and information on how the student is developing.

In some cases, outside professionals from health or social services may already be involved with the young person. These professionals should liaise with The Attic to help inform the assessments. Where professionals are not already working with The Attic staff the SENCO should contact them (if the parents agree).

### **Plan**

Where it is decided to provide a student with SEN support, the parents must be formally notified. The teacher and the SENCO should agree, in consultation with the parent and the student, the adjustments, interventions and support to be put in



place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the student should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on The Attic's information system.

### **Do**

The class teacher should remain responsible for working with the young person on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the young person's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

Where a student has an Education and Health Care plan, the local authority, in co-operation with The Attic, must review that plan as a minimum every twelve months.

### **Support with exams**

For Students who have identified barriers to learning, the Senco will apply for the most appropriate exam dispensation from the associated examination board for the subjects studied.

## **MANAGING STUDENTS NEEDS ON THE SEND REGISTER**

Additional level of support for students with SEND is provided through Student Premium:

The Government has confirmed its intention to raise the premium from £1300 to £1320 for primary FSM 'Ever 6' for 2015-16. Secondary The Attics will continue to receive £935 for secondary FSM 'Ever 6' students for 2015-16.

Young people who are looked after attract a higher rate of funding than young people from low-income families - the 'student premium plus', which is currently £1,900 per student and will remain at this rate for 2015-16. This is to reflect the unique challenges they face at The Attic where they often struggle to keep up with their peers at both primary and secondary level.

Young people who have parents in the armed forces are supported through the service young person premium which for 2014-15 is £300 per student.

It is important to note that the level and combinations of provision may change over time.

### **Specialist Support**

The Attics may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, The Attic should consider involving specialists, including those secured by The Attic itself or from outside agencies.

The student's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the young person in the same way as other SEND support.

Specialists could include Speech and Language Therapists, Educational Psychologists Clinical Psychologists, advice and guidance from CISS or members of the Health and Social care teams.

## **Education, Health and Care Needs Assessments**

Once a young person has been assessed and interventions and support have been put in place, if there remains limited progress the Attic may consider a referral for an assessment for an Education Health Care Plan. The referral will be completed in conjunction with the parents and any appropriate outside agencies.

## **CRITERIA FOR EXITING THE SEN REGISTER/RECORD**

If it is felt that young people are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, student and parents need to be taken into account, as well as that of any other professionals involved with the young person. If it is agreed by all to take the student off of the SEND register then all records will be kept until the student leaves The Attic (and passed on to the next setting). The student will be continued to be monitored through The Attic's monitoring procedures, such as student progress meetings. If it is felt that the student requires additional assistance then the procedures set out in this policy will be followed.

## **SUPPORTING STUDENTS AND FAMILIES**

Class teachers, support staff or keyworkers will work with the Senco to trigger outside agency help for students and/or families who may from time to time require support. This can be through the Early Help Team or through the CAF (Common Assessment Framework) process or through existing support programmes such as Core Group meetings or TAC (Team Around the Child) meetings.

## **SUPPORTING STUDENTS AT THE ATTIC WITH MEDICAL CONDITIONS**

The Attic recognises that students at The Attic with medical conditions should be properly supported so that they have full access to education, including The Attic trips and physical education. Some young people with medical conditions may be disabled and where this is the case The Attic will comply with its duties under the Equality Act 2010. Any Health or Social care needs outlined in a young person's EHCP will be supported and implemented also. The Attic has a policy for Supporting Students at The Attic With Medical Conditions, which can be found under the "Policies" tab on The Attic website.

## **TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around The Attic's SEND provision and practice, and to discuss the needs of individual students. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with young person with SEND.

The Attic's SENCO regularly attend the Suffolk SENCO Conference in order to keep up to date with local and national updates in SEND.

## **ROLES AND RESPONSIBILITIES**

Provision for students with SEND is a matter for The Attic as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for students with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of The Attic.

**The Management Committee** member for SEN will ensure that:

- help to raise awareness of SEN issues at Management Committee meeting
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- they are fully informed about SEND issues, so that they can play a major part in The Attic self-review
  - To monitor the quality and effectiveness of SEN and disability provision within the provision and update the Management Committee on this.
  - Work with the Head Teacher and Sendco to determine the strategic development of the SEN policy and provision within the setting.

The **Head Teacher** is responsible for:

- work with the Sendco and MC member responsible for SEN to determine the strategic development of the SEN policy and provision within the settings.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

The **special educational needs co-ordinator** (SENDCo) is Kris Backhouse  
07714256906

The Sendco is responsible for :

- Working with the Head Teacher and MC member responsible for SEN to determine the strategic development of the SEN policy and provision in the settings.
- overseeing the day to day operation of The Attic's SEND policy
- co-ordinating the specific provision made to support students with special educational needs and disabilities, including those who have EHCPs.
- 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
- helping staff to identify students with special educational needs
- carrying out assessments and observations of students with specific learning problems

Advising on a graduated approach to providing SEN support

- advising on appropriate resources and materials for use with students with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of students with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process

Advise on the deployment of the provisions delegated budget and other resources to meet pupils needs effectively

**Be the point of contact for external agencies**

- maintaining The Attic's SEND register and records
- assisting in the monitoring and evaluation of progress of students with SEND through the use of existing The Attic assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
  - Work with the Head Teacher and MC to ensure the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

**Class teachers** are responsible for:

- Providing quality first teaching for all young people
- monitoring student's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the student (in liaison with the SENDCo, parents and student) from information on each young person's Assessment Report.
  - Being aware of the objectives on EHC plans and implementing provision to meet those objectives and targets.
- Making themselves aware of The Attic's SEND policy and procedures for identification, monitoring and supporting students with SEND.
- Directly liaising with parents of young people with SEND.
  - Working closely with any TA's or specialist staff.

**TAs** should:

- be fully aware of The Attic's SEND policy and the procedures for identifying, assessing and making provision for students with SEND.
- use The Attic's procedure for giving feedback to teachers about students' progress.

TAs work as part of a team with the SENDCo and the teachers supporting students' individual needs and ensuring inclusion of students with SEND within the class. They play an important role in implementing recommendations and strategies, assisting with achieving weekly targets and monitoring progress.

### **STORING AND MANAGING INFORMATION**

Documents relating to students on the SEND register are stored electronically, in a secure domain, accessible only to Attic staff or other professionals. SEND records will be passed on to a young person's next setting when he or she leaves The Attic. The Attic has a Confidentiality policy which applies to all written student records.

### **ACCESSIBILITY**

The DDA, as amended by the SEN and Disability Act 2001, places a duty on The Attic to increase - over time - the accessibility of The Attic for disabled students and to implement their plans.

The Attic Accessibility Plan forms part of our Equality Plan and Policy, which can be found on The Attic website under the "Policies" tab.

### **COMPLAINTS**

The Attic has a complaints procedure which applies to complaints about SEND provision. This can be found on The Attic website under the "Policies" tab.

### **LINKED POLICIES/DOCUMENTS**

- Accessibility plan
- Anti-bullying policy
- Behaviour and Exclusion policy
- Complaints procedure
- Confidentiality policy
- Data Protection policy
- Equality Plan and Procedure
- Use of Force & Restraint policy
- Managing Medical Conditions in The Attic policy
- Personal Care policy

[SEND Information Report](#)

### **REVIEWING THE POLICY**

This policy will be reviewed by governors on an annual basis.

### **SUFFOLK INFORMATION LINK**

[Click here](#) to access information relating to Student Premium

