

# The Attic *SEND* Policy

<b>Date of policy</b>	May 2020
<b>Named Manager Reviewing</b> <b>Date of Review</b>	Karen Lodge May 2020
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# The Attic

## Special Educational Needs and Disability Policy

**SENCO for The Attic – Diane Chester**

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**SENCO for The Landing – Nicola Coman**

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### **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 Education DFE (Feb 2013)
- SEND Information Report (April 2020)
- SEND Code of Practice 0 – 25 (April 2015)
- The Attics SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students 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 SEND Information Report**

The SEND Information Report can be found on the Attic website and should be read in conjunction with the SEND Policy.

### **The Local Offer**

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

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page>

### **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**

The Attic comprises of 4 Educational Provisions:

**The Attic at Hillside:** a general Pupil Referral Unit (PRU) for Students in Key Stage 3/4.

**Assistant Headteacher Sophie Ball** [sophie.ball@theatticpru.org.uk](mailto:sophie.ball@theatticpru.org.uk)

**The Attic at Walpole** a PRU for Students in Key Stage 3/4.

**Assistant Headteacher Sally Erb** [sally.erb@theatticpru.org.uk](mailto:sally.erb@theatticpru.org.uk)

**The Attic at The Landing** a specialist provision for Key Stage 2 Students who have a diagnosis of Autism or ASD and a provision for Students with Moderate Learning Difficulties who are currently unable to access a mainstream provision due to anxiety or difficulties with social interaction and communication or accessing the curriculum.

**Assistant Headteacher Nicola Coman** [Nicola.coman@theatticpru.org.uk](mailto:Nicola.coman@theatticpru.org.uk)

**The Attic at Dragonfly** a tier 4 NHS part residential provision for Students with existing mental health issues.

**Education Manager Louise Weddle** [lou.weddle@theatticpru.org.uk](mailto:lou.weddle@theatticpru.org.uk)

### **Referrals**

Students are referred to The Attic from the Specialist Admissions Process (SAP) and the Specialist Education Panel (SEP), both panels are held by the Local Authority. Details can be found in the Attic Admissions Policy.

## **Aims**

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

We aim to support Students with strategies to develop their confidence to accept and value their own capabilities and possibilities, thus preparing them for transition into adulthood.

Where appropriate, we aim to support Students to successfully return to mainstream education.

## **Our Vision and Values:**

To develop and nurture the potential of each young person educationally, emotionally and socially in preparation for the future.

Core Values

- Hope
- Freedom
- Love
- Inspiring Creative Minds

## **Objectives**

- Identify and provide for Students who have SEND. All of our Students are identified as SEND.
- Work with Students and their Parents and Carers and Staff from the Mainstream School to identify social, emotional, sensory or communication barriers to their learning, and develop strategies to better manage these needs.
- Provide a Special Educational Needs Co-coordinator (SENCO) who will work within the guidance provided in the SEND Code of Practice, 2015 and ensure that the support stated in The Attic SEND Information Report is implemented.
- Provide support and advice for all staff working with Students with SEND.

## **Definition of SEND**

A SEND can be defined as having a learning difficulty or disability which calls for special educational provision to be provided.

A learning difficulty or disability can be defined as having:

- 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 defined as 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 Students with speech and language delay or those who demonstrate features within the autistic spectrum.
- **Cognition and Learning:** this includes Students 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 Students who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration, including ADHD.
- **Sensory and or Physical Needs:** this includes Students 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.

### **Assess, Plan, Do, 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. All students who attend our school are identified as having a SEND need as they are not able to manage mainstream education.

### ***Assessment and Planning***

As part of the Induction process, we gather information to create a personalised learning plan known as a Pupil Action Plan (PAP). The induction meeting is held with the parent/carer, student, Deputy Headteacher and SENCO, Family Engagement Officer and a member of staff from the student's dual registered school. Where a student is permanently excluded a member of Family Services from the Local Authority is invited. This provides the opportunity to jointly work with parents/carers, dual registered school and most importantly gain the views of the student, so that potential barriers to learning can be identified and strategies and support can be put in place. The dual registered school completes our BESST (Behaviour, emotional, social, self-evaluation and teaching and learning skills) assessment and Risk Assessment, ready for discussion in the Induction meeting (details in the SEND Information Report and Admissions Policy) As part of the Induction process further assessments are carried out to identify where any further support needs to be implemented. These assessments are:

**Diagnostic Reading Assessment (DRA):** provides information covering five areas: reading accuracy, reading comprehension, listening comprehension, processing speed, reading rate.

**British Picture Vocabulary Scale (BPVS):** measures a student's receptive (hearing) vocabulary; how well a student understands the meaning of individual words.

**Vernon Spelling Assessment:** assesses how well a student can spell and is also used to assess the progress a student is making with spelling.

The assessments named above are completed during the first few days after induction unless they have been completed recently by the Multi-Agency Assessment Programme (MAAP). If your child has been through the MAAP, we will use the information from the MAAP report and the strategies suggested will be implemented into the student's PAP.

## ***Do***

### **A Graduated Approach to SEND Support**

At The Attic, we aim to deliver High Quality Teaching (HQT). The key characteristics of HQT 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 Learning Support Assistants (LSA's) or specialist staff. High Quality Teaching (HQT), differentiated for individual students, by incorporating the strategies from each student's Pupil Action Plan (PAP) is the first step in responding to students who have SEND; additional intervention and support cannot compensate for a lack of High Quality Teaching (HQT). Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the teacher will still retain responsibility for the student. The teacher will work closely with any Learning Support Assistants (LSA's) 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 will support the class or subject teacher in the further assessment of the young person's particular strengths and weaknesses, in problem solving and will advise on the effective implementation of support.

## ***Review***

At the end of every half term the BESST and Risk Assessment is completed again by staff (details in Assessment Policy) as well as current levels of attainment in each subject. The PAP is updated with this information and the Key Worker review the progress towards the targets with the Student. The Student is invited to add their views which are included in the PAP review document. The strategies and targets are amended or changed where necessary and the PAP is shared with all staff. The PAP review document is also shared with parent/carers and the dual registered school, and feedback if requested. The feedback is then shared with the student.

There are two Review days; one at the start of the Spring term and one at the start of the Summer term where parents/carers and dual registered school staff are invited to attend a review meeting with the Student and the Key Worker. We aim to be as flexible as possible so that all parents/carers can attend and we offer the meetings at the Students Attic Site or at the Suffolk County Council building in Lowestoft or the family home if it is difficult for the parents/carers to travel. On the Review days we review the PAP as described above and we also look at the possibility of transition back to mainstream school. If this is an appropriate next step, we would arrange a further transition meeting to initiate the process.

For Students with an Education, Health and Care Plan (EHCP) an Annual Review meeting is held in addition to this process.

For the Landing students a slightly different process is followed and each student has a weekly target and half termly targets linked to their EHCP's and the AET framework. The Landing students also have a PAP and also have BESST and Risk Assessments updated every half term.

### **For Dragonfly students**

A regularly updated register is kept of students with SEND.

We regularly and carefully review the quality of teaching for all students, through lesson observations, quality of work in books, PAP review meetings and recorded online behaviour logs and Progress Review meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and High Quality Teaching. (details in Teaching and Learning Policy).

Class teachers, supported by the Senior Leadership Team, make half termly assessments of progress for all students. The data is analysed 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 Curriculum and Assessment Leads hold a Pupil Progress meeting with each member of the teaching staff to explore why any student is making less than expected progress.

The response to such progress would to identify any barriers to learning, if they have not already been identified at the PAP review meeting. The PAP is then amended if necessary and support from external Professionals may be implemented if appropriate. These meetings fit into Attics Whole Assess, Plan, Do, Review cycle for all students enabling us to refine and revise with



a growing understanding of the Student's needs and of what supports the student in making good progress and securing good outcomes.

Following the SEND Code of Conduct assess, plan, do review, cycle guidelines where external professionals from health or social services are involved with a student, Attic will help to support any assessments. Where professionals are not already working with The Attic, the SENCO will contact them (if parents/carers are in agreement). Any intervention and support to be implemented will be decided after consultation with parents/carers and the student. Any adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, will have 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 will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Staff will be provided with this information via the PAP, EHCP and MAAP report (if the student has the latter two) and any reports from external agencies. Staff will also be updated as appropriate in staff briefings.

### **Support with Exams: Access Arrangements**

For Students who have identified barriers to learning, the SENCO will apply the most appropriate exam dispensation from the associated examination board for the subjects studied. Before an application is completed the SENCO and the Assistant Head teachers will make sure that the Access Arrangement is in place in lessons, so that it is the Student's usual way of working. If we find that a particular Access Arrangement is successful we will then complete an application. The Student can be supported in the following ways:

- Extra time
- Breaks during the examination
- A scribe, if handwriting is very difficult to read.
- A reader
- Amplification of the paper, this could be the use of larger paper and larger print.
- Use of a word processor if writing by hand is very slow and difficult
- Separate invigilation within the centre, the student takes the exam in a separate room away from other students.

- A prompt, a member of staff who can gently keep the student on task during the exam.

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

There is an additional level of support for students with SEND eligible for Pupil Premium:

The Pupil Premium report can be found on the website  
<https://theatticpru.org.uk/our-policies/>

The DFE guidance can be found at:  
<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

The PPG (Pupil Premium Grant) per Student rate for 2020-2021 is as follows:

- Students in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) £1,345.
- Students in years 7 to 11 recorded as Ever 7 FSM £955.
- Children in Care (CIC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2,345.
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order) £2,345.

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## **Specialist Support**

The Attic 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 Student has been assessed and interventions have been put in place, if there is still limited progress The Attic may consider a referral for an assessment for an EHCP. The referral will be completed in conjunction with the Parents/Carers and any appropriate outside agencies.

## **Criteria for Exiting the SEND Register/Records**

If it is felt that a Student is 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 will be taken into account, as well as that of any other professionals involved with the Student. 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 will be passed on to the next setting). The Student will continue to be monitored through The Attics monitoring procedures, such as the PAP Review 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 FNW (Family Network 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 Students 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 Students EHCP will be supported and implemented also. The Attic has a policy for Supporting Students at The Attic with Medical Conditions and making reasonable adjustments where necessary, such as offering a suitable alternative should a trip be inappropriate for an individual. The policy can be found 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 an explanation of 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 Students with SEND. Training is part of the on-going professional development of all staff.

The Attic's SENCO regularly attends the SENCO forums run by Suffolk County Council and the SENCO has completed the National Award for SEN Coordination. The SENCO at The Landing also maintains up to date knowledge from SENCO forums and Suffolk Headlines.

## **Roles and Responsibilities**

Provision for Students with SEND is a matter for The Attic as a whole. The Management Committee, 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, Karen Lodge, who takes particular interest in this aspect of The Attic and carries out regular monitoring visits. Karen Lodge [Karen.lodge@theatticpru.org.uk](mailto:Karen.lodge@theatticpru.org.uk).

## **Responsibilities:**

### **The Management Committee Member for SEND:**

- Helps to raise awareness of SEND issues at Management Committee meetings.
- Shows regard to the requirements of the Code of Practice for SEN (2015).
- Supports the SENCO with the monitoring of SEND provision and updates the Management Committee on this.
- Is fully informed about SEND issues, so that they can play a major role in The Attic self-review.
- Works with the Headteacher and the SENCO to determine the strategic development of the SEND policy and provision within the setting.

### **The Headteacher:**

- Working with the SENCO and the Management Committee member responsible for SEND to determine the strategic development of the SEND policy and provision with the settings.

- Has overall responsibility for the provision and progress of learners with SEND.

### **The SENCO:**

- Working with the Headteacher and Management Committee member responsible for SEND to determine the strategic development of the SEND policy and provision in the settings.
- Overseeing the day to day operation of The Attic's SEND policy.
- Co-coordinating the specific provision made to support Students with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues and work with Staff, Parents/Corers and other agencies to ensure that Students with SEND receive appropriate support and High Quality Teaching.
- Helping Staff to identify Students with SEND.
- Carrying out assessments and observations of Students with specific learning problems.
- Advising on a graduated approach to providing SEND support.
- Advising on appropriate resources and materials for use with Students with SEND and on the effective use of materials and personnel in the classroom.
- Liaising closely with Parents/Corers 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 Students needs effectively.
- Be the point of contact for external agencies.
- Assisting in the monitoring and evaluation of progress of Students with SEND through the use of existing assessment information, e.g. class based assessments and record.
- Contributing to the in-service training of Staff.
- Working with the Headteacher and Management Committee to ensure the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and Access Arrangements.
- Working with the Examinations Officer to implement Access Arrangements.

### **Class Teacher**

- Provides High Quality Teaching (HQT) for all Students.
- Monitors Students needs and implements appropriate adjustments and support to match the outcomes identified for the Student (in liaison with the SENCO, Parents/Corers and Student).
- Is aware of the objectives on EHCPs and implementing provision to meet those objectives and targets.
- Makes themselves aware of The Attic's SEND policy and procedures for: identification, monitoring and supporting Students with SEND.
- Directly liaising with Parents/Corers of Students with SEND.
- Working closely with any LSAs or Specialist Staff.

- Ensuring that Teaching and Learning is in line with any Access arrangements.
- Plan for work with the LSA and ensure that this work is monitored.

### **Learning Support Assistants**

- 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.
- Be accountable to the Class Teacher and provide feedback on Student progress.

LSAs work as part of a team with the SENCO 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 Student'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 regarding SEND provision. This can be found on The Attic website

<https://theatticpru.org.uk/our-policies/>

**Linked Policies/Documents** <https://theatticpru.org.uk/our-policies/>

- Accessibility plan
- Admissions policy
- Anti-bullying policy
- Assessment policy
- Behavior and exclusion policy

- Complaints procedure
- Confidentiality policy
- Data protection policy
- Equality plan and procedure
- Use of force and restraints policy
- Managing medical conditions in The Attic policy
- Personal care policy
- SEND Information Report
- Teaching and learning policy

### **Reviewing the Policy**

This policy will be reviewed by the Management Committee on an annual basis.

### **Contact Information**

**Named SENCO for The Attic and Deputy Headteacher: Diane Chester**  
[diane.chester@theatticpru.org.uk](mailto:diane.chester@theatticpru.org.uk)

**SENCO for The Landing, Assistant Headteacher and Site Lead at The Landing: Nicola Coman**  
[nicola.coman@theatticpru.org.uk](mailto:nicola.coman@theatticpru.org.uk)

**Headteacher: Joanna Lawrence** [Joanna.lawrence@theatticpru.org.uk](mailto:Joanna.lawrence@theatticpru.org.uk)

**Chair of the Management Committee and Manager linked to SEND: Karen Lodge**  
[Karen.lodge@theatticpru.or.uk](mailto:Karen.lodge@theatticpru.or.uk)

### **Information Relating to Pupil Premium**

**Suffolk Info link:**

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>





