



Special Educational Needs and Disability Policy

| POLICY REVIEW AND ADOPTED BY MANAGEMENT COMMITTEE | DATE |
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| REVIEWED: | July 2023 |
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| RESPONSIBLE OFFICER / REVIEWED BY: | Headteacher / Governors |

This policy and procedure incorporates Rise Carr College, Clifton House and Eldon House. Unless otherwise stated, this policy and procedure applies to all establishments equally. All establishments adopt the SEND Code of Practice (January 2015).

Our Vision

We recognise and share the SEND Code of Practice's philosophy that all teachers are teachers of students with special educational needs, therefore is a whole school responsibility which requires a whole school response. We are committed to providing personalised learning for all students regardless of their ability. We believe all our students have an equal right to an education which enables our students to develop their personal, social and intellectual skills to their full potential. We believe that success is built upon a partnership between students, parents, staff, agencies and the local community.

At Rise Carr College we fundamentally believe in the development of the whole person and their individual needs to be the best they can be. Together we work with stakeholders to create a learning environment which is innovative, challenging, creative and meaningful. We encourage, nurture and celebrate individual success. We achieve this through teaching, modelling and sharing how to be healthy, safe and show resilience, be resourceful and empathic.

Where reference is made to Rise Carr College in this policy, it also covers provision at Clifton House and Eldon House

SENCO – Rise Carr College Lisa Bowron

SENCO – Eldon House Kerry Reid

Rise Carr College – Pupil Referral Unit

Rise Carr College is a KS3 and KS4 PRU (Pupil Referral Unit) and can only be accessed via Darlington Local Authority and Darlington's mainstream secondary schools. Our students have significant barriers to learning which can be classed as social, emotional and mental health difficulties, communication and interaction difficulties, physical difficulties or cognition and learning difficulties. All of our learners have either been permanently excluded or are at a high risk of permanent exclusion from mainstream school.

Clifton House – Alternative Provision

Clifton House is an alternative provision as part of Rise Carr college, catering for KS2 and KS3 students, with an emphasis on PHSE and emotional wellbeing. Its purpose is to re-engage pupils with their education in order for them to successfully return to full time education in an appropriate setting for them. The aim for students is to develop self-regulation strategies, develop self confidence and self-esteem. There is supported and sustained transition from primary into secondary settings for KS2 students. Placements last for 12 weeks, although a placement can be longer or shorter depending on individual needs.

Clifton House can be accessed when the host school makes a referral to the VPP panel.

If a student has an EHCP, a host school can request a placement through the multi-agency panel process and request a temporary change in placement.

Eldon House – SEND Specialist Unit for Social, Emotional and Mental Health

As a part of our commitment to providing an inclusive and personalised education, we have a SEND specialist unit for a limited number of students with an Education Health Care Plan, where they have been identified as having more specific needs due to SEMH.

We aim to provide a range of support to enable all students to access the broad and balanced curriculum. Students access their curriculum mainly in small teaching groups; they may, however, take part in one-to-one sessions away from the main class. During these sessions, led by experienced, specialist staff, students will have the opportunity to develop emotional literacy, academic support, language and communication skills and social skills.

Pupils are allocated places at Eldon House through the Local Authority's formal procedures which assess individual pupil needs. All students will have an Educational, Health and Care Plan (EHCP).

What are Special Educational Needs?

The 1996 Education Act states that a student has a special educational need if she or he has:

- Significantly greater difficulty in learning than the majority of children of his or her age.
- A disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream academies or mainstream post-16 institutions.

Disabled children and young people

Many children and young people who have SEND may have a disability which under the Equality Act 2010 is described as '...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 includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a child or young person requires special educational provision over and above the adjustments, the aids and services required by the Equality Act 2010 they will be additionally covered by the SEND definition.

Provision to meet the needs of children and young people with SEND

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

The College's accessibility plan supports our Equality, Diversity and Community Cohesion plan in making sure students can access all aspects of the College and are fully included in the life of the whole College. Rise Carr College has a duty under the Equality Act 2010 towards individual disabled children and young people, and wider duties to prevent discrimination, to promote equality of opportunity and foster good relations.

Categories of SEN

Behaviour is not a category of SEND. Any concerns relating to a student's behaviour are described as an underlying response to a need. The SEN Code of Practice (January 2015) describes four broad categories of need. These four broad areas include:

1. Communication and Interaction

This area includes students with speech, language and communication needs (SLCN). Students with Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism.

2. Cognition and Learning

This area includes Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Profound and multiple learning difficulties (PMLD) Specific Learning Difficulties (SpLD) which includes conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social Emotional and Mental Health Difficulties

This area can include anxiety, depression, self-harming, substance misuse, eating disorders. Included are pupils with attention deficit disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) and attachment disorder.

4. Sensory and/or physical needs

This area includes students with physical Disabilities (PD), vision impairment (VI), Hearing Impairment (HI) or pupils with a multi-sensory impairment (MSI).

Outcomes of the SEND Policy

Students who attend Rise Carr College, Clifton House or Eldon House will have a SEND profile which details their special educational needs. This is updated and reviewed by teaching staff and the SENCO, however, for students who remain on roll with their host school, the responsibility remains with the host school. We will support and implement the SEND profiles where appropriate alongside the host school to carry out the assess, plan, do, review cycle.

In order to meet the individual needs of students, Rise Carr College will:

- a. **Adopt the SEND Code of Practice (January 2015)**
- b. **Identify those who have SEND/Individual Needs** at the earliest opportunity by gathering information from the host school, parents/carers, health and care services. All students will complete a baseline assessment upon arrival to the college. Identification may also include referrals to external agencies such as an Educational Psychologist (EP), Children and Adolescent Mental Health Services (CAMHS), Social Communication Outreach Service (SCOS) and Speech and Language Therapy (SALT).
- c. **Monitor the progress** of all students in order to aid the identification of those with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to reach their full potential. This includes measuring both progress of academic ability and the measuring of progress in social skills and learning behaviours.
- d. **Make appropriate provision** to overcome barriers to learning and ensure students with SEND can access the curriculum. This will be monitored and regularly reviewed through the student SEND profiles with students, staff and parents/carers. Information is shared to ensure all staff are aware of the students' needs. This enables staff to provide a personalised learning experience for students.
- e. **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, an opportunity to meet/discuss their child's education with the SENCo (Special Educational Needs Co-ordinator) or Assistant SENCO three times across the year and a face to face meeting at least once annually to review their SEND profile or EHC plan, and gathering parental/carer views about their child's SEND.

- f. **Work with and in support of outside agencies** when the students' needs cannot be met by the school alone. This may include assessing a student's needs, focused intervention or dissemination of effective approaches and techniques. Examples of outside agencies that may support our students include an Educational Psychologist (EP), Children and Adolescent Mental Health Services (CAMHS), Occupational Therapy (OT), Social Communication Outreach Service (SCOS), Speech and Language Therapy (SALT) and Youth Offending Services (YOS).
- g. **Create an environment in the school where students feel safe to voice their opinions of their own needs.** This means providing students the opportunity to give their views on their SEND through the writing and reviewing of their SEND profile, One Plan or EHC Plan. Students will have at least an annual meeting with their parents/carers, teachers and Special Educational Needs Co-Ordinator (SENCo) to discuss and review their SEND profile, One Plan or EHC Plan where the student's views are collected as part of this process. Key Workers also support the student in sharing their views. The views of students are taken into account according to age, maturity and capability.
- h. **Provide ongoing training** for all staff working with students with SEND. The Special Educational Needs Co-Ordinator (SENCo) will work alongside the head teacher to provide training opportunities for staff.
- i. **Develop strong links with the College's Management Committee**, and so involve them in the development and monitoring of SEND in the college. The Special Educational Needs Co-Ordinator (SENCo) will write a SEND report to governors at least once per annum.
- j. **Provide a personalised curriculum** for our students, which is appropriate to their ability and needs, and supports students to achieve their full potential.
- k. **Support students to make a successful transition** to their next educational setting, through strong links with schools and post 16 providers. The teacher/Special Educational Needs Co-Ordinator (SENCo) will share the student's needs with the future educational provider to ensure a smooth and successful transition. All Year 11 students with an EHC plan will review their plans in the autumn term in preparation for transition to post 16.

SEN Support

Support provided consists of a four-part process, an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes. The four parts of the cycle are:

Assess

This involves identifying the student's needs using the class/subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. This can be completed through baselines upon entry, CAMHS, educational psychologist involvement and access arrangement testing. Advice from external support services will also be considered and any parental concerns will also be noted on the student's SEND profile, One Plan or EHC Plan.

Plan

Planning will involve an amalgamation of information and advice between professionals, the teacher, SENCo, student and parents/carers to agree the adjustments, interventions and support that are required. This information helps to form personalised targets and provision for each student where progress can be measured through both the academic and social skills tracking system. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the student, including support staff, will be informed of their individual needs by sharing their SEND profile or EHC plan. This will include the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought through the student's SEND profile, One Plan or Education Health Care Plan.

Do

The teaching staff remain responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with relevant staff to plan and assess the impact of support and interventions and links with classroom teaching. The SENCo and assistant SENCo will share SEND profiles, One Plans and EHC Plans with staff to ensure they are aware of each student's support plan and that it is implemented, so that the support plan can be reviewed.

Review

Reviews will be undertaken annually as a minimum. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The class/subject teacher, in conjunction with the SENCo will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents/carers and the student. Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps through meetings or reviews with the SENCO or Assistant SENCO. Students in Y11 with an

EHC Plan will have a review in the Autumn term of Y11 to prepare for post 16 and begin consultations with their chosen post 16 provider.

What is a SEND profile and One Plan?

A SEND profile and One Plan is a document that details a student's SEND information. The SEND profile or One Plan will be reviewed on an annual basis as a minimum. These documents will include:

- The students and parents/carers views
- The student's areas of strength and achievements
- The student's special educational needs and difficulties
- External agencies involved with the student
- Personalised targets and provision needed to meet their needs
- Reviews, including the views of students, parents/carers and professionals involved with the student

Request for an Education, Health and Care Plan

An EHC needs assessment is a detailed look at the special educational needs (SEN) of a child or young person and the support he or she may need in order to learn. Local authorities are responsible for carrying out EHC needs assessments under the Children and Families Act 2014.

The needs assessment brings together information about what your child's special educational needs are and the help they need. It includes information from: parents/carers, the child, the early years' setting or school and other professionals who work with or support the child. The assessment is to see if your child needs an Education, Health and Care plan (EHC plan).

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment. This process will take 20 weeks from submission. This can be requested by:

- Parents or carers by writing to the local authority
- A young person over the age of 16 but under the age of 25
- The school, but only with parental/carer consent

The assessment for an Education, Health and Care Plans will combine information from a variety of sources including:

- Educational Psychologist
- Parents/carers
- Teachers
- SENCo
- Social Care

- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the SEND Local Offers on relevant local authorities' websites.

Education, Health and Care Plans (EHC Plan)

Following Statutory Assessment, an EHC Plan may be provided by the relevant local authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The college and the child's parents/carers will be involved developing and producing the plan

Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school or college named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents/carers and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Responsibility

This policy will be reviewed and updated where necessary by the Senior Leadership Team and approved for adoption by the Governing Body.

N.B. It should be noted that the term 'governor' refers to a management committee member'. The Management Committee acts as a full Governing Body for the College and Service.

Publicising the Policy

A copy of this policy and related procedure(s) will be available from the College and on the website. Staff will be advised of amendments to this policy via the Staff Briefing and are expected to familiarise themselves with the content.

Policy Status

This is a statutory policy.

Further Information

Local Offer:

<https://livingwell.darlington.gov.uk/Categories/528>

Information on Education, Health and Care Plans:

<https://livingwell.darlington.gov.uk/Categories/562>