

RIVERSIDE SCHOOL



SEN Policy

APPROVED BY GOVERNORS

RESPONSIBLE PERSON – HEADTEACHER

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Statement of intent

This policy outlines the framework for Riverside School to meet its duties and obligations to provide a high quality education to all of its pupils.

Riverside School therefore intends to work with the London Borough of Bromley and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making.
 - The identification of children and young people's needs.
 - Collaboration between education, health and social care services to provide support.
 - High quality provision to meet the needs of children and young people with SEN.
 - Greater choice and control for young people and parents over their support.
 - Successful preparation for adulthood, including independent living and employment where appropriate.
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1. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

2. Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

3. Areas of special educational need

Riverside School educates pupils with severe and complex learning difficulties, including pupils on the Autistic Spectrum and pupils with Profound and Multiple Learning Difficulties.

4. Admissions

4.1. Riverside School will ensure it meets its duties under the Schools Admissions Code of Practice by:

4.1.1. Not refusing admission for a child that has named the school in their EHC plan.

5. Roles and responsibilities

5.1. The governing body has a responsibility to:

5.1.1. Fully engage parents and / or young people with SEN when drawing up policies that affect them.

5.1.2. Identify, assess and make SEN provision for all children and young people with SEN.

5.1.3. Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.

5.1.4. Appoint a designated teacher for 'looked after' children where appropriate.

5.1.5. Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.

5.1.6. Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.

5.1.7. Publish annual information on the school's SEN Policy, setting out the measures and facilities to assist access for pupils with disabilities.

5.1.8. Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.

5.1.9. Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.

5.1.10. Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.

5.2. The Headteacher has a responsibility to:

- 5.2.1. Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- 5.2.2. Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- 5.2.3. Cooperate with local authorities during annual EHC plan reviews.
- 5.2.4. Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- 5.2.5. Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEN most frequently encountered.

5.3. Class teachers must:

- 5.3.1. Plan and review support for their pupils in collaboration with parents and, where appropriate, the pupil themselves.
- 5.3.2. Set high expectations for every pupil and aim to teach them a personalised curriculum, whatever their prior attainment.
- 5.3.3. Use appropriate assessment to set targets which are deliberately ambitious.
- 5.3.4. Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

6. Involving pupils and parents in decision making

6.1. Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:

- 6.1.1. Focus on the child or young person as an individual, not their SEN label.
- 6.1.2. Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- 6.1.3. Highlight the child or young person's strengths and capacities.
- 6.1.4. Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- 6.1.5. Tailor support to the needs of the individual.
- 6.1.6. Organise assessments to minimise demands on families.
- 6.1.7. Bring together relevant professionals to discuss and agree together the overall approach.

7. Joint commissioning, planning, and delivery

7.1. Riverside School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

7.1.1. Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention.
- Early identification / recognition.
- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
- How provision and support services will enable pupils to prepare for their future adult life.

7.1.2. Draw on the wide range of local data-sets about the likely education needs of children and young people with SEN to forecast future need, including:

- Population and demographic data.
- Prevalence data for different kinds of SEN and disabilities among children and young people at national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEN and disability.
- An analysis of local challenges / sources of health inequalities.

7.1.3. Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEN.
- Increasing the proportion of children with SEN whose needs are identified before school entry.

8. Local offer

8.1. Riverside School will cooperate generally with the local authority and local partners in the development and review of the local offer.

9. Identification

9.1. To identify pupils with SEN, Riverside School will:

9.1.1. Assess each pupil's current skills and levels of attainment on entry.

9.1.2. Make regular assessments of all pupils to ensure that the intervention:

- Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

9.2. The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

10. Graduated approach

10.1. Riverside School will employ the graduated approach to meeting the pupil's needs, including:

10.1.1. Establishing a clear **assessment** of the pupil's needs.

10.1.2. **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

10.1.3. **Implementing** the interventions.

10.1.4. **Reviewing** the effectiveness of the interventions and making any necessary revisions.

11. Assessment

11.1. Riverside School will, in consultation with the pupil's parents, request a panel review where the pupil's needs cannot be met through the resources normally available within the school.

11.2. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt.

12. Education, Health and Care (EHC) plans

12.1. Riverside School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

12.2. The school will admit any child that names the school in an EHC plan.

12.3. The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.

13. Reviewing an EHC plan

13.1. Riverside School will:

- 13.1.1. Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- 13.1.2. Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- 13.1.3. Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- 13.1.4. Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- 13.1.5. Cooperate with the local authority during annual reviews.
- 13.1.6. Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- 13.1.7. Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

14. Preparing for adulthood

14.1. Riverside School will ensure that it meets its duty to provide guidance for pupils in Y9-13, including:

- 14.1.1. Preparation for adulthood in the planning meetings with pupils and parents from year 9.
- 14.1.2. Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEN.
- 14.1.3. Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

15. Data and record keeping

15.1. Riverside School will:

- 15.1.1. Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- 15.1.2. Maintain an accurate and up-to-date register of the provision made for pupils with SEN.

16. Confidentiality

- 16.1. Riverside School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:
- 16.1.1. To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
 - 16.1.2. On the order of any court for the purpose of any criminal proceedings.
 - 16.1.3. For the purposes of investigations of maladministration under the Local Government Act 1974.
 - 16.1.4. To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
 - 16.1.5. To Ofsted inspection teams as part of their inspections of schools and local authorities.
 - 16.1.6. To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
 - 16.1.7. To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.