



QUORN HALL
SCHOOL

SEN Policy

Person Responsible: Headteacher/ SENCO

Last reviewed on: August 2022

Next review due by: August 2023

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Revisions: Annually

Quorn Hall School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its pupils and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

- **'Levelling up'** - We want our children to be able to meet appropriate milestones and age related expectations, socially, emotionally and academically.
- **Thrive not survive** - We want our children to thrive in school and society, not just survive their adverse childhood experiences.
- **Confidence** - Develop confidence in their abilities and self image/esteem as learners and members of society.
- **Creativity** - Foster individuality and celebrate differences and create a compassionate and accepting environment. Provide tools that give students options, voice, and choice in order to enable them to be creative.
- **Competence** - In their ability to self-regulate and interact with different types of people and overcome the challenges and traumas from the past.
- **Character** - Develop resilience so they see failures or negative situations as a learning opportunity by implementing growth mindset approach.
- **Compassion** - For pupils and the challenging circumstances they have encountered in both their personal and educational lives.
- **Care** - To overtly demonstrate to pupils that adults do care about them and their futures - every day is a fresh start.

While this current policy document may be referred to elsewhere in Quorn Hall School documentation, including particulars of employment, it is non-contractual.

Within the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR (HR)
- Peninsula BusinessSafe (Health and Safety)
- Due Diligence Checking (DBS)
- Educare (online CPD)
- National College (online CPD)
- School Pro (Data Protection)
- Neotas (Online searches / Social Media checks)

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Quorn Hall School.

The policy documents of Quorn Hall School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

As a school, we cater for pupils whose primary need is their Social Emotional and Mental Health (SEMH). Our pupils may also have a number of additional needs and may also have Autistic Spectrum Disorder, Specific Learning Difficulties (SpLD), Speech Language and Communication needs (SLCN) and general learning difficulties and delays.

Our school offers full time educational provision for students who have experienced difficulties in their schooling and who may previously have missed significant periods of learning through exclusion or school refusal.

There are many and varied reasons why mainstream schooling has not worked for our students. Below is a list of some of the reasons why this may have occurred. This is by no means an exhaustive list.

Students may have:

- A history of school refusal or non-attendance usually for a complex combination of reasons, some at home and some in previous school experiences.
- Depression and related problems which, in the extreme, can lead to self-harming and suicide attempts.
- Severe social difficulties as a result of discrimination and bullying.
- Emotional vulnerability.
- Problems of communication and behaviour, the result of underlying receptive and expressive language difficulties.
- Diagnosed physical or mental health conditions which affect mood, concentration and ritualised behaviour.
- Developmental disorders which impact upon concentration and attention.
- Autistic spectrum difficulties.
- Phobias associated with school or more generalized.
- Difficulties forming relationships and interacting socially.
- Conduct disorders.
- An experience of severe family trauma such as abuse and bereavement.

- Moderate Learning Difficulties.
- A negative experience of education which has left them retreating “into a shell” and unable to verbalise their problems.
- Social, emotional and mental health difficulties.

Here at Quorn Hall School we all believe strongly that change is possible and that by supporting each other through that change we all grow stronger.

As a school we aim to provide an inclusive education for all pupils, where they can learn and develop the skills necessary for the wider world. Pupils access small class sizes and high staff to pupil ratios, enabling personalised support. Pupils may also access a number of interventions, both therapeutic and academic.

Staff have undertaken specialist training and are competent in a number of strategies and methods for supporting pupils. Many staff are trained and qualified in supporting young people with specific Special Educational Needs.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

At different times in a child’s school life, a child or young person may have special educational needs. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has significantly greater difficulty in learning than the majority of others the same age, or
- b) 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 or mainstream Post-16 institutions.”

All of our pupils have an EHCP that details their needs and what provision it is that they need. Upon admission, a pupil’s needs are assessed and we plan the correct provision for them and their needs. Pupils undertake an ‘annual review’ every year where their whole plan is reviewed, and new targets are set.

The annual review is the statutory process of looking at the needs and provisions specified in an EHC Plan, and deciding whether these need to change.

The first review of the EHC Plan must be held within 12 months of it being finalised. Subsequent reviews must be held within 12 months of the previous review.

If a child's needs change significantly before the annual review time, an emergency review can take place.

Throughout the year, pupils are set Individual Education Plan IEP targets linked to their EHCP outcomes. These are reviewed periodically, between the child and their class teacher.

4. Roles and responsibilities

4.1 The SENCO and LAC designated teacher

This is Melanie Kinsella.

They will:

- Work with the Headteacher, Senior Leadership Team and Cavendish Education to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources (including Pupil Premium) to meet pupils' needs effectively
- Be one of the points of contact for external agencies, especially the local authority and its support services
- Work with the Headteacher and Cavendish governance team to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Monitor and analyse data to inform the planning of interventions, including the use of baseline data and formative assessment.
- Set up appropriate intervention, individual or small group, using highly structured multisensory programs for reading/spelling/writing, including Government initiatives if appropriate and ICT software.
- Quality assurance processes in schools to ensure needs of pupils with SEND are being met (lesson observations by curriculum and SEN team, Key Stage tracking of progress)
- Chair EHCP reviews at admission and annually, working in partnership with the team around the child.
- With support from an independent and in house Careers Advisor, develop a career plan for each pupil from Year 8 to include plans for transition into their next phase of education. We engage with Post 16 mainstream school or college, special independent providers including those offering training or apprenticeship routes which reflect the pupils aspirations and preferred learning styles. As a school, we provide support at open days, interviews and transition to ensure all information is shared regarding the pupils' strengths and needs in order for their needs to be met.

- Working in partnership with the therapeutic team to ensure pupils therapeutic, sensory and communication needs are assessed and catered for.
- Working in partnership with parents and carers to remove barriers to learning for the pupils and their families
- Swift referral to external agencies and partnership working to meet the young person's needs
- Lead on pupil PEP reviews and attend LAC meetings to ensure the continued provision and positive outcomes for these students
- Keep up to date with relevant national and local legislation relating to the provision of SEN and LAC pupils.
- Line management of the Referrals and Admissions team and strategic oversight of the process.

4.1b SEN Assessor and Referrals and Admissions Coordinator

This is Emma Shephard

They will

- Assess potential referrals and organise assessment days and sessions for prospective pupils
- Coordinate the transition of new pupils into the school with liaison with parents/carers and the local authority
- Support with the assessment of new pupils on entry to the school
- Undertake additional testing for Access Arrangements for examinations, collaborating with the SENCO and Exams officer to ensure all pupils receive relevant support to access examinations and assessments.
- Undertake psychometric testing on all pupils as required, including the Wide Range Intelligence Test (WRIT), Wide Range Aptitude Test (WRAT) and the Burt's Reading Test
- Contribute to the amending of EHCP's, in particular with regards to cognition and learning

4.2 The Proprietor (Cavendish Education)

The Proprietor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher, SLT and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher (Antonia Jackson)

The Headteacher will:

- Work with the SENCO and the proprietor determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Differentiation of work and targets for all pupils
- Planning with clear differentiation for all pupils and their needs
- Utilising their pupils EHCP, assessments and reports from outside agencies to inform their planning and differentiation.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to the provision
- The monitoring and completing of IEP targets for pupils in their class
- The completion and monitoring of baseline, formative and summative assessments for all pupils in their class
- Ensuring they follow this SEN policy and relevant statutory guidance to ensure they are being SEN compliant
- Have an understanding of pupils in their groups and the groups they teach and their difficulties, including dyslexic tendencies and Executive functioning difficulties
- Have a 'help station' of resources available for all pupils to use with items to support the above difficulties and communication difficulties
- Attend and engage with training on Dyslexia friendly classrooms and sensory environment considerations and implement appropriate strategies in the classroom
- Have an awareness of pupil self-esteem and underlying difficulties when asking pupils to complete tasks they may find difficult due to low literacy levels and poor EF skills
- Staff to set alternative tasks and provide differentiation to minimise these difficulties in the classroom and develop pupils independent working skills
- Undertake or monitor the delivery by TA interventions as given to specific pupils by the SEN team

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provisions for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Communication and interaction, for example, autistic spectrum disorder, Developmental Language Disorder, speech and language difficulties
- Cognition and learning, including Specific Learning Difficulties: for example, dyslexia, dyspraxia. We also cater for pupils with moderate learning difficulties
- Sensory processing difficulties including those associated with a diagnosis of autism.

5.2 Identifying pupils with SEN and assessing their needs

All pupils join the school already with an Educational, Health and Care Plan (EHCP). An **EHC plan** is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

These plans are consulted and amended according to statutory guidance. If a pupil arrives without a plan, and it is felt one is required, one will be applied for. Upon admission or when a pupil's plan changes, the SEND team compile or update a pupil profile, for the ease of reference for staff. This profile includes outcomes and provisions of the EHCP or pupil plan and strategies recommended for the pupil, as well as details of any additional needs the pupil may have. This includes Nessy Reports, WRAT, WRIT and Burt's Reading results and Executive functioning assessments.

We will assess each pupil's current skills and levels of attainment at regular points in the year which will build on previous settings and Key Stages, where appropriate. We use psychometric testing, observation and teacher assessment of work to assess this. All staff will make regular assessments of progress for pupils and identify those who are making less than expected progress.

This may include progress in areas other than attainment, for example, social needs.

Not all pupils with SEN will necessarily be making slower progress than their peers in a mainstream setting.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/ carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

An early discussion is had with the pupil and their parents/ carers upon admission. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Throughout a pupil's time at Quorn Hall School, all pupils will have an annual review every year, which parents/ carers are invited to. The **annual review** is the statutory process of looking at the needs and provision specified in an EHC Plan, and deciding whether these need to change. The first **review** of the EHC plan must be held within 12 months of the EHC plan being finalised. Subsequent **reviews** must be held within 12 months of the previous **review**. Pupils views are also sought with regards to the reviews, and report in the child's words is submitted as part of the review, and if the pupil is felt to be mature enough and have the capacity, they will attend the review themselves also.

An annual review will for all pupils:

- Update and review a pupils EHCP, targets and outcomes
- Discuss pupil progress, their achievements and any next steps to support them to achieve
- Prepare the pupil for their next steps in their education journey

In particular, for pupils in the care of the Local Authority

- If appropriate, may also include a Personal Education Plan (PEP) review or update. **PEP** is a record of how professionals around a child looked after by the local authority will support their educational outcomes and achievement.
- Another review which pupils in care are required to have is A **looked-after child (LAC) review (sometimes called a Child in Care (CIC) review)** is a regular meeting that brings together those people who are closely concerned with the care of a child. It is an opportunity to: **review** a child's care plan – the document which sets out how a child will be cared for while they are looked after, and discuss their progress

It is worth noting that if all of these reviews cannot be carried out on one date, there will be multiple meetings. Meetings usually take place in school but can be at another location such as a pupil's home or Local Authority offices.

5.4 Assessing and reviewing pupils' progress towards outcomes

Explain your school's approach here. You should insert details about how your school assesses and reviews pupils' progress. These are suggestions only.

At Quorn Hall School we benchmark all our new pupils on arrival and ensure we target missed opportunities to help enable them to access the learning opportunities within the classroom. We have a dedicated team that provide targeted interventions as well as qualified support staff within each classroom to embed fundamental strategies to encourage pupil's progression.

All pupils have an IEP (Individual Education Plan) which uses SMART (Specific, Measurable, Achievable, Realistic and Timely) targets linked to the pupil's EHCP or pupil plan outcomes. IEPs are reviewed by classroom staff on a minimum fortnightly and are monitored by the SEND team.

The whole school uses School Pod tracking using 'I can' statements to monitor ongoing development and date points are set at the end of each key term, Autumn, Spring and Summer. Staff also continuously monitor individual progression throughout the academic year.

At a pupil's review meeting, progress towards their outcomes is discussed and reports from those who work with the child are shared. Outcomes are then amended according to pupil's progress towards them. These amendments are then applied to the EHCP document.

As a specialist school, we use an adapted cycle of assess, plan do review to monitor and plan provision for pupils. With regards to intervention, these are planned by the SENCO and are based on pupil needs at the time. Interventions usually follow a fixed time period of half a term, when they are reviewed with the class teacher. If pupils need a change in intervention provision this will then be applied.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents and carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are

required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The majority of pupils will remain at Quorn Hall School until the end of KS4. When pupils move onto the next phase of their education they will have access to the following

- Opportunity to attend open days and visits to a new setting with school staff
- Careers guidance and advice from specially trained staff.
- Opportunities for work experience
- Preparation from specialist staff for interviews that they may have to attend
- Guidance and support with careers and further education from an early stage in school

If pupils move to another setting from Quorn Hall School prior to Year 11, information will be shared with their new setting, as agreed with parents/carers and the pupil to support them to succeed in their next educational phase.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We have skilled classroom practitioners and also have subject leads, who oversee the provision within their specialist subjects and ensure that our lessons follow best practice guidance e.g. Maths Mastery.

At Quorn Hall School, it is imperative for our pupils to understand the meaning behind what they are learning, why they are learning specific information and skills, and what a difference the knowledge and skills will make. It is important for our pupils to appreciate: the content of the curriculum, how it is structured and how it develops to augment an individual's progression.

The intent within our curriculum is for all subjects to be relevant for our pupils but ambitious enough to promote curiosity and progression. We pride ourselves in producing a curriculum that provides our pupils with a wide range of knowledge and skills for them to succeed not only in their education but to prepare them for independent living in the future.

We will also provide the following interventions:

- 1-1 reading with an adult (paired or individual reading) with Accelerated Reader
- 1-1 reading comprehension skills
- 1-1 Writing intervention
- We use the Department of Education document 'Letters and Sounds' to provide an overview for the teaching of phonics. We use a phonics small step tracker to assess and then plan effective next steps for students in Lower School, KS3 and KS4. Through daily sessions, students work on the next steps appropriate to their development to build on their prior knowledge.
- Precision teaching

- Nessy Reading and Spelling
- Toe by Toe
- Speech and language interventions (expressive and receptive language, social skills and communication)
- Sensory activities, including sensory circuits and diet.
- Executive functioning interventions: memory, planning and organization
- Art therapy
- Therapeutic social work

Interventions are generally carried out by the classroom staff who support the pupil. Occasionally an intervention will be carried out by the SENCO, subject lead or other specialist staff. This is dependant on the nature and duration of the intervention.

Interventions are time limited, as pupils are supported first and foremost by Quality First Teaching. Interventions are not designed to be extended in duration, but are targeted to support a specific area of a child's progress and development, where QFT has not yielded sufficient progress over time.

To support new arrivals into the school during the year, each receiving school will have to ensure that student files on transfer are checked and a school will carry out further assessments if required

- School admissions forms/applications will be checked for assessment such as Dyslexia and Autism Spectrum Disorder.
- The use of dyslexia friendly practice/strategies in classrooms to encourage independent learning skills
- Training is provided for teachers on a regular basis to ensure teachers are aware of strategies
- Monitoring progress through setting targets and reviewing regularly being mindful of maintaining pupil self-esteem. These targets could be on a pupil IEP.
- Set up appropriate intervention, individual or small group, using highly structured multisensory programs for reading/spelling/writing, including Government initiatives if appropriate and ICT software. Request ICT solutions through Schools & Families Specialist Services if appropriate
- Provide support for tests and examinations, both internal and external as appropriate
- Introduce techniques to enable the pupil to become more independent and effective in their learning and accessing the curriculum.
- Providing resources appropriate to pupils needs through discussion (laptop, E-readers, coloured acetates, reading rulers)
- Examinations Access Arrangements

With regards to provision for pupils with English as an Additional Language (EAL) we

- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for EAL pupils.
- Show awareness that our school culture and environment (Eg teaching; learning; procedures; routines and practices) may differ from the school culture that our EAL pupils are familiar with.
- Plan for and provide a specific time for pupils with EAL needs, including access to interventions

- Are aware that an EAL pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, the content of the lesson, etc.
- Adapting our resources and staffing for the needs of the students at that current time.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We follow a dyslexia friendly approach to learning environments.

With regards to assessment, both formal and informal, we use the accommodations below. Not all pupils will need all of these but staff will bear these in mind when planning and carrying out assessments. This is not an exhaustive list, and assessment arrangements will be arranged considering a pupil's individual needs.

- Extra time (25% for secondary school examinations. Up to 50% if a young person has significant cognition and learning needs.)
- Use of a quiet room
- A prompt
- A reader.
- A scribe.
- Using a computer instead of handwriting.
- Using assistive software (screen reader/voice recognition).
- Exam papers to be on a coloured paper in dyslexia-friendly font.
- Hard copy instead of on-screen.
- Supervised rest breaks.

Access arrangements will be based on a pupil's Normal Way of Working, and the provision needed for assessments developed in collaboration with the SENCO, Class teacher and pupil.

With regards to EAL pupils, we ensure that EAL pupils

- Have access to the whole curriculum, or as much of the curriculum as practicable on an individual basis
- Are taught with their peers
- Are placed in groups where they will see models of good behaviour
- Are placed in groups with fluent English speakers who will provide them with good language models
- Are placed in as high a set as possible ie with their intellectual/academic equals.

5.8 Additional support for learning

Our SENCO and SEN Assessor can carry out a number of interventions as listed above.

Classroom staff also have a wide range of interventions that are carried out with pupils.

Intervention programs are bespoke to pupil needs and work on addressing gaps in their knowledge or skills.

We have teaching assistants, all of which are trained in Team Teach, Dyslexia friendly teaching and assessment, executive functioning, differentiation and nurture principles.

All staff are trained in the low arousal approach and trauma-informed practice. All staff are trained in Positive Behaviour Support and Physical Interventions (L3) through Sherwood training.

We have staff trained in precision teaching

We have an art therapist, Speech and Language therapists, Occupational Therapists and a therapeutic social worker on site.

Within the Cavendish Education group, we also have access to Clinical Psychology and Educational Psychology

Teaching assistants will support pupils in small groups the majority of the time. If a pupil is specified to require 1-1 support this will be provided, however, TA's will support others in the class also and this support will be shared with the class teacher and/or other support in the class. This prevents pupils becoming over-reliant on staff. It also promotes independence and interaction with peers.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Service
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and language therapy service
- Occupational health service
- Local Authority Social Care
- British Dyslexia Association
- Nurture UK
- LGBTQ+ Support Organisations (location dependant)
- Specialist Teaching Service
- Youth Offender Support Programme
- Health Service representatives
- Child and Family groups
- The Youth Service and Voluntary Sector Youth Support Groups
- Sherwood Training Ltd

5.9 Expertise and training of staff

Our SENCO has 9 years of teaching and support experience and has worked as a specialist and mainstream teacher across the age range and subjects. They hold QTS and PGCE. They have completed Level 7 National Award for SEND Coordination (NASENCO) which includes a Postgraduate Certificate in Vulnerable Learners and Inclusion. They are completing their National Professional Qualification for Senior Leadership (NPQSL).

They have particular experience and interest in supporting attention and concentration difficulties including ADHD, Executive Functioning, the inclusion of vulnerable groups including disadvantaged pupils, LAC and LGBTQ+ and equal opportunities and advocacy for pupils with SEN.

Our SEN Assessor is trained to carry out a number of psychometric tests and has a number of years' experience working with pupils with a range of SEN. They hold Specialist Assessor Level 7 Certificate of Psychometric Testing, Assessment and Access Arrangements. They are also the Admissions and Referrals Lead for the school.

They have particular experience and interest in Specific Learning Difficulties and the transition of new pupils into the school environment

We have a team of teaching assistants, who are trained to deliver SEN provision.

In the last academic year, staff have been trained in the low arousal approach, approaches for Pathological Demand Avoidance (PDA), sensory integration, speech and language support and the Universal Approach. All staff are trained in Positive Behaviour Support and Physical Interventions (L3) through Sherwood training. The practices of de-escalation and the use of safe restraint when necessary are utilised to ensure the safe educational provision for all.

We use specialist staff for all therapeutic interventions and psychometric testing.

5.10 Securing equipment and facilities

There is 1 specialist SEND room for use in the school for interventions. There are 3 full-time rooms used for therapy. Additional interventions are carried out in break out rooms, of which we have 1 for each area of the school, or rooms are booked out using the 'School Pod' system

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after half a term
- Using pupil questionnaires and pupil view surveys
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities

School visits are made available to all our pupils with Risk Assessments being used to identify and manage risk rather than limit access; in general, all pupils are encouraged to go on our school trips in the local and the wider area.

All pupils are encouraged to take part in sports, music and theatre activities.

No pupil is ever prevented from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We are a specialist Social Emotional and Mental Health setting. The provision of effective support for emotional and social development underpins the school ethos and all policies of the school

We provide support for pupils to improve their emotional and social development in the following ways:

We do this by:

- Providing care, support and guidance for each pupil throughout their time at school.
- Providing an ethos, which enables staff, pupils and parents to raise achievement
- Providing an environment where learning is at the centre of all we do
- Ensuring that the self-esteem of pupils and staff is dependent on a positive working relationship based on mutual respect

- Providing an ordered, purposeful, stimulating and structured environment so that all pupils can develop as independent learners
- Setting high standards for behaviour and performance with good classroom management
- Using effective assessment strategies so that all pupils can understand and monitor their own achievement
- Ensuring that there is a continuing dialogue between pupil, parents/carers and school and that regular, positive, informative and cooperative home/school liaison is an essential component of success
- Ensuring regular review and monitoring of pupil's progress to inform individual action planning and target setting

5.14 Working with other agencies

A range of outside agencies may be contacted to support pupils in school. The Head Teacher, DSL or SENCO will usually lead contact. Currently, these agencies include Child and family and mental health groups, Education Welfare Officers, Social workers, The Youth Service and Voluntary Sector Youth Support Groups, the Youth Offending Team, and Health Service representatives including the School Nurse. Parents will be contacted prior to the involvement of any of these agencies.

5.13 and 5.14 reference the School's Behaviour Support Policy

5.15 Complaints about SEN provision

The procedure for complaints can be found in the school complaints procedure is available on our website. Hard copies can be requested from the Office Manager, Karen Jamieson.

5.16 Contact details of support services for parents of pupils with SEN

Services available to parents and carers and in the area are detailed on the local offer page for your relevant local authority

Leicestershire

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Leicester City <https://families.leicester.gov.uk/send-local-offer/>

Nottinghamshire

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Derbyshire <https://localoffer.derbyshire.gov.uk/#/directory>

Warwickshire <https://www.warwickshire.gov.uk/send>

Solihull <https://socialsolihull.org.uk/localoffer/>

Lincolnshire <https://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer>

Northamptonshire

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Staffordshire

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

5.17 Contact details for raising concerns

Antonia Jackson, Headteacher 01509 414 338 or Marie Shaw, DSL 01509 414 338

5.18 The local authority local offer

Our contribution to the local offer is: Social, Emotional and Mental Health Provision for pupils aged 6-17

Our local authority's local offer is published here:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

6. Monitoring arrangements

This policy and information report will be reviewed by Melanie Kinsella (SENCO) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Curriculum policy
- Behaviour policy
- SEN Information Report
- Complaints procedure