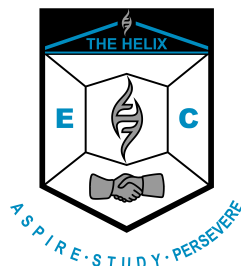




Enabling Partnerships of Excellence in Continuity of Education for All

ASPIRE - STUDY - PERSEVERE



Title:	Special Education Needs and Disability Policy
Policy Coordinator:	Charmaine Moseley
Nominated Governor:	Mike Baumring
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Chair of Management Committee:	Mike Baumring
Head Teacher:	PK Maselino

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Aims

Our SEN policy and information report aims to:

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

At The Helix, we have an inclusive philosophy providing every learner the opportunity to succeed in their personal, social, health and academic development.

Our vision is to enable all students to change and manage their behaviour, to re-engage with education and support the continuity of their statutory education when not able to attend mainstream school. We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. We also 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.' We ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

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 students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEN coordinator's (SENCOs) and the SEN information report

Definitions

Students have special educational needs if they have a difficulty accessing the curriculum, both temporarily or more long term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

- Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the More Able Provision, in addition to provisions made for their specific need(s).
- Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents*, the student, where appropriate and staff will be informed when an assessment of needs is recommended along with any outcomes arising from that assessment such as the identification of appropriate provision to meet the student's individual need(s).

Special educational provision is 'additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in the area.' (Education Act 1996)

When organising additional support it is very important that we provide a broad and balanced curriculum with regular access to all subjects and areas of learning for children with special educational needs and disabilities (SEND). Children with SEND will not be routinely segregated from their class teachers and peers but included as much as possible within their class.

Roles and Responsibilities

4.1 The SENCo

The SENCO is Charmaine Moseley (cmoseley8.310@helixeducation.uk)

She will:

- Work with the headteacher and SEN governor 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 students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise and lead on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' effectively
- Liaise with those engaged in home tuition and education at The Royal National Orthopaedic Hospital.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 students with SEN up to date

4.2 The SEN Management Committee Member 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 and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to 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 student in their class, including those with SEN
- Working closely with Education Support Workers (ESWs), the SENCO and specialist staff to plan, implement, assess and monitor the impact of support and interventions in relation to teaching and learning classroom practice
- Working with the ESWs and SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN Information Report

5.1 The kinds of SEN that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, speech, language difficulties
- Cognition and learning, for example, global delay, dyslexia and dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety, eating disorders and challenging and disruptive behaviours
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy
- Students with moderate/severe/profound and more complex learning needs are placed on roll at The Helix whilst assessment is carried out and until SENARS arrange appropriate placements to meet their needs.

5.2 Identifying students with SEN and assessing their needs

New Referrals

- Prior to induction, referring schools are asked for information about the student.
- Students arrive at The Helix for an induction interview, where any concerns regarding learning and attainment are discussed and explored after the interview
- At induction, students undertake initial assessments in literacy, numeracy and science as well as capturing a projection on end of key stage levels, summarized through the use of CATS4

Assessments

➤ Communication and Interaction

If students' demonstrate that they are having possible speech, language and/or communication and interaction difficulties, they are referred to the Speech and language therapy service (SALT), who will assess their needs.

➤ **Cognition and Learning**

As mentioned previously, each student is given a series of initial assessment(s) to complete on entry to The Helix.

This information is shared with staff to enable Quality First Teaching, differentiation of learning materials where appropriate, and effective classroom management.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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

➤ **Social, Emotional and Mental Health**

Students are assessed using 'PASS', which gives an indication of how the student sees themselves as a learner and their attitude towards schools and schooling and engagement with the curriculum

➤ **Sensory and/or physical needs**

For students with sensory needs, the local offer includes The Children's Sensory Team, who offer support with visual and hearing impairments.

The site at The Helix is accessible for disabled access and we have links with various agencies in relation to supporting physical disability.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN at the Helix. 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 wishes of the students and their parents. 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 students and parents

Prior to the induction process, the Transitional Support Officer (TSO), Louise Hinds, will make a home visit to talk to parent/carers and the student. We gather information from previous schools and professionals involved with the student. During the induction process, student's needs are discussed and the levels of support that are required.

If the student has an Education Health Care Plan (EHCP), a Review should be held prior to the student arriving at The Helix.

In some cases, at induction it may become clear that an application for an EHCP will need to be prepared, which will then become the student's plan. Parents are involved in the EHCP application process.

Once started at The Helix, all students have a class Education Support Worker (ESW), who supports the learning of the class. Each ESW also takes on the role of Key Worker for a

number of students. Students meet their allocated Key Worker on a weekly basis, where their progress is monitored and assessed. Key Workers regularly communicate with parents/carers about the pupil's progress and share strategies for support.

The information collected will be shared with staff in the student's EPP (IEP) to make sure that:

- Everyone develops a good understanding of the student'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

Notes of these early discussions will be added to the student's record and given to their parents.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach, the four-part cycle of assess, plan, do, review.

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

- The teacher's assessment and experience of the student
- 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
- The student's own views and experience
- Advice from external support services, where relevant

The assessment will be reviewed each half term.

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

5.5 Supporting students moving between phases and preparing for adulthood

All students are given the opportunity for Careers advice. Students who are unable to attend the Helix have interviews arranged for times outside the Helix hours.

We will share information with the school, college, or other setting the student is moving to with regards to GDPR. We will agree with parents and students which information will be shared as part of this process.

5.6 Our approach to teaching students with SEN

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

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

Teachers meet with class ESWs on a weekly basis to plan the individualised learning for students in their class.

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with specialist teachers and/or Education Support Workers;
- withdrawal support either individually or in small groups with specialist teachers or ESWs
- alternative and dynamic approaches to education – non classroom based including workshops, guest speakers, mentoring, life skills programme, school trips

5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- 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.

5.8 Additional support for learning

Each class has a designated Education Support Worker attached. This individual stays with the class for each lesson. They have a weekly planning meeting with subject teachers to plan the curriculum delivery and personalise the students' learning. This may involve supporting students individually or working with a small number of students.

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

- Harrow SENARS
- Harrow Educational Psychology Service
- Harrow CAMHS
- Harrow Children's' Sensory Team
- Advisory Teacher for students on the autistic spectrum
- Speech and Language Therapy Service
- Travel Assistance Service

5.9 Expertise and training of staff

Our SENCO has three years' experience in this role and has previously worked as a specialist inclusion teacher in a pupil referral unit and as a class teacher in mainstream and special schools prior to joining the Helix

Our Education Support Workers (ESWs) support students in class and with small group work. ESWs also work as Key Workers, monitoring student progress and supporting with their behaviour.

5.10 Securing equipment and facilities

If students are unable to be educated at The Helix Centre for SEN or safeguarding reasons, alternative provisions are found. These provisions are arranged for students according to their specific needs, ranging from Home Tutors working either in the home, a local library or Community Centre with online learning or a blended learning approach where we work together with local colleges and training centres to deliver a personalised vocational pathway through education.

If required, the sensory team can supply specific equipment to support learning difficulties.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their targets each term
- Reviewing the impact of interventions,
- Completing an audit on key aspects of the provision
- Using student questionnaires
- Staff questionnaires
- Parent questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans
- Holding PEP reviews for Children Looked After
- Termly meetings with a representative from Harrow SENARS
- Learning walks
- Feedback from external agencies

5.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students.

All students are taken on educational visits.

At the end of the year all students attend a school trip.

Students are not excluded from taking part in activities because of a SEN or disability.

Students only miss trips if they present risks that staff identifies as unmanageable.

5.13 Support for improving emotional and social development

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

- Each student has a Key Worker, who acts as a learning mentor to them and regularly reviews their progress academically as well as socially and works on developing their behavior for learning.
- Whenever possible, mentoring is also offered by external partners.
- All students are encouraged to participate in the Student Council, which promotes active engagement with core services delivered by the school
- We try to involve all students in the management of their learning, through discussions with staff and parents.
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We will seek the advice and support from the following external specialists if a student continues to make less than expected progress:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Hearing impairment
- Sight impairment
- Multi-sensory impairment
- Speech and language therapists
- Occupational therapists
- Physiotherapists

5.15 Complaints about SEN provision

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the SENCO.

If the concern cannot be satisfactorily dealt with at this stage it will be brought to the attention of the Headteacher, who will arrange an appointment to meet with you. The Helix must also make provision to inform parents about PAC (Parents Advisory Centre) and how to make representations to the Local Authority.

Parents of students with disabilities have the right to make a claim regarding disability discrimination. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

SENARS: [SEN Assessment & Review Service – Harrow Council](#)

5.17 Contact details for raising concerns

SENCO: Charmaine Moseley, The Helix Education Centre, 94 Uxbridge Road Harrow HA3 6DH

[Tel: 02083534170](tel:02083534170) email: cmoseley8.310@helixeducation.uk

5.18 The local authority local offer

Our contribution to the local offer is as a Student Referral Unit, offering alternative provisions for students, who do not have a school place.

Below Link to the Harrow Local Offer:

[Harrow's Local offer](#)

Monitoring Arrangements

This policy and information report will be reviewed by Charmaine Moseley (SENCO) annually. It will also be updated if any changes to the information are made during the year. The policy is ratified by the Management Committee.

Links with other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions