



Special Educational Needs Policy

Role	Signature	Print Name	Date
Chair of Management Committee		Margaret Durrant	24.05.2016
Executive Head		Paul Morton	24.05.2016
Head of School		Tim Skazick	24.05.2016
Prepared By:		Rachael Taylor	

Adopted on: 24.05.2016

Last Adopted: 24.10.2012

Next Review Date:

Compliance

This Policy complies with the statutory requirements of the Special Educational Needs and Disability Code of Practice 0 -25 years September 2014 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0-25 (January 2015)
- Equality Act 2010: advice for schools DfE (Feb 2013)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014

Responsibility for SEND provision at First Base, Lowestoft

Mrs Margaret Durrant - SEND Manager

Mr Timothy Skazick – Head of Centre

Mrs Rachael Taylor – Special Educational Needs Co-ordinator (from September 2016) who holds The National Award for SEN (NASENCo award)

Aims

This document is a statement of the aims, principles and strategies of the Special Educational Needs and Disabilities of pupils attending First Base. Our aim is to raise the aspirations and expectations for all pupils with SEND. First Base supports Special Education Needs and Disability (SEND) in partnership with the child, parents, mainstream schools and other relevant agencies and professionals. This policy has been developed in consultation with stakeholders including pupils and parents/ carers of children with SEN.

This Policy focuses on the learning and progress of those children who have needs which fall under four broad categories as set out in the SEND Code of Practice 0-25 (January 2015):

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health difficulties (that may affect behaviour)
- Sensory and/or Physical (including Vision & Hearing)

Every teacher is a teacher of every child, including those with SEND and it is the responsibility of all staff at First Base to support all children who attend the unit.

First Base support children with special educational needs and/or disabilities to ensure expectations of learning and progress are high and inclusion into all aspects of school life are achieved. Our ethos is to work in partnership with the children, parents, mainstream schools and outside agencies to guarantee each pupil can be fully integrated into the life of First Base and also into a mainstream school, by developing resilience, self-confidence and engagement.

Objectives

- To identify and provide for pupils with special educational needs and disabilities and ensure that their needs are met.
- To work within the guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disabilities.
- To provide a Special Educational Co-ordinator (SENCO).
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- Provide a multi-sensory, structured and individualised learning programme to encourage the most successful outcome for each child and ensure access to the curriculum for all pupils.
- To ensure our Reasonable Adjustment Duties are fulfilled so that a pupil with either a disability or special educational need are not placed at a disadvantage.

Before providing SEND support we will always consider other factors which may impact on progress and attainment (but are not SEND), such as:– attendance and punctuality, health and welfare, EAL, receipt of Pupil Premium grant, being a Looked After Child and being a child of a serviceman/woman.

Identifying Individual Special Educational Needs & Disabilities:

- We adopt the four broad categories of need from the Code of Practice to ensure any SEND is identified at the earliest stage.
- As part of the referral process to First Base, the mainstream school include copies of any planned responses already identified to address SEND, copies of any assessment reports and any evidence of attainment levels including P Scales/EYFS information.
- Once the referral has been agreed, observations of the pupil in their mainstream school are conducted, a Parent Discussion is held and the school are requested to complete the Boxall Profile, QCA checklist and Thrive Assessment (from September 2016).
- Outside agencies are contacted to collate any further reports, assessments and data to add to the child's profile.
- An open morning is held with parents/guardians and the pupil before starting at First Base. The pupil is included with the process wherever developmentally possible.
- In the first few weeks of starting First Base, baseline assessments are made which can include working memory, fine and gross motor skills, receptive and expressive language, a Thrive Assessment to target a child's emotional needs.
- An Agreement Meeting is held with parents/carers, the mainstream school and First Base to discuss expectations of the placement, set short term targets and agree on the possible outcomes of the placement. Termly progress meetings are then arranged.
- First Base will then create a Pupil Passport document which includes personal targets, pen portraits and a one-page pupil profile with preferred strategies of support and the pupil's strengths and weaknesses. This will be reviewed termly with parents/guardians, the pupil, First Base and the mainstream school.

- If a pupil continues to not make expected progress in spite of high quality teaching and planned provision and interventions, the pupil, in discussion with parents/carers and other professionals, may be placed on the school's SEND Register.
- Where the needs of the pupil are deemed more complex, an Education and Health Care Plan (EHCP) may be required. This has replaced the Statement of Special Educational Needs. * see First Base's contribution to the Local Offer on school website.

Management of Pupils with SEND - A Graduated Approach to SEN Support

The SENCO co-ordinates special educational provision for each pupil through regular discussions with teaching staff, Behaviour Support Assistants, the mainstream school, parents and outside agencies working with individual pupils.

Children who attend First Base have already been recognised as requiring a high level of support due to their Social, Emotional and Behavioural Difficulties, and may possibly either have, or will be assessed, for an Education, Health Care Plan (EHCP). Often, once they start at First Base further assessment and investigation is required to ascertain whether there are any underlying developmental difficulties or specific learning difficulties. This work is carried out with outside agencies, such as; community paediatricians, CAMHs, Speech and Language Therapists, Occupational Therapists, Educational Psychologists, CAF and TAC process, parents and schools, in line with the SEND Code of Practice 2015.

We do not work in isolation and encourage in depth discussions with everyone working with the child. This is seen as crucial part of the work of First Base. It is a continuous and systematic cycle of 'plan, assess, do, review' to ensure the best possible outcome for each pupil.

Provision is on two levels:

- Level 1: Children attend the full time group for a maximum of three terms with a reintegration back into a named mainstream school (from September 2016).
- Level 2: Children attend First Base for 2 days per week in the part time group and attend their mainstream school for 3 days per week.

First Base provision and support is reviewed termly when reintegration is discussed.

Special facilities which increase access to the school

At First Base teaching takes place on two floors (as of September 2016). There are ramps and automatic door opening to allow wheelchair access to the building and ground floor. Disabled toilet facilities are available to allow inclusive access. The building is adapted to allow the activity area to be situated downstairs. If a child with disabilities were to attend First Base reasonable adjustments would be made to accommodate pupils with limited mobility or who are in a wheelchair.

Provision

The SENCO is responsible for the day to day running of this policy. However all teachers are responsible for the progress of every pupil including those with SEND.

The Procedures for the day to day management of Special Educational Needs are in place as follows:

- a) High quality teaching which is multi-sensory, personalised and differentiated to meet the needs of each pupil.
- b) A graduated approach of 'plan, assess, do and review' cycle occurs at the end of each day where strategies are reviewed and changed if required. This will be shared with mainstream schools via OneDrive and with parents using the home-school liaison books.
- c) Regular termly reviews and assessments of children's achievements are undertaken and decisions made regarding appropriate provision.
- d) Reasonable adjustments are made where necessary.
- e) The advice of external agencies is sought and incorporated into provision map.
- f) First Base provide staff and training and advise to mainstream school as requested/relevant to enable each child to return to their school on a full-time basis where possible.
- g) Where possible further support is required beyond First Base, we will support parents/carers and schools to access specialised assessments or help with the referral process the In Year Fair Access-Panel (IYFAP).
- h) Pupils who are not making progress in line with expectations discussed at the Agreement Meeting with the pupil's mainstream school and parents/carers, will be placed on First Base's SEND register.
- i) Criteria for Exiting the SEN register of support – Where specific needs have been met by SEN support and high quality teaching and no further additional support is required, the pupil would be removed from the register. This decision would be reached through consultation with adults working with the pupil and assessment.

Partnership with Parents

In line with First Base's statutory requirement to provide a SEND Information Report; Regulations 51, Part 3, section 69 (3)(a) of the act, this policy is published on our school website, alongside our Local Offer Document and is accessible to parents/carers, mainstream schools and the wider community.

Information regarding Suffolk Local Authority's Offer, through the Access Unlimited website:
<https://www.access-unlimited.co.uk/>

At First Base we are committed to working in partnership with parents. We encourage an active partnership through an ongoing dialogue with parents. The home-school contact book is central to this. Parents and carers are essential in helping the pupils make the necessary progress to be fully integrated back into mainstream education and to access a full curriculum.

The school prospectus contains information about our policy for Special Educational Needs, and the arrangements made for these children in our PRU.

We have regular meetings to share the progress of pupils with Special Needs with their parents. Parents are consulted regarding possible involvement/assessment from outside agencies and whether to proceed with the decisions.

Integration and Transition

Pupils attend First Base on a part-time basis [one or two days] together with support in their mainstream school or full time for a maximum of three terms (September 2016). The decision to increase the sessions in the mainstream school is made at the termly review meetings with the agreement of the school, parents, First Base and other agencies involved. Re-integration will always be gradual and this process will be monitored closely. During the transition, First Base staff may increase their support in the mainstream school. Pupils should attend First Base for no more than 3 terms except in exceptional circumstances.

Supporting Pupils at School with Medical Conditions

First Base recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. If disabled, the school will comply with its duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care (EHC) Plan which brings together health and social care needs as well as their special educational needs provision and the SEND Code of Practice (2015) is followed.

Monitoring and Evaluation of SEND

First Base Management Committee supports the monitoring and evaluation of the SEND policy. The school conducts regular audits involving the Head of Centre which is fed back to all managers as part of the termly Head of School Report. This includes:

- Feedback from pupil progress meetings
- Feedback from mainstream schools/parent/pupil views
- Lesson observations
- Work Scrutiny
- Data Analysis
- Monitoring of staff CPD
- Attendance of SENCO network meetings

Training and Allocation of Resources

The budget for a PRU is delegated from the high needs block. A 'top up' element is also allocated for each pupil every financial year. SEND provisions are funded through the block funding and top up with the Management Committee overseeing the effective use of financial resources to purchase any suitable resources for pupils at First Base. The process of resource differentiation is tailored to the needs of the individuals within any particular group at any given time. Resources

are situated in the main classroom, second classroom and reference books are situated in the Conference Room and BSA's Office [upstairs].

Specialist resources may be purchased following identification during assessments. E.g. Educational Psychologist report may suggest coloured overlays.

It is the responsibility of the SENCO to identify any gaps in training needs of the staff and enable them to access training where required. These are identified through the School Development Plan, Performance Management Reviews and in response to particular needs of individual children. It is the SENCO's responsibility to attend training to support school improvement and share this with staff and the management committee when necessary. The SENCO should also support individual staff in accessing relevant training or documentation, modelling of strategies and sharing of SEN skills to assist staff in meeting the needs of all children with SEN at First Base.

First Base has NASEN membership in order to access up to date information regarding SEND at a national level.

The induction of new members of staff includes an introduction to the procedures at First Base and all policies. All staff are entitled to attend training as required and CPD is encouraged.

Storing and Managing of Information

Files are kept locked in the school office and are removed only when necessary by the class teacher or the Head of Centre and returned promptly after use. The Head of Centre holds a Safeguarding file in his office which remains at First Base at all times. The pupil's clear files which contain examples of work, risk assessments, pupil views, one page profiles and short term targets are kept in a locked cupboard in the classrooms.

Review of the Policy

This policy will be reviewed annually, following consultation with representatives of parents, mainstream schools and the SEN Manager.

To be reviewed September 2016