

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

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1. Special Educational Provision at Rossendale School

Rossendale School provides education for up to 104 days and residential pupils aged between eight and 18 years old.

The majority of our pupils are on the autism spectrum with average cognitive ability.

In general, the young people we support at Rossendale School are able to manage a mainstream curriculum but cannot manage a mainstream placement.

We have extensive experience of dealing effectively with pupils diagnosed as suffering from a variety of syndromes. Syndromes and conditions that the school successfully and regularly deals with.

2. Aims

Our SEN policy 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.

Rossendale School's core purpose is to meet the needs of individual pupils as set out in their Education Health and Care plan. However, over and above this, Rossendale School is committed to providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society by;

- Engaging the young person in learning
- Maximising individual potential
- Valuing the individual
- Promoting self-awareness and respect for others
- Providing a supportive caring environment
- Celebrating success in all its forms
- Creating an ethos of high expectation
- Creating a stimulating learning environment
- Preparing young people for social inclusion

We also provide equal access to a broad and balanced curriculum which:

- Meets statutory requirements.
- Reflects the cultural diversity of society.
- Meets the needs of all pupils and students.
- Develops skills for independence and a pathway for an active role in society.
- Enables parents/carers to play a full part in the education of their children and young people.

All pupils will receive the provision set out in their Education Health and Care Plan.

The school will:

- Identify and respond to the changing needs of pupils ensuring they are able to further develop their potential as individuals.
- Provide opportunities for all pupils to learn and achieve.
- Encourage pupils to enjoy the social interaction of coming to school.
- Promote an atmosphere and ethos that encourages pupils' spiritual, moral, social, physical and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- Where possible and appropriate, provide opportunities for pupils to access the local community and facilities.
- Encourage the pupils to be responsible and caring members of the wider community.
- Promote self-esteem by recognising and celebrating the achievement of individual pupils.
- Promote the ability to respect other people's points of view regardless of race, gender, religion, sexuality or ability.
- Promote, where appropriate, the inclusion of pupils within and outside school, ensuring that such inclusion is in accord with parental wishes and is of benefit to the pupil.
- Promote and encourage the involvement of parents and carers in all aspects of school life by welcoming them into school and helping them add to the positive and friendly atmosphere of the school.
- Provide the community with opportunities to value our pupils as individuals and recognise their contribution to society.
- Work with a multidisciplinary team to meet the individual needs of each pupil.

3. Objectives

These aims will be achieved by:

- Providing all staff with up to date and relevant information on the needs of pupils, regular opportunities to discuss pupils' needs and professional development opportunities to expand their SEND pedagogy
- Providing a structure within which information on pupils can be collected, provided and processed systematically and within which decisions are promptly acted upon.

4. 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 co-ordinators (SENCOs) and the SEN information report.

5. Definitions

Rossendale School identifies pupils as having Special Educational Needs if they meet the definition as set out in the 'Special educational needs and disability code of practice' (DfE & DoH, January 2015):

"A child or young person has SEN if they have a learning difficulty or 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- 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"*

The school provides special educational provision for pupils who require:

"Special educational provision, that is provision different from or additional to that normally available to pupils of the same age."

The school provides for pupils whose special educational needs fall broadly into one or more of the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

6. Roles and responsibilities

6.2 The Headteacher

The headteacher will:

- Work with the SENDCo to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- 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 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.

6.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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 SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

7. Assessment

At Rossendale School assessment is an integral part of teaching and learning. It provides a framework for setting clear learning objectives and effectively identifying, monitoring and communicating pupils' progress and achievement. Through the assessment process teachers gain a clear understanding of each pupil's knowledge, skills and understanding enabling them to set challenging and rigorous learning targets, identify areas for further development and strengthen learning across the curriculum.

Accurate formative assessment and longitudinal analysis of pupil progress and achievement year on year provides a basis for the identification of aspirational End of Key Stage targets which are linked to national benchmarking data.

The personalisation of targets for individual pupils however remains essential and involves a range of considerations such as the pupil's previous rate of progress, the involvement of both pupils and subject staff in determining the appropriate degree of challenge and a significant emphasis on personal and social development and progression.

Pupils progress and achievement is shared and celebrated with parents/carers and the school community through a variety of forums including Annual report and EHCP reviews, CLA reviews and PEPs, school website and end of year "Celebration".

8. Annual Review

All pupils attending the school have an Education, Health and Care Plan. These are reviewed annually in a joint meeting with parents, the school and other professional agencies.

At the annual review the outcomes set for the previous year are reviewed together with the young person's progress. The EHCP is then updated, and new targets set for the coming year. The review is conducted in accordance with the guidance set out in the SEN Code of Practice (last update May 2015). Longer-term goals will be discussed and agreed at the annual review for the coming year. Careful preparation is made for pupils at key transition points and a transition plan is formulated. This process also happens in our post 16 provision.

9. Curriculum

Whilst we recognise that our young people have additional needs, Rossendale School maintains high educational expectations for our pupils. We believe that with the expert staff team, individualised learning packages and extensive therapeutic support available at Rossendale School, students are well placed to make academic progress and achievements in line with their peers in mainstream settings.

The school curriculum is designed to meet the unique individual needs of each pupil and student. Each pupil is taught according to his or her age, ability and special educational needs. All pupils/ students receive a broad and balanced curriculum, which includes the National Curriculum (in Key Stages 2, 3 and 4). Attainment for pupils in Key Stages 4 and 5 is accredited through appropriate national accreditation.

The sixth form curriculum has a different emphasis and is increasingly focused upon preparation for the opportunities, responsibilities and experiences of life. The curriculum has four main elements which are supported by national accreditation:

- Educational accreditation – dependent upon the abilities of the young person – GCSEs, A levels, Functional Skills, Entry Level, ASDAN awards
- Independent living skills and citizenship.
- Education for leisure and recreation in later life.
- Vocational preparation.

- Continuing further and higher education preparation.

Students have the opportunity to experience work experience and college links, determined through an assessment of individual need and ability.

10. Quality Assurance

Rossendale School's Quality Assurance (QA) cycle articulates key processes and protocols which have been agreed, documented and disseminated. The cycle reflects and underpins all aspects of monitoring, evaluation and review ensuring an on-going process of continuous improvement. Evaluative outcomes are systematically identified and effectively inform all aspects of school self-evaluation and improvement promoting well-considered innovation with a clear focus on pupil learning and success.

11. Multi Agency Support

Rossendale School offers pupils a wide range of therapeutic input. Where a young person has followed the appropriate referral process and/or where a need is stated in their EHC plan, the school is able to provide timely access to our in-house therapeutic team.

Rossendale School benefits from a range of support services within the school including a speech and language therapist, an art psychotherapist, a CAMHS counsellor, Sensory Occupational Therapist and a school counsellor. The school also works closely with local Careers Services from Year 9 upwards, to the benefit of all pupils. In addition, we have a service level agreement with an independent careers guidance company to provide advice for all the pupils who are not from our host Local Authority.

12. Parents and Carers

Rossendale School recognises and values the support given by parents and carers to the school. The school works in partnership with parents and carers keeping them fully informed of their child's progress and the life of the school. Parents/carers are encouraged to attend the Annual Review/EHC planning meeting where their views and aims for their children's future education are welcomed and valued.

13. Monitoring arrangements

This policy and information report will be reviewed by Mrs Kristiana Muller-Hodgins (SENDCo) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Senior Leadership Team.

14. Links with other policies and documents

This policy links to our policies on:

- Local Offer Policy and Information Report
- The Single Equality and Community Cohesion Policy
- Accessibility Policy
- Medical Needs Policy