

Sheridan School

'A unique service for unique young people'

Special Educational Needs and Disabilities Procedure

Sheridan School

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Special Educational Needs Procedures

Introduction

Sheridan School follows the Special Educational Needs Code of Practice (2014) and uses the same definition of Special Educational Needs, for example students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Students have a learning difficulty (if they):

- a) Have significantly greater difficulty in learning than the majority of students of the same age;
or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority

We recognise that provision for students with Special Educational Needs is the responsibility of the whole staff team.

Aims

The Special Educational Needs Procedures of Sheridan School reflects the Fundamental Principles of the Code of Practice.

The aims of the Special Educational Needs procedures are:-

- To enable students with Special Educational Needs to have their needs met
- To take into account the views of the students with Special Educational Needs
- To encourage good communication with parents of students with Special Educational Needs
- To facilitate full access to a broad, balanced and relevant education

We encourage high expectations from and for all our young people. From the very first day they walk through our doors, we're building foundations for their last day. We see each person as an individual, who will move on to lead a fulfilling, independent life of their choosing. Whether that is further education, employment or training.

Implementation

The implementation of the special needs procedure is the responsibility of the whole staff team. Sheridan School's Head Teacher has responsibility for the day-to-day operation of the procedures.

The role of Sheridan School SENCO is to:

- Work with the Senior Leadership Team (SLT) and middle leaders to ensure that all students who require the different interventions named above are identified.
- Ensure that all staff involved within the intervention are clear with their roles and responsibilities

- Work with the SLT and class teams to ensure that student progress towards EHCP outcomes is reported in a timely and effective manner.
- Work with the SLT to ensure that all staff (including teaching and support staff) are provided with training on working with students who have additional needs.
- Ensure education staff (teachers and in class support staff) receive training on meeting the learning needs of students with SEND and are given access to relevant documentation for all students that they teach.
- Work with SLT to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Organise and chair allocated EHCP reviews using a person-centred approach, ensuring full involvement of the parent and young person: considering their views, wishes and aspirations when making decisions.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies, especially the local authority and its support services
- Ensure specialist teaching to students, as identified in the EHCP, is delivered.

The role of the Teacher is to:

- Have a knowledge of the students and their individual needs and refer to their IEPs, One Page Profiles, Behaviour Scales and Risk Assessments as necessary and appropriate.
- Administer diagnostic tests as required and disseminate the results to staff as appropriate.
- Plan and write IEPs to ensure progression is achievable.
- Use adaptation and a variety of strategies and approaches to maximise the achievement of all students.
- Monitor the progress of individual students to identify areas where a student is not progressing even when the teaching style has been adapted.
- Support the planning of Individualised Plans by advising on strategies and appropriate methods of access to the curriculum for their subject.
- Contribute to the Annual Reviews of students by providing information of student progress for their subject.
- Ensure each student has an individualised timetable.
- Consider the metacognitive needs of each pupil and support them appropriately within lessons.

Identification of Students with Special Educational Needs

Sheridan School seeks to identify students with Special Educational Needs as quickly as possible upon enrolment. This is carried out in the following way:

- From referral forms and information/data gathered from their time in the transition group upon admission.
- Previous school records including ILPs, PBSP's and Statements/Education Health and Care Plans

- Through information from parents/carers
- Prior setting observations from the SENCO
- Referrals to trained therapist within transition period if required.

Information on students with Special Educational Needs is then shared with appropriate staff by the SENCO at weekly staff meetings.

Records of students with Special Educational Needs are kept in the student's individual folder.

SEND is provided for:

- Cognition and learning needs, for example, dyslexia, dyspraxia.
- Communication and interaction needs such as Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Social and emotional wellbeing, and mental health (SEMH) need, for example, attention deficit hyperactivity disorder (ADHD), trauma and emotional regulation difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, medical conditions or sensory needs.

Teaching and Learning to support SEND learners:

High quality teaching is our first step in responding to students who have SEND. Lessons follow the I do, we do, you do structure. This will be adapted for individual students and personalised where possible. Clear, precise instructions are delivered to students that can be chunked and broken down to aid understanding. To promote clear understanding and engagement in lessons students may be equipped with additional resources such as visual timetables, now and next boards, timers, use of transactional objects, clear start and finish to lessons and visual checklist. Students are provided with sensory items to support regulation within lessons, this can include weighted items, fidgets and sensory items.

We may also provide the following interventions:

- Therapeutic input
- Reading or Phonics
- Social intervention
- Educational interventions as directed by the SENCO
- Trauma based intervention

Organisation

- The Head Teacher and SENCO ensures that the learning of all students is given equal priority and that available resources are used to the maximum effect.
- Staff ensure classroom organisation, teaching materials, teaching style and adaptation such that all students, including those with Special Educational Needs, can learn effectively.
- Students may receive in-class support.
- Students may be withdrawn for individual intervention or small group work, to improve literacy, numeracy, and social & emotional skills.
- Students may have an adapted curriculum.
- All students have personalised timetables.

Evaluation

Teaching staff will use curriculum assessment tools to record and monitor the progress made by students in subjects. Progress towards EHCP outcomes is recorded by class teams and shared with parents termly through IEP progress. Sheridan school follows the evaluation cycle of assess, plan, do and review.

As per Sheridan School's admission procedure; a new student's EHCP will be reviewed within six weeks from their start date. Any new identified needs noted by either the education staff, therapy team and parents will be formally recorded within the initial EHCP review for their existing EHCP to then be updated by the local authority.

Assessment is then carried out on a termly basis, qualitative and quantitative data is then fed into pupil reports and progress meetings. Data is analysed on a termly basis and interventions are used to help students make progress.

Monitoring

The progress of students identified as having Special Educational Needs is monitored in the following ways:

- The Head Teacher and SENCO monitors the effectiveness of SEND provision.
- The SENCO monitor IEP's, interventions and personalised timetables.
- Staff monitor the progress of students in relation to their predicted learning outcomes.
- Students with Educational Health and Care Plans have annual reviews.
- Monitoring of termly assessments.

Partnership with Students

- Students are invited to contribute to the development of their IEPs, Behaviour Scales and one-page-profiles.
- Students are invited to attend their annual EHCP review and to complete "Wishes & Feelings" paperwork to express their views.
- Students are encouraged to join the school council, to have an input on the school's development.

Partnership with Parents / Carers

- Sheridan School recognises that parents play an active and valued role in their children's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs.
- Parents who have concerns about the learning needs of their children can contact Sheridan School at any time.
- Agreement from parents is sought before a student is referred to an outside agency.
- Information and feedback resulting from a referral to an outside agency is shared with the parents.
- Parents are invited to Education Health and Care Plan Reviews.

Outside Agencies

- Advice may be sought from outside agencies in the early stages of identification of Special Educational Needs in order to best support the individual student.
- Students may be monitored by outside agencies as appropriate.

In Service Training for Special Educational Needs

- All staff undertake regular in-service training.
- Whole service, team and individual training will regularly focus on Special Educational Needs.
- Training needs are identified by the staff team taking into account the Special Educational Needs of the student group.

Exam Adjustments

For all accredited examinations offered to students who have special educational needs and are in receipt of an Education Health and Care Plan, exam adjustments will be applied for prior to exams taking place. Additional assessments may have to be undertaken to evidence the need for exam adjustments. It is the staff at Sheridan School's responsibility to evidence the additional support a student requires as their 'normal way of working' when applying for exam adjustments. Exam adjustments can take the form of:

- **Scribe**
- **Extra Time**
- **Supervised Rest Breaks**
- **Use of PC**
- **Reader**

Monitoring:

This policy and information report will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year.

Need further information contact:

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