

Welburn Hall School



Special Educational Needs Policy April 2022

Date policy adopted by school: April 2022
Review Period: Annual
Next review Due: April 2023

Signed by Quality Control Manager:

Date: 21/04/2022

Approved by Governors:
Date: 09 /01/2022

Contents

- 1. Introduction**
- 2. Aims**
- 3. Legislation and guidance**
- 4. Definitions**
- 5. Roles and responsibilities**
- 6. SEN information report**
- 7. Monitoring arrangements**
- 8. Links with other policies and documents**
- 9. Partnerships within and beyond the school**

1. INTRODUCTION

Welburn Hall School provides for pupils from the age of 8 years to 19 years who have a wide range of learning difficulties, from PMLD through to MLD including those with complex needs and SEMH. Pupils may experience additional needs associated with medical conditions, sensory impairments, physical and neurological impairments and autistic spectrum disorders. All pupils have an Education Health and Care Plan. 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. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils.

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum.

2. AIMS

1. To ensure that all learners individual and special needs are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.
2. To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress from their starting point.
3. To recognise and record students' strengths and successes to encourage a positive self-image.
4. To ensure that staff with leadership and management responsibilities, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.
5. To ensure the identification of all pupils requiring specific provision as early as possible in their school career
6. To ensure that all pupils take as full a part as possible in all school activities
7. To ensure that parents of all pupils are kept fully informed of their child's progress and attainment
8. To ensure that pupils are involved, where practicable, in decisions affecting their future provision

3. 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

4. DEFINITIONS

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. ROLES AND RESPONSIBILITIES

5.1 The Inclusion Manager

The Inclusion Manager: Sarah Barker

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 pupils with SEN, including those who have EHC plans
- 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
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 pupils 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 pupils with SEN up to date

5.2 THE GOVERNORS

The Governor 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 Inclusion Manager to determine the strategic development of the SEN policy and provision in the school

5.3 THE HEADTEACHER

The headteacher will:

- Work with the Inclusion Manager 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

5.4 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 data manager (Ellie Marr) and Inclusion Manager to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Welburn Hall School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development.

6. SEN INFORMATION REPORT

6.1 The kinds of SEN that are provided for

Our school currently provides provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

6.2 Consulting and involving pupils and parents

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them through parents, teachers and pupils working together. We will have an early discussion with the case worker, pupils and their parents before offering a place at Welburn Hall.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider and record parental concerns and worries.
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- There is an interim review 6 weeks in to the start of term to ensure that everyone is happy and confident in the placement.

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

6.3 Assessing and reviewing pupils' progress towards outcomes

School follows the graduated approach and the four-part cycle of **assess, plan, do, review** throughout all areas of the pupils life in school - Reviews, interventions and curriculum.

The class teacher will work with the Inclusion Manager 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.
- Educational psychologist reports.
- Educational analysis through SEN assessments.
- The individual's development in comparison to their peers and national data
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.
- Targets made following EHCP review

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.

6.4 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.

Transition support plans are:

Started as soon as a new placement is agreed for students and pupils transition plans are started.

Class teachers will contact the new placement and introduce themselves and ask for photographs of both staff and classrooms. Social stories are then prepared for all students and pupils, where necessary, to enable them to become familiar with the new setting.

Information about the student or pupil is shared with the new school and where possible a meeting is arranged for the teachers to get together.

The new placement will then offer transition days, these are either supported by parents or by school staff depending on the ability of the child. We like to get more than one day for the pupils and students to build confidence and familiarity.

6.5 Our approach to teaching pupils with SEN

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

As a core offer high quality teaching is our first step in responding to pupils who have SEN. Small group sizes. Classes based on stage not age. Learning that is differentiated for both individual pupils needs and abilities.

Above this core offer pupils can and do access 1:1 support where necessary for learning, therapeutic needs, emotional and behaviour support.

We will also provide the following interventions:

Mental health and emotional regulation:

Equine therapy.

Sensory circuits.

Well-being in mind team for therapeutic input and training.

Concentration and enabling choice:

Imuse.

Hydro therapy.

Sensory circuits.

REBOUND

Reading:

See and Learn.

Toe to Toe.

Communication

Makaton.

Use of symbols (PECs).

Imuse.

Augmented Alternative Communication

6.6 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, 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, adapting layouts, using different forms of communication.
- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support assistant where appropriate
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme
- Adaptions will be made to support student whose first language is not English.

CURRICULUM ACCESS AND INCLUSION

- At Welburn Hall School, we recognise that our pupils have very specific, diverse and individual educational needs and our curriculum aims to meet these in a carefully considered, creative way. Our aim is that all our pupils leave Welburn Hall School post-19, as independent and autonomous as possible with the skills to make their own choices in life, whether this is at home, living independently, in activities, for courses of further study, or employment. We want to enable our pupils to become active learners who can effectively communicate their needs and wants. The curriculum is built upon the statutory requirements of the National Curriculum (NC), differentiated at a level to meet all our pupil's very individual learning needs. All pupils' access core and foundation subjects, presented to pupils in different ways appropriate to their level and in a style suited to their individual abilities. These are described differently within planning and timetables.
- Our generic population consists of pupils with a wide range of learning needs. Many of our pupils have additional and life-long, multi layered challenges including autism,

challenging behaviour, communication difficulties, multi-sensory impairments, complex medical needs and physical disabilities. Having such complex needs can sometimes make it difficult for our pupils to be in a 'ready state' for learning, therefore meeting pupil's individual sensory needs is an integral part of our curriculum, too.

- We firmly believe that each pupil is entitled to a personalised and appropriate curriculum. On arrival at Welburn Hall School, an appropriate curriculum pathway(s) is identified for each pupil, allowing them access to the most suitable curriculum offer. These are not necessarily static for the pupil's school career, i.e. a pupil may move from one pathway into another should their progress deem this appropriate. In addition, pupils may straddle two pathways for some or their entire school career, particularly if their academic profile is uneven.
- Our three curriculum pathways are; informal (for learners broadly working between P1-4 up to P6 for those with complex needs), semi-formal (for learners broadly working between P5-8) and formal (for learners broadly working within the National Curriculum assessment standards). Upper informal students have a curriculum that also involves life skills and is underpinned by the Open Awards diploma in personal progress. Specific approaches to support individual learning styles are used and these include Picture Exchange Communication System, MAKATON signs and symbols and See and Learn.
- The content of our curriculum is developed from National Curriculum programmes of study. The leadership team work alongside subject coordinators to agree a breadth of coverage. Lower semi-formal, Upper semi-formal 4 and Upper formal 4 work on a two-year rolling programme based on a variety of topics which change half termly and a core offer of English, Maths and Science. Key stage 5 pupils has a 3 year program based on life skills with many opportunities to work within the local community. Their curriculum is underpinned by the Open Awards diploma for employment and independent living. Students in both semi-formal and formal classes work on a five-year functional skills programme with opportunities each year to secure their accreditation. Sixth form students can access the residential program which offers a curriculum based on the development of independent
- Our full curriculum policy and curriculum pathway handbooks provide detailed information about our practices and procedures surrounding curriculum implementation.

6.7 Additional support for learning

We have a number of teaching assistants who are trained to deliver various interventions:

4 for Toe by Toe.

All for Tac Pac.

2 for See and Learn.

1 for Equine Therapy.

2 for REBOUND.

14 for hydrotherapy.

1 for Imuse.

1 for sensory circuits.

All for Makaton.

4 for use of PECs.

All in emotional

first aid

Teaching assistants will support pupils on a 1:1 basis when there is a need educationally, emotionally or for behaviour.

Teaching assistants will support pupils in small groups when working on specific targets from the teacher, when working on non-core skills in post 16, when working on life skills with pupils.

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

- Educational Psychologist.
- Learning Disabilities nurses.
- Physiotherapists.
- Occupational therapists.
- Speech and Language therapists.
- Social workers.
- Vision specialists.
- Hearing specialists.
- Independent careers advisors.
- Music therapists.
- Autism outreach

6.8 Expertise and training of staff

Our Inclusion Manager has 3 years experience in the role of SENCO and has worked as special needs teacher for 17 years. She holds a M. Ed in Severe, Profound and Complex Learning Difficulties. They are allocated one and a half days a week to manage SEN provision.

The teaching team hold a number of specialist qualifications including one enrolled on the NPQML (national Professional Qualification for Middle Leaders). Two are trained in Rebound Therapy and one in Makaton.

We have a team of 20 teaching assistants who are trained to deliver SEN provision one of which is a trained Equine therapist.

The school regularly train staff in specialist techniques and interventions.

In the last academic year, staff have been trained in Emotional First Aid, Makaton, Sensory disorders, self-harm, Boxall profiling, Autism and Tac Pac.

Additionally, there has been a focus on mental health training in the last year - all staff are level 1 trained, and five staff are level 2/3 trained.

We use specialist staff for Music Therapy.

Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with our pupils. As a routine part of staff development and as part of the performance management/appraisal process INSET requirements are assessed.

The Governing Body will undertake a similar review of training needs. All staff new to the school are given training as part of their induction.

6.9 Securing equipment and facilities

The school has ATA's that co-ordinate Communication, Moving and Handling and Vision and Hearing. These coordinators work with a multi-disciplinary team of physiotherapists, speech and language therapists, nursing staff and pediatricians who hold clinics on site to ensure equipment and facilities are secured for pupils.

Orthotics clinics and continence clinics are held monthly and key workers go along with the pupil to ensure all needs are being met.

Many of our pupils and their families have a designated social worker who will be invited to attend annual reviews. Social workers, or family support workers often visit the child in class to enable them to get to know them better. Sometimes the school and social workers will need to work particularly closely to support a family through a difficult period or to foster an initiative.

The process is monitored by the Inclusion Manager and the family support manager in school and through the Annual review process.

6.10 Evaluating the effectiveness of SEN provision

Governors hold the head teacher to account and the minutes of full governing body meetings demonstrate the evaluation provided through school context document.

Parent's contributions to Annual Reviews of Education Health and Care Plans and surveys of parental views, provide valuable information on the quality of education.

The school received a Good Ofsted judgement in January 2020 and are working towards National Autistic Society Status in 2021.

Pupil progress is carefully monitored by Subject co-ordinators, the data manager, the Inclusion Manager, the Head of Care and the Head Teacher. The school uses a range of assessment procedures including G and L assessments and track small steps of progress for each pupil using Pupil Asset Tracker. These target setting devices allow the school to set challenging targets for all pupils regardless of starting point.

Where interventions are implemented the impact is measured 6-weekly.

6.11 Support for improving emotional and social development

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

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

School council membership is from across the school population • Pupils with SEN are

also encouraged to be part of the lunchtime well-being club to promote building friendships and exploring feelings

We have a zero-tolerance approach to bullying.

6.12 Working with other agencies.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with specific barriers to learning.

When it is considered necessary, colleagues from the following support services will be involved with pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Pupil Referral Service (PRS)
- Physical, Sensory & Medical Service
- Autism Outreach
- Occupational therapists
- Traveller Education

In addition, important links are in place with the following organisations:

- The Careers Service
- The LA
- Specialist services
- The business community
- Education Welfare Officer
- Social Services
- Health Services

6.13 Complaints about provision

A copy of the North Yorkshire complaints procedure is available on request from the school. The school complaints procedure is available on the website, and by request from the school office.

• The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. 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*

6.14 Contact details of support services for parents of pupils with SEN.

In school we have a Family Support Manager who works closely with parents, pupils and their key workers to provides them with all the information or signposting that they will need.

6.15 Contact details for raising concerns:

Headteacher - Mrs Marianne Best - headteacher@welburn-hall.n-yorks.sch.uk

Inclusion Manager - Mrs Sarah Barker - s.barker@welburn-hall.n-yorks.sch.uk

Residential and safeguarding Manager -Mr Matthew Garnett -

m.garnett@welburn-hall.n-yorks.sch.uk

Family Support Manager - Mrs Cath McGill - c.mcgill@welburn-hall.n-yorks.sch.uk

6.16 The local authority local offer

Our contribution to the local offer is:

Generic Residential Special Needs School from 8 - 19.

Our local authority's local offer is published here:

<https://www.northyorks.gov.uk/young-peoples-local-offer>

<https://www.northyorks.gov.uk/about-local-offer-north-yorkshire>

7. MONITORING ARRANGEMENTS

This policy and information report will be reviewed by Governing Body **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.

8. LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Assessment
- Curriculum

9. PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Partnership with parents

Welburn Hall School and residential setting firmly believes in developing a strong partnership with parents and that this will enable children and young people to achieve their potential. The school recognises that parents have a

unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school will make available, to all parents details of the parent partnership service available through the LA.

The voice of the child

Welburn Hall School believes that all children should be involved in making decisions, where possible, right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter.

Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during their school years.

At Welburn Hall School, we encourage pupils to participate in their learning by:

- Negotiating a termly target to work towards for their EHCP milestones.
- Taking an active part in their transition plan.

10. Equality of Opportunity

Welburn Hall School is strongly committed to meeting the diverse needs of pupils from 8 - 19 years of age, with due regard to their ethnic origin, religion, gender, disability and social background. Within the school community we recognise the importance of combating racism and promoting cultural diversity and equality of opportunity for pupils, families and staff.

- In Welburn Hall School all learners have special educational needs. They will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEN are included, treated as others, and given appropriate access to the curriculum, teaching and learning experiences.
- All of our extra-curricular activities and school visits are available to all our pupils, including our lunchtime clubs.
- All pupils are encouraged to go on our residential trip(s) and these take place in Key Stage Four and Sixth Form.
- All pupils are encouraged to take part in sporting activities and the school is part of the Special School Inclusive Sports Partnership. Educational Visits, Work Experience and School Productions are accessible by all.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.