



## New Perspectives School Special Educational Needs and Disability (SEND) Policy

**Policy Type: Education**

**Issue number: V2**

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This policy is in line with the Independent School Standards and created in response to

- 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 coordinator's (SENCOs)
- [http://www.legislation.gov.uk/ukpga/2009/15/pdfs/ukpga\\_20090015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2009/15/pdfs/ukpga_20090015_en.pdf)
- National Institute for health and clinical excellence (NICE), information about NICE clinical guidelines 128, (2011) 'care for children and young people who may have autism'
- <https://www.nice.org.uk/guidance/cg170/chapter/Introduction>
- Equality Act 2010: Advice for Schools

## Statement and vision

Our mission is to develop confident and capable young people by meeting their educational, health and social care needs in a structured, nurturing school environment.

We work in partnership with young people, their families and carers and other stakeholders to achieve outcomes which make a difference.

At New Perspectives School we believe that all our pupils, regardless of gender, ethnicity, ability, disability, or sexuality are entitled to a high-quality education that will maximise their life chances.

## Definitions

New Perspectives School identifies pupils as having *Special Educational Needs* if they meet the definition 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

### **Objectives of New Perspectives School SEN policy**

We will ensure that a child or young person with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support.

To achieve this:

- the views of the pupil will be sought and taken into account
- our parents and carers have a vital role to play in supporting their child's education
- our pupils with SEN will be offered full access to a broad, balanced, and relevant education, including an appropriate curriculum
- the school will manage its resources to ensure all pupils' needs are met
- A pupil's special educational needs (or additional needs) will be identified at the earliest time
- provision and progress for our SEN pupils will be monitored and reviewed regularly
- the school will involve outside agencies when appropriate
- provide a caring, respectful, and nurturing environment in which everybody feels safe and able to learn
- Education, Health & Care Plans (EHCP) or Statements of Special Educational Needs (SSEN) will be reviewed regularly in line with regulations
- appropriate training will be provided for those involved in the implementation of the policy
- maintain a provision map to monitor needs and implementation

### **1. Equal Opportunities Statement**

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, sexual orientation, and background. We pay particular attention to the provision for and the achievement of all groups of learners including:

- girls and boys
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled or have long term illness
- those who are gifted and talented
- those who are looked after by the local authority
- any learners who are at risk of disaffection and exclusion

## **Equality of access to the curriculum**

To ensure that all pupils with special educational needs and disabilities (SEND) reach their full potential we ensure they have equal access to our curriculum, resources and learning spaces. At **New Perspectives School** we

- Set high expectations for all pupils by setting ambitious targets, allowing pupils to create work that will make reaching a high standard possible. We provide targets that are appropriate and do not include perceived limitations on what pupils can achieve.
- Remove barriers to allow pupils to achieve those expectations through accessible resources, differentiation, and reasonable adjustment. We also provide equal opportunities to access a full curriculum through creative delivery of learning experiences including in person educational visits, online events, and Virtual reality.

Teaching teams include in their planning and assessment

- Different resources to cater for a range of ability levels and needs
- Targeted intervention support for pupils
- The use of key vocabulary and language so that it's accessible but also challenging (where appropriate)
- Plans for a learning environment that meets all pupils needs
- Pupil centred planning

## **SEND and clinical provision at the school**

The following are some of the types of strategies and support which the school uses to support and enable pupils as part of the schools SEND provision offer.

- low arousal spaces
- sensory rooms
- movement breaks and sensory diets
- curriculum adaptations
- Curriculum Intervention plans
- social stories/scripts
- social skills programmes
- anxiety management support
- emotional regulation support
- life skills teaching
- community activities
- Speech and language clinicians (if required)
- Occupational therapists (if required)
- Educational Psychologist (if required)

## **Monitoring**

The effectiveness and appropriateness of the policy will be continuously monitored by the Head teacher in conjunction the Special Educational Needs Coordinator (SENCO) or the nominated representative in conjunction with the teaching staff using the criteria listed elsewhere. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents participation, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition, the school will annually undertake a self-evaluation of the policy to both update the

policy and to plan further improvements and development.

### **Co-ordination of the provision**

The SENCO has an important role to play with the Head teacher and teachers in determining the strategic development of SEN policy and provision in the school. Where the SENCO is not part of the school leadership team at New Perspectives School the SENCO will advise the school leadership team on all related matters.

Additional intervention and support cannot compensate for a lack of good quality teaching. New Perspectives School will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

At New Perspectives School, we have an agreed approach to the identification and assessment of SEN taking into account the nature of the special needs.

Identification includes the use of high-quality formative assessment, as well as effective tools and early assessment materials.

The main source of outside agency support is from the local authority or the school's own commissioned professionals.

This could be from the educational psychologist or health professionals for example speech and language therapists, play therapists, physiotherapists etc. Informed parental/carer permission will be sought before such consultations take place.

If a pupil's SEN change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC/SSEN plan is appropriate.

## **Education, Care and Health Plans (EHCP)**

Once a pupil has an EHCP naming New Perspectives School, the head teacher of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHCP will take place at least annually. If a pupil's special educational needs change, the local authority will be informed by the Head Teacher, and they will arrange with the local authority to hold a review as soon as possible to ensure that provision specified in the EHCP is appropriate.

## **Preparing for Transition to Adulthood**

At New Perspectives school we help our pupils with SEND to start planning for their future adult life as early as possible.. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents/carers at an early stage (and particularly from Year 9)
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND; and
- Helping pupils, parents and carers understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Teaching pupils Life Skills including money management, nutritious diet, food hygiene and preparation, independent travel, hygiene and home skills such as laundry.

New Perspectives School has specific duties to prepare young people with an EHCP for the transition to adulthood. The review of an EHCP in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education.

## **Provision made for the transition of pupils between the school and the next stage of life or education**

All relevant documentation is shared with schools and colleges prior to transfer. Contact is coordinated by the SENCO or the Head teacher. Transition arrangements for pupils with SEND either moving into the school or moving on to new school, college or vocational training provision should also be agreed with the specific officer of the local authority.

## **Arrangements for complaints from parents of pupils with special educational needs concerning the provision made at the school**

Any complaints from parents/carers of pupils with special educational needs concerning the provision made at the school should be made through the school's complaint procedures as set out on the school's website.

### **Professional development and SEND training for all staff**

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's performance management process.

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