

DOVE HOUSE SCHOOL ACADEMY TRUST

Special Educational Needs Policy

Policy Title		Special Educational Needs Policy			
Author / Reviewer		Headteacher/SENCO			
Trustee Committee		Board of Trustees			
Signed by Lisa Goodall (Chair)					
Reviewed	April 2020	Approved	May 2021	Next Review	May 2022

Policy Statement

Dove House School is a secondary school and Post 16 provision for students with moderate learning difficulties. Many of our students also have additional difficulties, which preclude them from accessing the curriculum at a mainstream school.

We believe that all young people are entitled to an education that is appropriate to their needs, and promotes high standards and the fulfilment of their potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

The policy takes into consideration the DfE statutory guidance “Special Educational Needs Special and Disability Code of practice: 0 to 25 years”. It has been developed by the Special Educational Needs Co-ordinator (SENCO) in conjunction with the Headteacher and is reviewed by the Board of Trustees annually.

Objective of the Policy

This policy provides a framework of how Special Educational Needs is managed at Dove House School and supports our whole school vision to enable students to achieve their full potential regardless of the difficulties they may have.

It does this by providing the following:

- A high level of resources which meet the individual needs of the students
- Appropriate teaching styles
- Appropriate learning situations
- An environment which is both calm and caring but has easily defined boundaries.

Responsibilities

The Board of Trustees are responsible for the overall educational provision in the school and the operational management and organisation of this is delegated to the Headteacher.

The Board of Trustees incorporates a link trustee role with specific oversight of the school's arrangements for SEN and disability.

The **SENCO** is responsible for:

- monitoring and managing the school's individual needs provision – specific needs including Autistic Spectrum Condition (ASC)
- overseeing the day-to-day operation of the school's SEN policy
- liaising with support agencies:
 - Speech and Language Therapy
 - Occupational Therapy
 - Education Psychologist
 - Hearing Impairment advisors
 - Visual Impairment advisors
 - Child and Adolescent Mental Health Services (CAMHS)
 - National Health service
 - Hampshire Local Authority
- organisation of annual reviews of Education, Health and Care Plans (EHCPs)
- developing the expertise of staff in SEN by identifying whole school and individual training needs and subsequently organising appropriate learning opportunities
- identifying funding requirements

All staff have a responsibility for:

- being aware of, understanding and following the school's policy
- taking part in training as directed
- the progress and development of every pupil in their classes

Admission

Referrals are made by the Local Authority and considered by the Headteacher and SENCO. Referrals are considered against the following criteria:

- The individual student's needs and the provision offered in the school i.e. the child has the necessary ability to access the curricular provision in the school.
- The integration of the student in relation to the other students in the school and the composition of the teaching groups they will go into.
- The efficient and effective use of the school's resources and expenditure

The Provision

The National Curriculum

The school delivers a broad and balanced curriculum and each student follows the National Curriculum at the correct age-related Key Stage at a level appropriate to their need.

Autism

The school has a well-resourced provision for Autistic Spectrum Condition (ASC) under the direction of the Learning Support Base Manager. This includes the Learning Support Base for those students with profound ASC or social communication difficulties. There is also an ASC based tutor group in each Key Stage which accommodates those students who need additional support on a daily basis.

Specific Learning Difficulties

Those students with highly specific difficulties in reading, writing, physical, emotional and communication are supported individually by the school's therapy centre and/or withdrawal sessions and are provided with programmes to meet their individual difficulties.

Embedding Positive Interaction and Communication (EPIC)

The school delivers discrete lessons to KS3 and KS4 Foundation students in EPIC. This enables students to; engage in respectful and considered interactions, communicate effectively, appropriately manage and regulate emotions and be confident, independent and employable young people.

Individual Needs

Each student's needs are considered on an individual basis and they will have an Education, Health and Care Plan which summarises their difficulties. From the annual review of this, a provision map/plan is developed for each student. This plan usually covers learning targets in the following areas:

- Sensory and physical needs
- Cognition and learning needs
- Communication and interaction needs

- Social, Emotional and Mental Health needs
- Independence

Personal Development Targets

These enable students to develop their social skills. Targets could include listening and understanding, expressive communication, being with others, understanding and regulating emotions, independence and organisation skills. Targets are monitored on a lesson by lesson basis by teaching staff and reviewed at least every half term by the students' tutors.

Embedding Positive Interaction and Communication (EPIC)

For KS3 and KS4 Foundation students targets are set for EPIC. Targets are monitored on a lesson by lesson basis by teaching staff and reviewed at least every half term by the students' tutors and EPIC staff.

Curriculum Targets

Each curriculum area sets targets individually for students and progress is reported in the student's interim and annual reports as well as at parents' evenings. The targets are set within each faculty and moderated internally.

Assessment and Review

All students have an EHCP, therefore, the initial identification and assessment of need has been completed prior to admission.

The school will carry out a baseline assessment for students on entry. This includes standardised testing in reading, spelling, numeracy and non-verbal intelligence.

Students are continually monitored against their EHCP and their progression in all subjects. Reading, spelling and numeracy are retested each year to track individual progress.

Annual Reviews are time-tabled in two blocks, with Key Stage 3 in February and Key Stage 4 in November. Annual reviews will take account of the most up to date achievement data available.

Evaluation Criteria

The criteria for measuring the school effectiveness is the progress of individual students in both personal and academic terms. This can be seen in the following:

- Level of public accreditation gained by the students
- Literacy and Numeracy standardised scores
- Placement at 16/NEET (Not in Employment, Education or Training) information
- OFSTED reports
- Surveys of students and parents
- Academic progress assessed quarterly using classroom monitor

- Recorded comments on the student's annual review from students and their parents
- Attendance figures
- Personal Development Trackers
- Improvements in social skills/behaviour

Other Agencies

The school makes use of a wide range of support services which include:

Occupational Therapy
 Speech & Language Therapy
 Student Services
 Educational Psychologist
 Hampshire Local Authority Advisory Services
 Down Syndrome Societies
 Early Intervention Hub
 Children's Social Care
 CAMHS
 NHS School Nursing team
 NHS Physiotherapist Service

Partnership with Parents

The relationship between school and parents is vital and underpins all we do.

Each student has a Home School Diary which they complete and take home every day. This enables a two-way open dialogue with parents, and we value the communication that takes place.

Parents are formally invited to their child's Annual Review and the child and parent views are submitted as part of the process.

The school holds an Open Evening, New Parents' Evening and Parents' Evening as well as other information evenings and school productions. Parents are always invited to attend such events and are warmly welcomed.

The school operates a Parent Student service for all students and their families. The Parent Partnership Officer will liaise with parents to draw up an admissions profile on entry and a transition plan in Y9, Y10, and Y11 in preparation for leaving at 16.

Equality and Inclusion

We acknowledge that schools have duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

We recognise our duties under the Equality Act 2010 to have due regard to

promote disability equality. We are required to make reasonable adjustments, including the provision of auxiliary aids and services for disabled students, to prevent them being put at a substantial disadvantage

In line with The Children and Families Act 2014 we support students with medical conditions. Individual healthcare plans (IHCP) specify the type and level of support required to meet the medical needs of such students and their educational provision is planned and delivered in a co-ordinated way with the IHCP. The school has a specific policy "Supporting pupils at school with medical conditions".

We also support pupils with medical needs who cannot attend school. The provision will be dependent on the individual pupils needs. The school has a specific policy "Pupils with Health Needs who Cannot Attend School Policy".

Dove House supports students with a wide range of SEND and we regularly review and evaluate the breadth and impact of the support we offer or can access for our students.