New Horizons
LEARNING CENTRE
Unlocking Potential
through Learning

SEND Policy

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Policy responsibility - SENCO
Policy Location: Statutory
Signed by: Mr Andrew Mclean

Position: Chair of Governors

This policy meets the requirements for Special Educational Needs and Disabilities (SEND) in line with the SEND Code of Practice, effective from the 1st September 2014. The SEND policy reflects work undertaken in collaboration with the Local Authority (LA) principles and procedures and provides an informed and improved compliant policy.

INTRODUCTION

The New Horizons Learning Centre Philosophy

All pupils of New Horizons Learning Centre (NHLC) are entitled to be valued equally and to enjoy respect as individuals. Our goal is to provide a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society. We aim to celebrate their successes and to foster their development as independent learners and responsible citizens in partnership with families and the wider community. NHLC is a special school for young people with SEND, specifically in Social, Emotional and Mental Health (SEMH). All adults on campus are an example to young people and take responsibility for setting the tone for pupil engagement with learning on all levels. This policy sets the ethos that all NHLC staff endeavour to create opportunities for young people to meet their potential, raise attainment and increase life choices in a valued, caring community.

NHLC Staff aim to:

- Create a positive climate with high, yet achievable, expectations;
- Demonstrate relationships based on an awareness and understanding of the needs of others;
- Promote positive resolution of conflict through restorative approaches;
- Ensure fair treatment for all, regardless of age, gender, race, ability, disability and sexuality;
- To identify, assess and monitor pupils' SEND;
- To establish and deliver intervention and support programmes;
- To promote partnership - between parents/carers, children, the school and other agencies.

Principles

The young people at NHLC have a diverse and disparate range of learning experiences and complex SEND, which staff actively acknowledge and respect. We believe it is our responsibility to purposefully create a safe, secure and regulated environment where all students are encouraged to participate positively in learning that will enable the young people to meet their full potential and give them better life outcomes.

AIM

At NHLC, we provide long-term specialist education for children with social emotional and mental health needs at Key Stages 1, 2, 3, and 4. The aims of this policy are to ensure

- that practice reflects our school slogan, "unlocking potential through learning";
- that pupils receive the provision set out in their Education, Health & Care Plans (EHCP);
- that the changing needs of pupils are identified, and
- that we respond to these changing needs so pupils can further develop their potential as individuals.

OBJECTIVES

These aims will be achieved by:

1. identifying and providing for pupils who have special educational needs and additional needs;
2. working within the guidelines provided in the SEND Code of Practice 2014;
3. providing a Special Educational Needs Coordinator (SENCo) who will work with all relevant parties to:
    - involve children and parents/carers in the identification and review of the targets set for individual children and, where necessary, those targets identified in their Annual Review and Placement Plans;
    - work in close partnership with and involve parents/carers;
    - work in close partnership, where appropriate, with outside agencies to support the needs and provision for our more complex and vulnerable pupils;
4. providing support and advice for all staff working with special educational needs pupils by:
    - providing all staff with up-to-date and relevant information on the needs of pupils;
    - providing staff with regular opportunities to discuss pupils' needs;
    - providing staff with regular professional development opportunities;
    - providing a structure within which information on pupils can be collected, provided and processed systematically;
    - acting promptly on decisions made.

IDENTIFICATION OF PUPILS' NEEDS

For the purpose of this policy, a child is deemed to have individual learning needs in the following four categories:

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

In addition, the young person may have significantly greater difficulty in learning than the majority of students of the same age. They may have a disability which either prevents or hinders her/him from making use of the educational facilities of the kind usually provided for students of the same age.

NHLC also recognises and considers aspects which may not be considered SEND, yet directly impact on the lives of the young people. These underlying SEND and additional needs may create barriers to learning that affect the young people's ability to progress and gain higher attainment. The following areas should be considered:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

NHLC staff build on positive and constructive working relationships with the young people, parents/carers and multi-agency teams that have the student at the centre of their education.

The Executive Headteacher will liaise with the Local Authority SEN 0-25 Team to facilitate the identification and assessment of pupils' needs. Daily staff communications review pupil "issues" and behaviour plans for relevant pupils. Pupils who are identified as needing specialist provision will be referred to the relevant agency by either the SENCo or the Lead professional for Pastoral Care. A transparent referral system ensures that staff and home concerns are passed to relevant specialists and, if they meet established thresholds will result in additional support and monitoring when needed.

A GRADUATED APPROACH TO SEN SUPPORT

This section sets out to identify the process by which NHLC identifies and manages young people with SEND and additional needs. Every child that attends NHLC has an EHCP. Some children arrive with Key Stage 1 and 2 data; however, some children arrive with very little data. On arrival at NHLC, the following process occurs to ensure that a young person's curriculum is differentiated appropriately according to their SEND and additional needs.

1. Information on a young person is collated via advice from the LA, EHCPs, Educational Psychology reports, doctor's reports where available, parents and carers and multi-agency work and annual review information.
2. Baseline assessments are completed by SEND intervention staff.
3. The SENCO ensures information sharing is clear through updated Student Placement Pans for all staff to access. In addition, if information is provided, a pen portrait, including most recent levels, is made available to staff via the Placement Plans.
4. Where appropriate, the SENCO ensures that the SEND Intervention programme is designed and created to support and progress the young person's academic and lifelong personal development. SEND intervention is available through a range of programmes and schemes, including but not limited to: Read Write Inc.(and other literacy interventions where appropriate) Emotional Literacy, Nurture, Draw and Talk, Therapeutic Sand Play, Sensory processing support and 1-1 Student Support Worker (SSW) support where funding is available. This work involves the careful collation of data available on arrival and progresses into termly teaching assessments in line with the school policy on pupils' progress, alongside national data and expectations of progress. For higher levels of need, NHLC draws on more specialised assessments from external agencies and professionals, including the Educational Psychologist, doctor's reports and advice from the LA.
5. Teachers and SEND Intervention staff respond to pupil needs with appropriate planning, delivery, assessments and review to ensure that barriers to learning are accounted for and that every young person's needs are challenged at an appropriate level and high targets are set to ensure additional progress and better life long outcomes for the young people. Teachers:
    - provide personalised support;
    - plan to meet individual needs through target setting;
    - develop pupils' understanding through a variety of learning experiences;
    - plan for full participation in learning and in physical and practical experiences;
    - plan to manage behaviour, enabling pupils to participate effectively and safely in learning;
    - monitor, review and evaluate pupil progress on a regular basis with support from the Senior Leadership Team (SLT); and
    - ensure that pupils have access to all parts of the curriculum.

    All pupils at the appropriate stage in their school careers will have access to a realistic range of opportunities without any form of discrimination. The school actively tracks pupil progress to ensure all pupils achieve their full potential.

6. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from SSWs or specialist staff. It is our belief at NHLC that additional intervention and support cannot compensate for a lack of good quality teaching. As such we have a rigorous, regularly and carefully monitored system that reviews the quality of teaching for all pupils, including those at risk of underachievement. The responsibility of this work sits with all staff within the NHLC school community and includes SSWs, teachers, SENCo, SLT, parents/carers and multi-agency support or LA support where necessary.

MANAGING PUPILS WITH ADDITIONAL NEEDS AT NHLC

Placement Plans

NHLC has created placement plans that are live dynamic documents initiated when a child arrives at NHLC and remain with the child throughout their education at NHLC. The placement plans give a personal profile of the student, including the child's SEND and additional needs data. It sets individual subject and intervention specific targets, which are then tracked, assessed and evaluated. This work has given structure for meeting each child's EHCP outcomes. This work also includes the implementation and co-dependent inter-agency work that has supported the writing of the Section 139a, learning difficulty assessment and EHCP 0-25 assessment document, to set out the provision and support required in a child's post-16 education setting.

Education, Health and Social Care Plans (EHCP)

1. It is the responsibility of all staff to maintain and upkeep the day-to-day, weekly and termly data – including target setting. It is our belief at NHLC that placement plans are only effective if they are living records which tell us exactly what needs have been identified and how to remove key barriers to learning effectively, setting clear outcomes to be achieved within an agreed time frame that is achievable for the child.
2. Placement plans are reviewed regularly and fed into parent/carer meetings where their views are recorded, including annual reviews and multi-agency meetings.
3. The level of provision is informed by the child's needs. The school's local offer is published on the school website.
4. Placement Plans, attendance records, exclusions, Annual Reviews, and behavioural information from CPOMS and the points tracker help to evidence and inform decision-making for children who may be in need of an alternative provision (AP), where NHLC educational provision is unable to fully meet the needs of a pupil through on-site provision arrangements.

SUPPORTING PUPILS AND FAMILIES

The school is in regular contact with parents and carers and aspires to work in collaboration with them to achieve the best outcomes for all pupils. At least one formal Annual Review will be held every academic year, although others may be scheduled as the need arises. Parents, as well as other agencies, will be invited to attend in line with the Code of Practice. Monitoring and tracking information will be made available. Parents and carers are kept informed, and their wishes are taken into account.

The Local Offer is information in one place about what help and support there is in the local area for children and young people with special educational needs or disabilities (SEND). Parents and families can access the LA and NHLC local offers on the school website http://www.newhorizonslc.org.uk/send-local-offer/. The school has a statutory SEND Information Report also available on the school website.

Pupil statements and EHCPs are reviewed annually. A date is set at the beginning of the school year for the Annual Reviews to be held. The LA is informed of this Annual Review schedule with an open invitation to

attend all review meetings. Four weeks before the set date for the Annual Review, invitations are sent to parents and professionals involved with the child. If professionals are unable to attend they will be asked to submit the written report in advance of the review. If parents/carers cannot attend the review on the date or time offered, every attempt will be made to agree on a mutually convenient time and date. If parents are unable to attend, then issues that need to be raised will be discussed by telephone.

The coordination of work with agencies takes place through the SENCo or the Professional Lead for Pastoral Care, who have oversight of the team working around the family. These agencies can include Family and Young Peoples Service, Educational Psychology, LA SEN and Social Care.

Please check the website for useful links for parents at
http://www.newhorizonslc.org.uk/newhorizonscampus/parents-and-carers/useful-links/

Admissions procedures can be found on the website and via the main school reception. Admissions to the school can only be through the Local Authority SEN 0-25 Team.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

NHLC recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled, and where this is the case, the school will comply with its duties under the Equality Act 2010.

NHLC supports the administration of short and long-term medication and medical techniques, where this is necessary, for the young person to continue to be educated at school. The school will also put in place procedures to deal with emergency medical needs. Procedures have been established to ensure that all staff, parents, young people and, where relevant, health professionals are aware of the medical condition and what steps have been agreed either to manage the condition daily or to be implemented in case of an emergency. It is stressed, however, that the administration of medication is undertaken on a voluntary basis by staff, and it will only be done where the procedures are followed.

MONITORING AND EVALUATION OF SEND

The quality of provision supplied by the school will be evaluated against the policy objectives by:

- an analysis of the curriculum, support and resources that are deployed to meet the pupils' needs;
- an analysis of the pupils' academic, social and emotional data and the interventions in place to narrow identified gaps;
- by involving the pupils and their parents/carers in discussing, planning and reviewing their provision through the process of Annual Review in addition to regular questionnaires to collect views;
- behaviour and academic targets being monitored to ensure that pupils' progress through specific, measurable, achievable, realistic and timely targets;
- ensuring that outside agencies, where appropriate, have their comments and recommendations recorded in Annual Reviews and other relevant meetings, and are involved in pupil development.

The cycle of ASSESS-PLAN-DO-REVIEW begins with students being rigorously assessed on arrival and then on a termly basis thereafter. This work informs the careful differentiated planning that unlocks barriers to learning; the delivery of the curriculum, and the termly assessments. This work is carefully monitored and evaluated through the whole school monitoring and evaluating matrix.

The SENCo monitors and reviews the intervention work which includes Emotional Literacy and literacy levels. This work is reported back to the SLT to form a holistic picture of the progress the individual young person is

making. The SENCo and SEND Lead Governor meet to discuss the progress each child is making, which is then reported back to the full governing body.

Much of this work is reviewed on a termly basis through the placement plans. It is the responsibility of the SENCo to review the placement plans on a termly basis.

Pupil progress is reported back to parents through regular home school contact, home and school meetings, parent/carer evenings, open days and through the annual review process.

TRAINING AND RESOURCES

NHLC is a maintained special school, funded through the LA. It is the responsibility of the Executive Head Teacher and the Governing Body to appropriately allocate funding to support the learning throughout the school. Training for NHLC staff is clearly linked to the performance management of the school and the Raising Attainment Plan. In order to maintain and develop the quality of teaching and provision at NHLC, the school responds to the strengths and needs of all pupils; all staff are encouraged to undertake training and development in a rich variety of subject-specific Continuing Professional Development (CPD). Staff receive regular professional development opportunities through individual and whole staff training. Staff who attend courses are expected to feed back through staff meetings.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo makes every effort to keep updated with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

Governors

The Governors of NHLC shall designate a person, who may be the Executive Head Teacher, the Chair of Governors or another Governor as appropriate, who shall be the responsible person for the purposes of the following duties in relation to students with SEND. Our designated SEND Governor is the Chair of Governors.

The Governing Body aims to secure appropriate provision for all pupils. They do this by:

- ensuring that the necessary provision is made to meet the needs of all our pupils;
- ensuring that the staff in the school are aware of the importance of identifying and providing for all pupils in their care;
- having regard to the SEND Code of Practice (2014) when carrying out its duties towards pupils in the school;
- having a written SEND policy containing the information as set out in the the SEND Code of Practice (2014).

The Governors also play an important role in ensuring that:

- they are fully involved in monitoring the school's SEND policy;
- they are up-to-date and knowledgeable about the school's SEN provision, including how funding, staffing and resources are deployed; and
- the quality of provision is continually monitored.

SLT and SENCo

The SLT and SENCo ensure that staff fulfil their duties by working within the framework of the SEND Code of Practice (2014) to meet the diverse and complex needs of pupils attending NHLC. They ensure staff are setting appropriately challenging educational programmes of study that allow young people to unlock their potential through learning by creating opportunities to generate higher attainment by unlocking barriers to learning and enabling better life choices for young people.

SLT and SENCo of NHLC will:

- ensure that teachers and support staff within the school identify and provide a suitable education for students with SEND and additional needs;
- operate "whole school, whole pupil" approach in management and provision of support for SEND;
- provide a SENCo who will work within the SEND Policy;
- ensure that methods are maintained for adequate tracking and sharing of information relating to students with SEND to all staff;
- contact the Local Authority or other professional agencies where necessary on coordinating the best provision for pupils' SEND.

The SLT and SENCo, under the overall leadership of the Executive Headteacher, are responsible for the day-to-day operation of the SEND provision. The key responsibilities as outlined in the SEND Code of Practice (2014) are:

- liaising with and advising colleagues –
    - ensuring that all staff are supported in the teaching of pupils with specific and complex needs;
    - working alongside staff to assist them in identifying, assessing and planning for pupils' needs;
    - liaising with teaching staff regarding the performance of all pupils;
    - contributing to and, where necessary, leading the CPD of staff.
- coordinating the provision for pupils –
    - overseeing and maintaining specific resources for a range of identified SEND;
    - reviewing pre-admission documentation
- maintaining records on pupils –
    - monitoring, evaluating and reporting on the provision for all pupils to the Governing Body in conjunction with the designated responsible person;
    - coordinating the range of support available to pupils
- communicating with parents and carers;
- liaising with external support agencies.

The SSWs are responsible for fulfilling their duties by working within the framework of the SEN Code of Practice 2014 ensuring that they meet the diverse and complex SEND at NHLC.

NHLC employs a Lead Professional for Pastoral Care, who is responsible for safeguarding at NHLC.

NHLC SLT SENCo is responsible for managing the school's responsibility for meeting the medical needs of young people.

NHLC Executive Head is responsible for PPG/LAC funding.

REVIEWING THE POLICY

The NHLC SEND policy will be reviewed annually in accordance with the advice from the National Association of Special Educational Needs.

ACCESSIBILITY Statutory Responsibilities

The Single Equality Plan Policy clearly lays out our NHLC commitment to the Disability Discrimination Act 2005. This can be found on the school's website at http://www.newhorizonslc.org.uk/newhorizonscampus/policies/.

SECTION 14: DEALING WITH COMPLAINTS

Parents and carers are welcome to discuss any issues relating to their child's placement at NHLC at any time throughout the school year by prior appointment made via the main school office.

Details of NHLC complaints policy and procedure can be found on the school's website at http://www.newhorizonslc.org.uk/newhorizonscampus/policies/.

Under the SEN and Disability Act 2001, parents and carers can appeal against decisions made or request a review of placement. Detailed guidance is also contained in the SEND Code of Practice 2014.

SECTION 15: BULLYING

Bullying is: "A systematic and extended victimisation of a person or group, by another or group of others." The school's response to this is unequivocal. Staff must be informed immediately, and action will take place. The school will also ensure that bullying is identified and dealt with so that any harm caused by other pupils can be minimised.

It is the responsibility of all NHLC staff to prevent bullying and ensure that the behaviour and restorative policy procedures are followed to ensure the safety of all young people and staff at NHLC. Importantly, special attention is given to monitoring movements around NHLC, including transition times, break times and lunch times, where maximising staff levels safeguards young people. This work also includes appropriate information sharing to inform colleagues or other settings fully of any actual or suspected incidents of bullying.

In resolving conflict, NHLC staff and young people follow a well-established behaviour policy. This includes using restorative approaches, which is NHLC's strategy for repairing harm done to relationships and people, over and above the need for allocating blame and giving punishment.

Anti-Bullying and Restorative Behaviour policies can both be found on the school website at http://www.newhorizonslc.org.uk/newhorizonscampus/policies/.

APPENDICES

The school SEND Information Report can be found on the school website www.newhorizonslc.org.uk/governor-sen-report.