



Doubletrees School

Doubletrees School SEN Policy



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1. Introduction

Doubletrees School is an Academy and is a member of the Special Partnership Trust. Doubletrees is a school that caters for children and young people aged 2 – 19. Learners have a range of complex and varied needs.

The school provides for learners whose special educational needs broadly fall into the 4 areas of:

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

At Doubletrees School we recognise the uniqueness of children and aim to provide a suitably broad and differentiated curriculum that meets the needs of everyone. This policy accepts the following definitions as set out in the Revised Code of Practice (2015):

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Code of Practice, 2014 – p15-16

2. Objectives of the SEN Policy

The aim of our policy is to 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 we;

- Liaise with parents/carers as they have a vital role to play in supporting their children's education
- Liaise with the multi-agency team who supports the child acting upon the information, advice and guidance received incorporating intended outcomes into the child's daily life at school
- Liaise and work collaboratively with all schools in our Special Partnership to secure the objectives/outcomes identified by the Trust
- Offer full access to a broad, balanced and relevant education, including an appropriate curriculum and route. (Ready to Learn, Bridging to Learn, Learning to Learn and Bespoke)
- Will manage our resources to ensure all learners' needs are met
- Identify learner's special educational needs and strategies to help meet these
- Ensure provision and progress will be monitored and reviewed regularly
- Involve outside agencies when appropriate
- Will regularly review any Education, Health & Care Plans in line with regulations
- Provide appropriate training for those involved in the implementation of the policy

3. The Arrangements for co-ordinating provision

The school's provision for learners with SEN will be coordinated by the Head Teacher and the Senior Leadership team, which includes the SENDCo.

The Senior Leadership Team provides professional guidance to all colleagues and works closely with staff, parents and carers and professionals providing a support role to the family to ensure that our learners receive appropriate support and high quality teaching.

The key responsibilities of the Senior Leadership Team are:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher, Child in Care Co-ordinator, Personal Education Plan Coordinator for looked after children/previously looked after children within the school
- advising on the approach required to address each learner's special educational needs if/as appropriate
- liaising with parents of learners within the school
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned both into the school and as learners leave the school for their next phase of education/post school options
- liaising with external agencies to ensure there is a planned transition to the next educational setting (as appropriate)
- work with the Local Governing body and Trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all learners with SEN up to date and remain confidential
- liaising with County SEN Team to agree budgets for Exceptional Needs funding

In addition to the Senior Leadership Team (including SENDCo), all teachers at Doubletrees are responsible for the SEN provision within their class.

Their roles and responsibilities include:

- liaising with parents and carers
- liaising with other professionals including colleagues within our Special Partnership Trust
- cascading all relevant information to their class teams maintaining a confidentiality when required
- advising and supporting other practitioners in the setting
- ensuring that appropriate PLGs are in place
- meeting the needs of the individuals in the class
- ensuring that all relevant personal information is collected, recorded and updated
- assessing the strengths and areas for development of the learners in the class to guide future planning and meet individual needs.
- plan for progression for all learners in their class
- taking the lead in monitoring and reviewing any action taken to further support learners in the class

The learners who attend Doubletrees School have an Education Health Care Plan.

Access Arrangements

- Each pupil at Doubletrees is given the opportunity to achieve their personal best.
- All learners access a full range of activities appropriate to their needs.
- Appropriate support is given to learners so that they have full access to an appropriate curriculum and resources to support the teaching delivery of it.
- All learners are recognised as individuals and their individual needs are met.
- We aim to promote positive self-esteem of learners with special needs.
- The staff foster communication between staff, parents, carers, other professionals and agencies.
- We work collaboratively within our Special Partnership Trust in achieving the best possible outcomes for our learners.

Physical Access: Accessibility

The following measures allow for equal access and the safety of our learners;

- our setting has adapted doorways, ramps, and toilets.
- specialist environments can be used, i.e. sensory integration room facilities, multi-sensory rooms, swimming pool, teaching kitchen.
- furniture is arranged to accommodate learners with mobility difficulties. There is access to adjustable height furniture i.e. sand/water trays, or access is made possible by using floor level activities.
- there are changing facilities with appropriate changing equipment for the needs of the learners.
- classrooms have double handles or are electronically activated for the learners personal safety.
- outside doors and specific areas within the school have electronically activated doors for the safety of learners.

Support and Resources

The learners within the school are supported effectively through the identification of their needs within the school which allows for the appropriate staffing levels, resources and expertise for the varied and complex needs of the learners:

- we provide materials relating to interests, aspirations and abilities.
- we have specialist facilities.
- we differentiate activities/learning outcomes to ensure all learners have access to the curriculum.
- learners will follow a curriculum most suited to their cognitive ability and level of special educational need (Ready to Learn, Bridging to Learn, Learning to Learn or Bespoke).
- children are involved in making choices.
- our planning addresses learner's individual needs.
- we follow a total communication approach, making use of augmentative communication (e.g. Makaton signing, picture symbols, AAC aids as appropriate which have been determined through robust assessment measures).

Monitoring and reviewing

Monitoring of progress is ongoing

- Moderation meetings are held between our schools within our Trust three times a year to quality assure our assessment systems securing accuracy in reporting pupil progress over time; moderation summaries are sent to the moderation co-ordinator who feeds back findings to the Trustees in accordance to our SPT policy.
- Personalised Learning Goals (PLGs) are reviewed three times each year.
- Each learner has an annual review for EHC plans in which long term aims/outcomes are set/evaluated.
- We encourage parents/carers and other relevant professionals to attend all reviews and seek their views on the education their child receives.
- There are progress meetings held each term with the class teacher and parents/carers to evaluate the progress of each pupil within the school.
- There are three formal moderation meetings held over the academic year to ensure progress and what this looks like is well-embedded within all assessment/outcomes (please refer to the SPT moderation policy/protocols).

Record Keeping

- Information is sought from parents/carers and relevant professionals on/before admission to the school. Meetings are held by the Family Liaison Worker.
- Records of progress and learner information are kept in a locked cupboard to secure compliance within GDPR.
- The school follows guidelines on data protection, preserves confidentiality and gives parent/carer access to records when a written request is made.
- The school keeps records of any additional provision made.
- The school update records regularly, and uses the CPOMs (Child Protection Online Monitoring System) to record all relevant information .
- The setting updates records regularly and parents/carers are asked to contribute during annual reviews and parent partnership conversations.

4. Learning Pathway

The school will identify class and type of curriculum access based upon the needs of each learner in the school. This allows the school to provide be-spoke curriculum opportunities with robust assessment measures to focus upon the key skills learners need to develop; these will not only relate to academic achievement; the school will work closely with multi-agency teams to ensure the well-being of all learners are fully considered. As a result of this collaborative working learners may have personalised therapy, speech and language or behaviour plans. This personalised approach will provide appropriate interventions are made available to ensure that our learners can access learning and maximise their achievements.

At Doubletrees School we have an agreed approach to the assessment of our learners; such assessment measures take into account the nature of each learner's special needs and route taken (Learning2Learn – L2L, Bridging2Learn B2L, Ready2Learn – R2L or Bespoke).

All learners within the school have an Education, Health and Care Plan (EHCP) which names our school as the educational provider. The school will ensure that teachers monitor and review the outcomes determined within the plan and assess the learner's progress during the course of the year within these. Formal reviews of the EHC plan will take place at least annually. If a learner's needs 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 plan is appropriate; such information will be required to facilitate a change in banding/budget allocation made by the LA. For further information on EHCPs please see the Local Authority's Local Offer.

Cornwall's Local Offer can be found on the Care and Support in Cornwall website: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

5. Preparing for Adulthood

At Doubletrees School we help our learners to start planning for their future adult life as early as possible. In Year 9 we discuss this with parents/ carers and professionals via their EHCP review. Our aim is to support our learners to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

Ensuring that career advice and information (Information, Advice and Guidance) provides high aspirations and a wide range of options for learners with SEN.

Helping learners and parents 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

Design our curriculum offer to support the further development of learners aspirations with particular reference to our Work Related Learning (WRL) curriculum

We have specific duties to prepare young people with EHC Plans for the transition to adulthood. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans and fully incorporate the views of the learner. 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 if/as appropriate (Doubletrees School currently provides education up to Year 14).

6. SEN Funding

The school receives funding from the Local Authority dependent upon the type/descriptor of special educational needs; this is currently identified through the banding process. All learners who have an Education Health & Care Plan will have an agreed package of support from the Local Authority through the Personal Budget arrangements.

7. Role of the class teacher

All teachers are responsible and accountable for the progress and development of all the learners in their class. Where a learner is not making expected progress teachers provide additional support and may take advice from colleagues within the school or the Special Partnership Trust, or external professionals. Parents/carers will be involved in collaborate working determining problem-solving, planning support and teaching strategies for individual learners.

Role of the class teacher at Doubletrees.

- Use existing information and assessment outcomes as a starting point
- Baseline new learners to the school within the first half term to identify needs ensure outcomes of EHCP (4 areas) are appropriate and Individual Education Plans are in place.
- Establish the Personalised Learning Route learners will take to inform personalised learning pathways (from Year Two onwards).
- Ensure there is evidence of learning in place for all learners.
- Establish (with parents) key information outlining how to maintain pupil safety (Individual Safety Plan) including detailing all relevant information in regards to safe moving and handling via the moving and handling passport when applicable
- Ensure on-going observation and assessment is an integral part of everyday class practice to inform next steps to learning which provides challenge, personalisation and individualisation
- Involve parents/carers and multi-agency teams (as appropriate).
- Involve the child/young person in all aspects of their learning.
- Use of National Curriculum programmes of study alongside the differentiated Doubletrees Curriculum to ensure breadth, depth and relevance to learning opportunities delivered throughout the structured school day (Ready to Learn/Bridging to Learn route) demonstrating pupil progress over time (where relevant).
- Use the National Curriculum as a 'vehicle' for the teaching delivery of bespoke personalised learning targets and appropriate targets (Learning to learn pathway)
- Ensure there is effective classroom management, appropriate deployment of teaching assistants management and the learning environment is conducive to the needs of learners and curriculum.

8. Staff Professional Development

Staff need specific knowledge and positive attitudes to work effectively and successfully with children and young people with special educational needs. There is a commitment to training/CPD at Doubletrees School and the sharing of information and expertise within the school.

The professional development of all staff involved in meeting the needs of our learners is ongoing and continuous. A wide range of training opportunities are provided and taken up by staff when relevant to the cohort of learners they are working with. These include;

Moving and Handling training

Team Teach training

Medical training – competencies and compliance (school nurse)

Safeguarding training including whistleblowing and PREVENT

Safeguarding (SLT and Governors) – Tier 3 and safer recruitment

Trauma Informed School (TIS) training

Makaton/AAC

ICT

Well-being champions

First Aid (named first aiders across the school)

Swimming Pool Safety

Occupational Therapy & Sensory Processing

Strategic CPD relating to key targets identified within the school improvement plan (SIP)/SPT development plan or identified through the school's performance management process

Skill sharing and the demonstration of teaching techniques and strategies organised within the school – initiated through the Performance management process

Be-spoke coaching and mentoring by the leadership team following lesson observations and learning walks

9. Local Offer

Cornwall's SEND Local Offer includes all the support that is available to children and young people in Cornwall (aged 0–25) with special educational needs and / or disabilities (SEND) and their families.

Cornwall's SEND Local Offer website has a page aimed at parents, carers and other individuals such as professionals. It also has a Youth Local Offer page that is aimed at young people, or parents/carers of young people, who are preparing for adulthood.

Cornwall's SEND Local Offer includes the services, support and advice requested by families as well as those listed in the SEND Code of Practice.

It includes universal, targeted and specialist provision related to education, employment, leisure, transport, money, health, social care, childcare and much more!

The majority of the support described is based in Cornwall but the Local Offer also includes links to provision that is available in other counties when such provision is not available in Cornwall

Cornwall's SEND Local Offer is published by the Care and Support in Cornwall and can be found on their website. If families do not have internet access at home, facilities are available for public use at local libraries or One Stop Shops. Alternatively the Family Information Services can be contacted on 0800 587 8191

Cornwall's Local Offer can be found on the Care and Support in Cornwall website: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

Evaluation of this Policy

The effectiveness and appropriateness of this policy will be continuously monitored by the Special Educational Needs Coordinator in conjunction with the Governing Body and the Senior Leadership Team. The use of resources, whole school planning, effectiveness and quality of individual planning, learner progress, learner participation, statutory reviews, the identification of staff 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 effectiveness of this policy in order to both update it and to plan further improvements and development; this will be undertaken alongside the Local Governing body.

September 2023.