



SEND policy

Reviewed: September 2023

Next Review: September 2024

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Name and Contact details of SENCO	SENCO Lauren Shields Gained NASENCo Award 2013 email: shieldsl@pru.sefton.school

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25
- Schools SEN Information Report Regulations (2014)
- UNICEF Convention of the Rights of the Child
- Keeping Children Safe in Education (2015)
- Children and Families act 2014

Introduction

Impact Sefton aims to meet the needs of all students and has a whole school approach to special educational needs and disabilities (SEN/D). We provide effective opportunities for all students by responding to the different ways in which students learn. We believe in setting suitable learning challenges and overcoming barriers to learning.

Our SEN/D provision is co-ordinated by the Special Educational Needs Co-ordinator (SENCO) and Pastoral Team and follows Department for Education (DfE) definitions and guidance it reflects our statutory duties introduced by the Special Educational Needs and Disability code of practice 2014 and Disability Discrimination Act 2005.

By SEN/D we mean a learning difficulty or a disability that prevents, hinders or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty. Sensory and physical impairments, specific learning difficulties such as dyslexia and dyspraxia, conditions like diabetes, epilepsy, AD(H)D and some complex behavioural, emotional or social difficulties and Autistic Spectrum Disorder and mental health disorders are among the disabilities that might be classed as SEN/D and may need extra support to progress and take a full part in school life.

Special educational provision means interventions which are additional to or different from that made for other students. We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the SEND Code of Practice. We follow DfE guidance when we review progress, update targets, and define, manage and map special provision <https://www.education.gov.uk/schools/studentssupport/sen>.

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND. The Designated Teacher for Looked After Children Mrs Shields has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners, all teachers are teachers of students with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times.

The Children and Families Act 2014 places a duty on schools to make arrangements for children with medical conditions. The school takes advice and guidance from a range of sources, including the School Nurse, Health professionals and the child's GP in addition to the initial information provided by parents/carers. This enables us to ensure we assess and manage risk and minimise disruption to the learning of the child and others who may be affected.

Further information around Supporting Pupils with Medical Conditions 2015, can be found in our school Medical Policy.

What is IMPACT?

We are a Pupil Referral Unit providing full time education at KS3 and KS4 for all pupils in Sefton who need an alternative learning provision away from mainstream school.

We always aim to raise the aspirations and expectations for all students including students identified with Special Educational Needs.

SEN/D is a core principle of Impact, it underpins our teaching and learning, regardless of particular needs or abilities. Every child, whatever their difficulties, is supported in finding strategies to deal/overcome them.

Our Values

- We welcome difference and diversity.
- We are committed to working in partnership with parents and carers to ensure they are well informed and centrally involved in the life of the school.
- We will always involve parents and carers and their children in planning and reviewing progress; we know that parents are the first educators of their child; we need their knowledge to plan effectively.
- We know that the earlier we identify special educational needs and provide support, the more successful our students will be.
- We will provide expert support and resources for students with SEN/D to fulfil their potential.
- Using a whole-school approach to making provisions for students with SEN/D: we make sure that all staff have the knowledge and skills to support all students with SEN/D in our school; differentiate within lessons and create an inclusive learning environment for all.

In the case of students in Year 7 to 9 this is a short term provision aiming to reintegrate the student back into mainstream schooling after a period of assessment. There may, in some cases, be an opportunity to undertake a period of accelerated 'catch up' as a result of disruption to schooling and gaps in their learning so that students are more confident learners when they return to school.

At KS4 we deliver a unique personalised curriculum which focuses on traditional education with a strong emphasis on core GCSE subjects and external examinations, alongside a quality work based learning programme which develops the knowledge, skills and experience needed to move on successfully into FE, training or employment on leaving school.

We cannot provide this quality experience without working in partnership with a wide variety of outside agencies and mainstream schools.

What kinds of special educational needs and/or Disabilities (SEND) do we provide for at IMPACT ?

There is no definitive list of SEND provided for at IMPACT; as we provide bespoke programmes to address all additional needs. Each young person is referred from a variety of educational provisions, both mainstream and specialist provision with a variety of identified additional needs, most of which have formed barriers to their learning, contributed to their lack of progress, prompted disengagement with the curriculum or hindered the development

of social interaction and communication. Although currently there are no students with significant physical /medical needs attending IMPACT provision is in place to meet the needs of such students should they be referred at any point. In addition, the CLA co-ordinator works closely with the inclusion manager to ensure that those young people who may be more transient in their placements are regularly tracked and reviewed.

Aims

It is our aim to:

- Provide a safe and happy environment in which all pupils have the opportunity to develop personally, physically, socially, academically and spiritually
- Provide a relevant curriculum with a wide range of learning experiences to meet the differing needs of individual pupils whilst offering equality of opportunity and high standards of teaching.

Impact Sefton is a cross phase pupil referral unit which caters for pupils in Key Stages 3 and 4 across two different sites. As a school we operate a 'whole child' approach to the management of SEND, providing a broad and balance curriculum which all children can access through inclusive teaching practices.

Impact is a unique community, where all its members, pupils, teachers, parents, staff and Governors respect and care for each other. At The Limes College we value the individuality of each student, Staff, Governors, pupils and parents/carers work together to create an environment in which SEND support is woven through all that we do through an inclusive classroom practice and Quality First Teaching.

Our aim is to identify children with special educational needs (SEN), assess those needs in consultation with the parents/carers and the children themselves and plan an appropriate graduated response for all students referred to Impact.

Objectives

- 1.To identify and provide for students who have special educational needs and additional needs
 - 2.To work within the guidance, provide in the SEND Code of Practice, 2014
 - 3.To operate a "whole student, whole school" approach to the management and provision of support for special educational needs
 - 4.To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy
 - 5.To provide support and advice for all staff working with special educational needs students
- Identifying Special Educational Needs The purpose of identification is to work out what action the school needs to take, not to fit a student into a category of need.

Here at Impact, we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

In some cases, a student without previously identified SEN/D will not make adequate progress, or teachers may consult the SENCO about other concerns. The Pastoral Team will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals. All students are assessed using standardised tests and GL assessments on entry. Updates are made annually or more frequently if indicated. The

school will refer to external agencies for assessment or diagnosis as appropriate following consultation with parents/ carers.

If parents have any concerns they can raise these by contacting the SENCO or pastoral team at any time.

This is a list of what is NOT SEN but may impact on progress and attainment;

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Student Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to SEN Support



The process of putting a student on the SEN register starts if a student is not making adequate progress and quality first teaching, intervention and adjustments are not allowing the student to progress. Many of our students have faced this in their previous school therefore all students are on our SEN register. Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

The first step in responding to students who have special educational needs is high quality teaching, differentiated for individual students. Additional intervention and support cannot compensate for a lack of good quality teaching.

At Impact we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. Teachers and the SENCO will gather all information on the child and look at the progress of the student alongside national data and expectations of progress. Assessment of progress is published to parents 2 times a year for all students in Impact.

If a student has a high level of need, Impact would organise for specialised assessments from external agencies and professionals to support where necessary.

The decision to put students on the register goes through a cycle of assess, plan, do and review. We assess the needs of the student by involving parents, teachers, specialist professionals and most importantly the student. We would then plan with all the parties concerned, this plan would be shared with all the student's teachers and reviewed by the SENCO 2 times a year or on a more regular basis if needed. Parents and students will be involved in this process at every stage.

Managing student's needs:

STAGE 1: Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

All learners will have access to quality first teaching.

Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to students learning at different rates. These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for students with SEN.

All vulnerable learners will be included on a whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet students' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Demonstrate to all staff how support is deployed
- Inform parents, LA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment:

Student's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, SAT scores, CAT scores, reading ages, other whole-school student progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns - tracking individual students' progress over time, - liaison with feeder primaries on transfer
- information from previous schools

- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies students receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers, LSA's and SENCO.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.
- Referral forms and information of support and interventions by school
- EP reports
- SAIS and other external interventions – referral forms/school link/parents
- Initial interview with parent/school link
- Early identification of underachievement through baseline assessments on induction
- Learning difficulties identified by school pre referral or identified at Induction and Assessment on entry
- Language and Communication skills identified in health plans – Hospital/Community Paediatrician reports
- Specialist support often continued by host school
- Counsellor attending initial interviews to identify emotional/social problems
- CAF minutes/CIN/CP records.

Curriculum Access and Provision for vulnerable learners:

Where students are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual students.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- study buddies/cross age tutors

Monitoring and Evaluation:

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, curriculum leaders, senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- teacher interviews with the SENCO

- informal feedback from staff
- student questionnaires/interviews
- student progress tracking using assessment data (whole-school processes)
- attendance records
- regular meetings about students' progress between the SENCO and the progress leaders and head teacher

Stage 2 Additional SEN Support:

Students will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

Under-achieving students and students with EAL who do not have SEN will not be placed on the list of students being offered additional SEN support (but will be on the school's provision map).

In keeping with all vulnerable learners, intervention for students on the SEN list will be identified and tracked using the whole-school provision map.

It may be decided that a very small number (but not all) of the students on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Student Unit has, or will need to be, spent on a student within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.

Where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Stage 3 Education Health and Care Plan:

Students with an Education Health and Care Plan will have access to all arrangements for students on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.

Our school will comply with all local arrangements and procedures when applying for

- Additional Needs Funding
- An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Criteria for exiting the SEN Register:

Students' progress is monitored continuously. If students are progressing well without any extra provision then parents/guardians will be invited to discuss whether they should stay on the register. If students are taken off the register parents will get written confirmation of this and students will still be monitored closely to check expected progress is being made.

Supporting students and families: Link to LA local offer (Regulation 53, Part 4) - <https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

Access Arrangements:

For access arrangements any students that need access arrangements get these arrangements in lessons and tests until year 9 when students will then get a specialist teacher to assess the needs of students on what they will be entitled to for exams. The exams officer and the SENCO will then collect evidence and submit the application to the exam board for the arrangements for external examinations.

Transition:

When students move from their mainstream school to Impact, meetings are arranged between our admissions officer and pastoral team with the student, family and previous school. Here information is gathered on all students that will be coming to Impact.

All students will be invited to induction and more vulnerable students will be invited to attend some extra transition mornings where resources will be made to support their transition. The opportunity to meet with the school behaviour mentor is also provided for parents/guardians to ask any questions. Students coming to Impact will be put on a pathway suited for them. A meeting will be arranged for students and parents to speak to a member of staff regarding their options and advise accordingly. Careers advice is also offered by Careers Connect for post 16 transition:

- Support for re-integration at KS3 Phased re-integration
- Support from counsellors/mentors for both student and parent/ carer
- Joint working with mainstream schools especially at KS3
- Support plans shared with schools to identify strategies that have worked and need continuing Support at KS4 –
- supported and taken for interviews
- Taster days at Colleges and Training Providers
- Early identification at the beginning of Year 11 of career path and required qualifications
- Early intervention by Careers connect
- Meeting with staff from Colleges/Work Based Learning to pass on strategies and support needed
- Joint working with counsellors, support staff to pass pupils on to a familiar member of staff at new provision
- Sharing of provision / outcomes action plans from Y11 transition reviews with 16+ providers for evidence of High needs funding.

Supporting students at school with Medical Conditions:

Impact recognises that students 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.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Impact liaises with health care professionals and parents to decide whether a care plan needs to be in place. If so a meeting is arranged and the school or health care professional will lead on creating a care plan with parents. Medical conditions are shared with staff in booklet form each year and are updated in individual files. Care plans will have a review date and these will be reviewed by parents, school and the health care professional and information shared with the relevant people.

Monitoring and Evaluation of SEND:

At Impact we regularly and carefully monitoring and evaluating the quality of provision you offer all students. The monitoring and evaluation of the effectiveness of our provision for all learners is carried out in the following ways continuously:

- classroom observation
- learning walks
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning.
- teacher voice
- student questionnaires/interviews
- student progress tracking using assessment data (whole-school processes)
- attendance records
- regular meetings about students' progress between the SENCO and the progress leaders curriculum leaders, SLT and head teacher - head teacher's report to parents and governors.

Training and Resources:

The training needs of staff are identified and planned for through performance management reviews and organised CPD sessions.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

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 students.

The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities:

The role of the SEN/D link governor is to challenge and monitor the SEND support provided in school. They advise and support the Pastoral department where needed.

Role of SEN/D Learning Support Assistants -A Learning Support Assistant may offer support in a number of ways:

- By developing an understanding of the specific needs of SEN/D pupils.
- By establishing a supportive relationship with the pupils and developing methods of promoting and reinforcing their self-esteem.

- By helping pupils to learn as effectively as possible in both group situations and on their own by:
 - clarifying and explaining instructions.
 - ensuring pupils are able to use the materials/equipment provided.
 - motivating and encouraging pupils when necessary.
 - assisting them in weak areas such as language, behaviour, reading, spelling, handwriting, presentation, etc.
 - helping pupils to stay on task and finish work set.
- Supporting the teacher:
 - By providing regular feedback about pupils to the class teacher and SENCO.
 - By liaising with the class teacher to devise differentiated learning activities.
 - By contributing to the maintenance of pupil's records.
- Supporting the school:
 - By contributing to established links between home and school.
 - By liaising with other members of the team supporting SEN pupils.
 - By attending relevant in-service training.
 - By being aware of established school procedures.

Accessibility

All ground floor areas of Dale Acre (there is no lift access to the first floor) and Oakfield are accessible to wheelchairs and accessible toilets. Specialist subjects can be move to the lower floors if necessary so full access to the curriculum is provided. The sports barn at KS4 is full accessible and all offsite providers are informed of additional needs (visual impairment/hearing etc) to ensure they make adjustments to their provision where necessary.

Support in Offsite provision

Alternative Curriculum Manager monitors all off – site provision SLA's in place and monitored for quality control Tutors at work based learning attend IMPACT staff training and sign up to IMPACT Health & Safety Policy, Safeguarding Policy, Equality and Disability, Behaviour and Attendance Policy and more recently to Internet Safety Policy. Phone calls to main office every morning at 10.30 provide information on attendance and are followed up by IMPACT Attendance Officer Co-ordinated paperwork for reporting of absence and incident Sharing of information to support safeguarding issues. TA support provided where requested to support students to fully access the provision Additional access arrangements for exams shared with alternative provision. Requests for EHCP initiated to support appropriate placements if necessary.

This policy will be reviewed every 3 years.