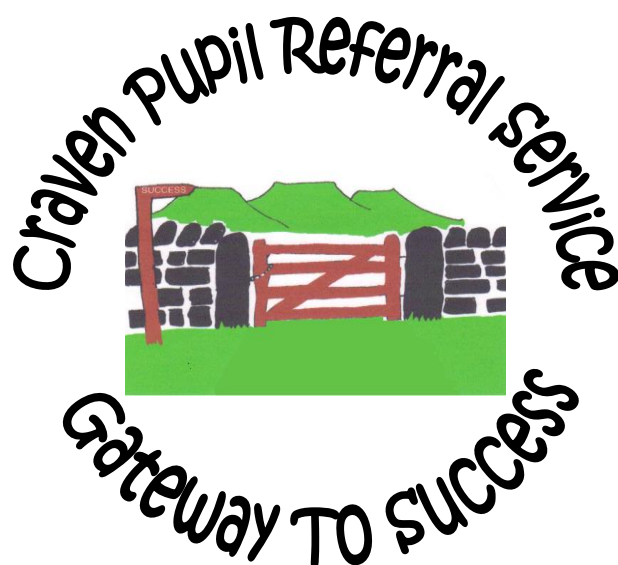


CRAVEN PRS



SEN POLICY 2014

Drafted	Ratified by Management Committee	Amendment Made	Review Date
Sept 2009	Sept 2009		
March 2010	March 2010		
Feb 2012	Feb 2012	New Policy Completed	
Nov 2013	Nov 2013	Minor wording added Management Committee SEN member change	Nov 2014
	January 2014	Minor changes, added appendix 1, SEN governor change	Nov 2014
Nov 2014		Major Rewrite reflecting Government Policy changes	Sept 2105

	Print name	Signature	Date
Head Teacher			
On behalf of Management Committee			

CRAVEN PUPIL REFERRAL SERVICE

SPECIAL EDUCATIONAL NEEDS POLICY



Adopted: 21st November 2014

Review date: September 2015

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1. Aims and Objectives

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

2. Mission Statement

'The Gateway to Learning and Success'

Craven Pupil Referral Service, in partnership with parents, carers and the community aims to provide for pupils experiencing difficulties in mainstream school, a safe and stimulating alternative learning environment, creating opportunities for academic and personal success.

Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation. We strive for all pupils to ENJOY high quality LEARNING experiences through which they are able to ACHIEVE their full potential.

Craven PRS believes that:

- All pupils are equally valued and the school has high aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement.
- Early and accurate identification is essential.
- There will be a flexible continuum of provision for pupils with SEND.
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs.
- Staff will be given appropriate training to allow them to meet a wide range of needs.
- Parents will be fully involved as partners in their child's education.
- Pupils will be encouraged to give their views on what learning is like for them.
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

'Every Teacher is a Teacher of SEN'

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our pupils' achievement.
- Equip pupils with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.
- Assist pupils in developing their educational and personal potential in a safe and supportive environment.
- Ensure that pupils make good progress in their learning.
- Identify and change, with help if necessary, aspects of the pupil's behaviour contributory to difficulties in school.
- Prepare pupils for successful re-integration with school or further education, training and employment.
- Provide an appropriate/personalised curriculum made relevant by the assessed and identified needs of each pupil.
- Value the individual strengths which pupils and staff can equally contribute to the development of positive and cooperative relationships at the school.
- To support the school's Disability Equality Scheme.
- To support the aims and practices of an inclusive school.
- To manage risk where necessary.

Objectives:

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
- Ensure good working relationships with parents, carers and the community.

- Ensure that Craven Pupil Referral Service offers a broad balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of pupils with special educational needs.
- Ensure that the school liaises with external agencies effectively in order to meet the needs of staff and pupils.

3. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEND is Mr D Hannah (Headteacher).
- The person co-ordinating the day to day provision of education for pupils with SEN is Mr G Crompton (SENCo) NASENCo Award (Clause 64, C & F Bill, 2014) Member of SLT at Craven PRS. Contact: g.crompton@cravenprs.org
- The School Governor responsible for SEND is Mrs C Middleton. Contact can be made via our school website.
- Person designated for the responsibility of Safeguarding is D.Hannah

4. Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN Support records such as the SEN Register, provision maps, strategy sheets and structured conversation minutes for individual pupils.

All staff can access the following documents on the shared school general delivery file/SIMS:

- Craven Pupil Referral Service SEN Policy.
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' special educational needs including pen profiles and inclusion passports/SIMS where appropriate.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through The North Yorkshire SEND Local Offer.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

5. Admission arrangements

Please refer to the information contained in our admission policy and website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school website.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

6. Specialist SEN provision

Craven PRS is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see Section 10. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

7. Facilities for pupils with SEN

The site building regulations comply with all relevant accessibility requirements. The building provides wheelchair access, disabled toilets.

8. Allocation of resources for pupils with SEN

Craven PRS is funded by the local Authority for a number of commissioned places. SEN pupils additional to the commissioned places will have additional funding agreed by the Local Authority SEN Funding Panel. For those with the most complex needs, additional funding (HLN or High Level Needs) is retained by the local authority. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It is the responsibility of the senior leadership team, SENCo and governors to agree how the allocation of resources is used.

A number of SEN pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

9. Identification of pupils needs

Identification:

See definition of **Special Educational Needs** at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEN'.

Quality First Teaching: 'The baseline of learning for *all* pupils'.

- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through the above actions it can be determined which level of provision the pupil will need.
- If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- Pupil progress meetings, tutorials and parent evenings are used to monitor and assess the progress being made by all pupils. The frequency of these meetings is dependent on individual progress.

Other considerations

It may also be considered other factors that may affect progress and attainment that is not SEN:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEN support the subject teacher, working with the SENCo should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. A 'Can-do' assessment will also be completed at this time.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. Teachers will also monitor progress and report to the SENCo the SEN Concerns sheet ([appendix 2](#)).

Plan

When it is decided to provide a pupil with SEN support, parents will be informed in writing. Planning will involve consultation between the teacher, Head of House, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The keyworkers and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviewing pupil progress will be made at termly academic data checks. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. As part of the assessment process Craven PRS will complete a 'Can-do' assessment which supports and identified the Assessment request.

The decision to make a referral for an Education, Health and Care Plan will be discussed by arranging a formal parental meeting..

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, an EHC Plan will be provided by North Yorkshire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

An online link to the North Yorkshire County Council SEND Local Offer can be found on the school website homepage.

For further information please contact the SENCo or Head of Learning Support in school.

Criteria for Exiting the SEN Register

Pupils on the SEN register at SEN Support will be reviewed annually or at the request of a person with parental responsibility. At this review decision to take a pupil off the register may be given.

10. Access to the curriculum, information and associated services

Ensuring Access to the Curriculum for Pupils with SEN:

Pupils with SEN will be given access to the curriculum through the inclusive classroom practices that the school adopts changes to any provision will be discussed with all parties, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in the classroom setting. Where this is not possible, the SENCo will consult with parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided in school.

The SENCo and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

11. Inclusion of pupils with SEN

The Headteacher Mr D Hannah oversees the School Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, from external support such as:

ASCOS	Autism Outreach Support Service
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service

12. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff

and pupils are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The school offers an Open Door policy where parents can access the SENCo and Head Teacher regularly without making an appointment. Further feedback from parents can be given at any time through email contact available on the school website.

A formal evaluation of the effectiveness of the school SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the SENCo in consultation with the Headteacher, link SEN governor and Head of Learning Support. Information is gathered from different sources such as pupil and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ report feedback forms. This will be collated and published by the Management Committee on an annual basis in accordance with section 69 of the Children and Families Act 2014.

The school will:

- Monitoring and evaluating of interventions, including their value for money
- Forensic analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The governing body evaluate the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of additional SEN funding.

13. Complaints procedure

Refer to the general Complaints Procedure or visit <http://www.cravenprs.org.uk/our-school/complaints/> for more details.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCo, Head Teacher who will be able to offer advice on formal procedures for complaint if necessary.

14. In service training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Craven PRS seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. The Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEN issues.

The SENCo attends relevant SEN courses, The SENCo signposts relevant SEN focused external training opportunities for all staff. Teaching Assistants are offered training opportunities through a range of local agencies working with specific pupils.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

15. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo and Head Teacher who will then inform the child's parents. Craven PRS staff meet on a weekly basis and SEND is a standing agenda item whereby staff can raise any concerns about individual pupils. At this time any relevant information regarding pupils with SEN is discussed and if necessary filtered to teaching staff using a variety of means.

16. Working in partnerships with parents

Craven PRS believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.

The SENCo and /or SLT provide support to teaching staff throughout the meetings with parents.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on

any points of action drawn up in regards to the provision for their child. The school's SEN link governor may be contacted at any time in relation to SEN matters.

17. Links with other schools

The school is a member of the Craven Collaborative of Schools, this enables the school to share resources and advice.

Transition

Where a pupil has a current statement or EHC plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENCo in consultation with external agencies. Transition Plans are drawn up in accordance to parental, pupil and staff views follow the actions of a Review Meeting

18. Links with other agencies and voluntary organisations

Craven PRS invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The SENCo/Head Teacher/SLT are the designated persons responsible for liaising with the following:

- NYCC Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Other Relevant Policies

- Keyworking Policy
- Accessibility Policy
- Behaviour Policy
- Admissions Policy
- Numeracy Policy
- Literacy Policy
- Learning & Teaching Policy
- Compliments & Complaints Policy

Appendices:

School Information Report access - <http://www.cravenprs.org.uk/our-school/send-area/>

School Contact Information: <http://www.cravenprs.org.uk/contact-us-1/>

Appendix 1

CRAVEN PUPIL REFERRAL SERVICE

CP/ECM CONCERNS



Pupil Name:

Keyworker Group:

Date:

Time:

Reported by:

Concern/Incident

Appendix 2

Craven PRS SEN Concerns



Pupil	
Class Group	
Current Lesson Attendance	
Current SEN Register Status	
Teacher	
Lesson/Course/Subject	

	English	Maths	Science
KS2 Results			
3 LOP GCSE			

Subject/Subjects			
Current Grade			
Target Grade			
Difference			

Please make a short comment on your rate of progress being made/concerns:

Please list the interventions you have put in place to monitor/challenge the levels of progress:

Please note the concerns you have:

Have you:	
Discussed with Pupil (include Date):	
Discussed with Parent (include Date):	
Raised in SEN at Staff Meeting:	