

THE ALTERNATIVE SCHOOL LTD

SEND POLICY



Author:	MW & MH
Date:	1st September 2024
To be reviewed:	Sept 25
Reviewed:	Sept '19, Nov '19, Feb 21, Feb 22, Feb 23; Sept 24
Version:	12

Special Educational Needs Policy

This policy is in accordance with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015 update) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE, updated 2020)
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2017)
- The National Curriculum in England for Key Stages
- Safeguarding and Child Protection and Procedures Policy (2021)
- Accessibility Plan (2021)
- Teachers Standards (2012)

Responsibility

The day-to-day operation of this policy is the responsibility of the Headteacher, delegated through the staff of the school, supported by the SENCO.

Philosophy and purpose

This policy reflects the school values and philosophy in relation to Special Educational Needs and Disabilities (SEND). It sets out a framework within which all teaching and non-teaching staff can operate and provides guidance on practice within the school.

Provision

The school caters for pupils with a wide range of difficulties and barriers from the age of 6 through to 18. The school also expects that a number of the students will have associated disabilities secondary to their learning difficulties such as physical disabilities, sensory impairment/s, behavioural difficulties.

1. Aims and Objectives

The policy aims to provide “stimulating and challenging opportunities for the development of the whole child and the acquisition of skills for life”.

In particular we aim to:-

- meet the individual special educational needs identified in each child’s statement or Education, Health and Care Plan (EHCP).
- regularly monitor and review the provision offered
- regularly monitor and review each student’s individual needs.

2. Admissions

Request for admissions are received from the local area or direct from schools, occasionally parents usually on completion of a referral form highlighting that the pupil requires some form of additional support that cannot be met in mainstream. All pupils will undertake a 10 point assessment. It is expected that some pupils will have a Education Health Care Plan and that some will require the work towards an EHCP.

- A Non-Prejudicial Visit to the school by the potential pupil and her/his parents usually accompanied by a member of the local authority or school.

- A review of the documentation relating to the pupil by the Headteacher and potential class teacher.

If parents, involved professionals and the school agree that a place is appropriate the local area county council will be informed.

3. Facilities

TAS is a multi campus school with several campuses across Lancashire.

4. Identification, Assessment and Provision within School

Resources

Resources within school are allocated according to the principle of equality of opportunity, to ensure equal access to the curriculum for all students.

A review of staffing and class groupings takes place each Summer term and this considers:-

- the effectiveness of the current organisation and allocation of resources.
- the implications of the leavers and the new intake of students, ie. pupil need.
- the available resources/dynamics of class groups.
- Personalised learning requirements to support all pupils in school.

Resources are allocated on the basis of pupil's statement needs, feedback from teachers/TAs to the Management Team, observations of pupil need, meetings with parents and individual pupil's review meetings. Future developments and changes are indicated in the School Development Plan.

Identification, assessment, monitoring and review procedures.

Each pupil at TAS will have an IEP and/or EHCP. IEPs are reviewed each half term and EHCPs are formally reviewed each year in line with the guidelines of the current SEND Code of Practice. The statement can be reviewed more frequently at the request of anyone working with the child.

The EHCP and, subsequently, the Annual Review is used to inform the Individual Education Plan, which is drawn up for every pupil in school. The targets set in the IEP are monitored and reviewed half termly. Pupil progress is monitored closely with progress recorded usually through the TAS progression documents. School regularly and carefully reviews the quality of teaching and learning for all pupils in order to ensure progress is made across all cohorts of pupils within school.

5. Curriculum

TAS is committed to a broad, balanced and relevant curriculum for all of the pupils. The curriculum is built around the statutory requirements of the National Curriculum, with all pupils accessing both core and foundation subjects delivered at an appropriate level and in a style suited to their individual needs and abilities.

Access to the National Curriculum is ensured through the use of an agreed programme of themes and schemes of work which deliver all aspects of relevant programmes of study. The school will deliver a curriculum which is weighted towards the primary needs of the pupils in school as identified in their statements of Special Educational Needs or EHCP i.e.

Cognition and Learning, Social, Emotional and Behaviour, Sensory and Physical, Speech, Language and Communication, Independence and Self help. These correlate very closely with the six skill areas embedded within the National Curriculum core subjects. Concentration on these areas is reflected in the guidance given on the targets we set in Individual Education Plans (IEPs) for the pupils.

All pupils have a personalised plan and timetable. All classes within the school are grouped according to age, year group and National Curriculum Key Stage, where appropriate.

6. Management

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to pupils specific special educational needs:

- Whole class teaching.
- Group work, organised according to appropriate criteria (i.e. ability, mixed ability, interest, etc).
- One to one teaching.
- Independent learning.

Teaching Assistants, specialist teachers, therapists and external agencies will be provided to advise and support children as outlined on their Individual Educational Plans.

7. Supporting Pupils with Medical Needs

School staff receive regular medical training AS APPROPRIATE to meet the diverse health needs of the pupils. This is delivered by the School Nurse or Specialist Teacher on an annual basis and includes epilepsy, asthma, diabetes and administration of medication.

8. Professional Development

The school utilises the professional INSET days for a wide variety of in-service training purposes, both internal and utilising support and other outside agencies. Professional development opportunities are available for all staff. This is based upon their individual needs, the requirements of the School Development Plan and as an outcome of Professional Development annual meetings from all staff throughout school. Staff are encouraged to gain additional qualifications wherever possible and are supported through the SENCO qualification.

9. Support from Outside School

Support and advice is provided by educational psychologists, L.A. advisors and teacher/co-ordinators, physiotherapists, speech therapists and teachers of the hearing, visually impaired MSI and ASD. The school also benefits from both formal and informal contacts with other specialists, PRU and mainstream schools in the local area and throughout Lancashire.

10. Links

The school has formal links for inclusion with a number of mainstream schools in the surrounding area. TAS has regular links with the Lancashire Care Foundation Trust particularly with regard to Physiotherapy, Occupational Therapy, Speech and Language

Therapy and Learning Disabilities Community Nursing. The school also liaises closely with Children's Social Care.

11. Parental Involvement

Prior to pupil admission the Headteacher holds a meeting with parents to gain a broader picture of the pupil's needs to ensure smooth transition into TAS. Parents are encouraged to be closely involved with all aspects of the education of their child through regular contact with the class teacher and sharing of information through the Annual Review process and the opportunity to participate in the Lancashire Parental Questionnaire.

A detailed Annual Review is prepared each year and parents are invited into school to discuss their child's progress. Termly targets identified via the child's Individual Education Plan are shared with parents. The school holds Parent/Carer days each term to give parents the opportunity to discuss their child's progress.

In addition to the formal review procedures, parents can request a meeting with the Headteacher at any time to discuss the progress of their child.

Parents are encouraged to express their opinion about the effectiveness of the provision at TAS and are guided to the lead DSLs, if unhappy with the response from the class teacher or the Headteacher.

12. Qualified SENCo's

- Kirsty-Anne Pugh
- Michelle Hill
- Simon Goodison
- Cassie Wharmby
- Rachel Wall

13. Studying SENCo's

- Mark Walton
- Lyndsay Taylor
- Lindsay Smith
- Kirsty Swierkowski

14. Campus SENCO's

- Lyndsay Taylor- St James School, Burnley
- Harry Hall- Abingdon Sport College, Blackpool
- Mark Walton- Warbreck Middle School, Blackpool
- Lindsay Smith- The Old Library, Barnoldswick
- Frankie Hargreaves- Woodlands and The Locks Floating School