



Arbour House

SEN Policy

Policy Review Date: **September 2017**

Arbour House is committed to meeting all the educational needs of pupils and ensuring that they progress. In line with our vision and mission statement to provide a creative stimulating learning community which gives every young person the opportunity to develop their full potential through our knowledge, enthusiasm, guidance and care for each individual's learning pathway and achievement.

Aims of the SEN policy

- To practice what is reflected in our school vision and mission statement;
- That pupils receive the provision set out in their Education Health and Care Plan;
- To identify the changing needs of pupils and respond to those needs.

We aim to raise standards and develop pupil's potential as individuals by providing:-

- A culture where every young person has the skills to become independent learners;
- A high quality, relevant and individualised curriculum;
- Formal recognition of achievement for all learners;
- Promoting diversity, experience and opportunities;
- High quality inspirational teaching;
- Excellent, dedicated specialist staff through high quality professional development and careful recruitment;
- A multi-professional approach to learning through partnerships with other agencies.

Objectives

These aims will be achieved 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 to expand their SEN Pedagogy;
- providing a structure within which information on pupils can be collected, provided and processed systematically through a detailed analysis of achievement and pupil progress;
- acting promptly on decisions made through target setting and analysis of pupil progress

Roles and Responsibilities

The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the Board informed about the special educational needs provision made by the school.

All teaching and teaching staff will be involved in the formulations of the special education needs policy. They are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor progress

made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the Headteacher.

New teaching staff as part of their induction are given training on specific aspects of teaching SEN pupils which included TEACCH, PECS and other communication systems.

Admissions

All pupils admitted to have an educational health care plan (EHCP) or be in the process of having a EHCP. Pupils will be admitted in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain the level of support their child will require on entry and ensure that a plan of support is in place when they enter school.

The Annual Review procedure

Arbour House is committed to a Person Centred approach to annual reviews. A programme is set at the end of each academic year for the following year. All professionals involved with each individual pupil are informed and invited to attend the Person Centred Review. If key people are unable to attend the review then it will be re-arranged to ensure that key people attend. Arbour House follows the Helen Sanderson approach to Person Centred reviews and as part of the review an action plan is produced which forms the basis of an each pupil's Individual Plan for the following year.

Partnership with other agencies

The co-ordination of work with agencies take place through the Head who has an oversight of a team working around the child.

Tracking and intervention of pupils' needs

- SMT meetings on a monthly basis review 'pupil issues' and behaviour plans or relevant pupils;
- Pupils who are identified as needing additional support are referred to the relevant agency by the SEN lead.

Pupils with Autism

Arbour House supports the needs of pupils with autism. For those pupils who require a more structured approach follow TEACCH principles either in the main part of the school or in a specific more structured ASD base.

Pupils who have English as an additional language or communication difficulties

For those pupils' who have communication difficulties or English as an additional need they will receive daily a programme to develop communication skills. Work and signage around the school will be visually supported to aid understanding and staff will use Signalong sign language to support speech.

Intervention Strategies

Arbour House is committed to equipping staff with teaching and learning pedagogy to promote outstanding SEN provision. Staff receives regular professional development opportunities through individual, department and whole staff training.

Inclusion Pathways

All pupils are encouraged to integrate with their mainstream peers wherever possible. For those pupils who would benefit from specific subject teaching in a mainstream setting then it is arranged with one of our partner mainstream campus schools.

The transition process

Pathways for pupils change as pupils make progress and grow and develop. The approach to pathways is flexible and is determined by all the factors affecting the child at the time. Decision are made through consultation with school with teachers and specialists and parents as part of the Person Centred Review process.

Access

To ensure access for pupils or parents the school has an equality and diversity action plan which includes school's accessibility plan.

Tracking Progress at Arbour House

We use our own small steps linked to curriculum pathways as our means of tracking progress in English, Mathematics and PSHE. We use the Boxall Profile to track progress in social and emotional development.

Target Setting

As stated above we have high aspirations for all pupils. We acknowledge that all pupils need challenging targets to improve outcomes. We recognise that setting challenging targets is central to school improvement.

Curriculum

Arbour House takes a functional approach to the curriculum which is bespoke taking account of individual interests and strengths.

Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the Headteacher and class teacher will meet with the parent or carer to develop an action plan.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Executive Headteacher. If the Executive Headteacher is unable to resolve the difficulty, the parents' concerns should be put in writing to the Potens Board.

Training

Potens are committed to ensuring all staff are well trained to support pupils special educational needs.

Parents

Arbour House believes that parents play an essential role in the work of the school. Parents are encouraged to come into school regularly for:-

- Parents evenings
- Coffee mornings
- Assemblies and other curriculum events
- PCRs
- Team around the child meetings
- Social events

Parents are asked their views on a variety of issues on an annual basis through the parent questionnaire.

Parents are fully involved through the Person Centred Reviews which action plans are developed and monitored by both the school, parents and pupils throughout the year. Teachers endeavor to involve pupils with their action plans and targets. Targets are visually presented to pupils and they are encouraged to talk about how they are performing. Pupils are encouraged to make simple choices as soon as they start school both within the way the curriculum is structured and the whole school commitment to Person Centred Planning. This encourages pupils to have the skills and confidence to take a meaningful part in the decision making process.

Review of the policy

This policy will be reviewed on annual basis.