Elysium Children and Education

Emerald Place Clinic School

SEND Policy and Information Report

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Elysium Children and Education

1. Our Values and Vision for SEND Provision

Our SEND Policy and Information Report aims to:

- Set out how Emerald Place Clinic School will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

"All children and young people are entitled to an education, one that is appropriate to their needs and promotes high standards and the fulfilment of potential." (SEND Code of Practice 2014).

At Emerald Place Clinic School, we pride ourselves on promoting an inclusive education for all pupils, in which every individual is welcomed and valued, regardless of their age, gender, ethnicity, difficulty of learning, severity of mental health, disability, attainment level, cultural background and experiences. We strive to foster a safe, warm and caring environment, where all pupils can learn, make progress and develop their full potential.

We embrace and contribute to the holistic model created by the hospital to ensure that both a young person's health and educational needs are being met. The school's ethos is centred on personalisation, and therefore our curriculum, whilst broad and balanced, is also relevant and highly differentiated, to meet the complex needs of each young person referred to the service and to give them the opportunity to demonstrate progress.

We firmly believe that everyone can succeed and therefore actively strive to help pupils remove some of their current barriers to learning, realise their aspirations and reach their full potential. We work closely with all partners involved in a young person's care and treatment programme in a safe yet stimulating environment and value this co-ordinated approach to our provision. We ensure that the views, wishes and feelings of the pupil and parents/carers are central to decision making about their support and what they want to achieve.

We recognise inclusion as a dynamic process, requiring critical and regular evaluation, following an Assess, Plan, Do, Review cycle. Our objective is to raise the aspirations of and expectations for all pupils with SEND, providing a focus on outcomes for children and young people regardless of the limited time they spend with us.

We are committed to ensuring that our school environment is a neurodiversity friendly one and in doing so, ensure that it is an inclusive learning environment for all of our students.

2. Legislation and guidance

This policy and information report (as required) is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The SEND code of Practice 2015, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions:

The SEND code of practice (2015) states that pupils are identified as having SEN if they do not make adequate progress once they have had relevant interventions / adjustments and good quality personalised teaching.

Special educational provision is education or provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. (SEND Code of Practice, 2015).

4. Roles and responsibilities

Everyone in the school community has a positive and active part to play in ensuring that pupils with SEND achieve their full potential. The specific roles and responsibilities of each individual are outlined in ***Appendix A***.

All school staff are required to familiarise themselves with this policy and their roles and responsibilities, and to sign and return to the Deputy Headteacher the SEND Statement ***(Appendix B).***

In the first instance matters relating to SEN will be deferred to the school SENCO, as well as the Deputy Headteacher/Headteacher. However, in the event that a student is admitted who has a level of need beyond the Deputy Headteacher's capacity within school, then Emerald Place Clinic School will seek guidance and utilise the experience of an appointed SENCO from another Elysium school site.

5. SEND information report

5.1 Areas of SEND

At Emerald Place Clinic, we identify the needs of the whole child. The Special Educational Needs and Disability Code of Practice: 0-25 Years (2015) identifies four broad areas of need:

Communication and Interaction – *e.g. Autistic Spectrum Disorder (ASD), Speech and Language difficulties*

Cognition and Learning - *e.g. Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) Specific Learning Difficulties (SpLD) (e.g. dyslexia, dyspraxia) and Profound and Multiple Learning Difficulties (PMLD)*

Social, Emotional and Mental Health Difficulties - *e.g. Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), attachment disorder and behaviours that reflect underlying mental health difficulties*

Sensory and Physical Impairment - *for example, Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI) and Physical Difficulty (PD)*

It is appreciated that some young people may have complex needs and therefore have needs in more than one of the areas outlined above.

5.2 Identifying pupils with SEND and assessing their needs
At Emerald Place Clinic, through discussions with parents / carers and the school, we will quickly identify any special requirements children already have and will tailor our educational package to suit their individual needs. Whilst working directly with the child or young person we may identify barriers to learning or a need that has not been previously prevalent and will discuss with parents, medical staff and if necessary external professionals to agree the right provision and support.

Pupils with special educational needs are identified in a number of ways, including:

- Collation of prior or home school data and information
- Baseline testing where necessary on entry to the school.
- Regular cycle of teacher assessments
- More detailed testing of individual pupils as appropriate
- Staff refer pupils to Lisa Thompson, highlighting specific concerns.
- Multi-disciplinary team meetings, highlighting social, emotional and mental health concerns.

Managing pupil needs on the SEN register:

We contact all home schools on admission to request information about current SEN provision including EHCP targets. This information is incorporated into our Pupil Profile documents. The main basis for any assessment is made through quality first teaching and interactions soon after admission. This assessment, along with information gathered from the parents, home school and child, provides the foundations for further planning to meet each child or young person's individual needs. The teachers are responsible for maintaining this information and following a continual graduated approach to each individual child or young person. This information is then passed back to the home school on discharge.

Pupils with SEND may be identified as either requiring SEND support (K) or an Education, Health and Care (EHC) Plan (E).

- **K -** a pupil with SEND requiring intervention that is additional to, or different from, those provided through the school's usual differentiated curriculum offer and strategies. This may include advice or support from outside specialists, so that alternative interventions, additional or different strategies can be put in place.

- **E –** a pupil with an EHC Plan. This identifies a pupil with a lifelong and significant difficulty, requiring a Statutory Assessment by a pupil's home LEA. An assessment can be requested by the school or parent. If an EHC Plan is issued, it will state a pupil's strengths and areas of need. It will also specify desired outcomes for the pupil, along with the steps and resources required to ensure that those outcomes are achieved within the given time frame. The Deputy Headteacher endeavours to work closely with any pupil's LEA / school to ensure that all the entitlements of an EHC Plan are still provided. The Deputy Headteacher will maintain Annual Reviews of EHC Plans and a member of the LEA invited to attend. If the school considers an EHC Plan to be necessary, the Deputy Headteacher will contact the LEA of the pupil and begin the referral and assessment process.

The school will make every effort to adhere to the timescales provided in the Code of Practice. However, the responsibility to oversee this process continues to lie with the young person's LEA.

5.3 Consulting and involving pupils and parents

a) Pupils

It is essential for all pupils to be fully involved in their education; feeling listened to and in control of their learning experiences. It is the responsibility of all members of staff to interact individually with SEND pupils in their classes, engaging in conversation about their learning and how best to support them to achieve agreed targets and meet their needs.

Pupils are encouraged to:

- have an understanding of the difficulties they experience in and outside the classroom
- celebrate their strengths and achievements
- become independent learners
- fully participate in the decision-making processes by contributing to assessments and reviews
- develop ways of helping themselves by suggesting their own personal targets
- share ideas with staff and other pupils

Pupils participate, where appropriate, in the creation of Individual Learning Plans, which detail their needs, strategies of support and SMART targets.

b) Parents and Carers

It is essential for parents/carers to be fully involved in their child's learning and to participate in decisions made about their child's education. We listen to parent's views and actively encourage discussions about educational needs and provisions. Wherever possible views and wishes will be adhered to, so they can contribute to the provision network around them and continue to thrive as individuals and reach their full potential.

5.4 Assessing and reviewing pupils' progress towards outcomes
We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Teachers will work with EPCS's SENCO, as well as the Deputy Headteacher and Headteacher. This will draw on:

- Teachers' assessment and experience of the pupil
- Their previous, progress, attainment and behaviour
- The individual's development in comparison to their peers and national data.
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and the impact on the pupil's progress.

5.5 Our inclusive approach to teaching pupils with SEND
It is the responsibility of all members of staff to be aware of the barriers to learning which pupils with SEND experience, whilst holding the highest expectations of them, so that all pupils are able to make good progress and achieve their potential. All staff are trained in effectively differentiating work and supporting SEND pupils fully in the classroom. Meeting the needs of our children with SEND is a whole school responsibility. We expect all teachers to be teachers of every child and to adjust their teaching to enable all pupils to make progress. This may involve some adaptation of teaching methods and appropriate modification of resources.

The curriculum is used creatively to meet the needs of all pupils across the key stages and with the growing focus on increasing and developing the skills and abilities of those pupils who struggle to access knowledge and understanding- so that they then have the skills to support their growth as learners whilst challenging, developing and widening the skills of all our learners so that full potential is gained for all.

Regular lesson observations and book scrutiny are carried out to continuously evaluate and improve learning experiences for all pupils.

5.6 High quality provision and adaptations for pupils with SEND
There are several systems in place to ensure that our pupils with SEND are supported to achieve.

All staff have been trained on effectively differentiating work and supporting SEND pupils fully in the classroom. Teachers are provided with detailed pupil information to inform their classroom planning. They can readily access this information and strategies provided by external agencies. The Deputy Headteacher who is the Key Teacher regularly inform staff of any changes in a pupil's needs.

The Deputy Headteacher and SENCO liaise closely with staff to ensure that pupils with SEND have good access to learning in lessons. On-going training ensures that all staff are kept up-to-date and have the knowledge to support pupils fully in lessons.

Lesson observation and book scrutiny allow teaching to be monitored, and support/strategies provided as necessary. Pupils are mainly taught in small groups and therefore have personalised support.

Some pupils will be assessed as needing additional support to maintain progress. This may be a short or longer term intervention. All small group and 1:1 intervention follows an Assess, Plan, Do, Review cycle. This structure ensures that intervention is appropriate and focused on developing the needs of individual pupils.

All provisions within the school will be monitored to assess impact in a number of ways, including:

- Regularly reviewing pupil information and sharing targets and achievements with the pupils and their families
- Key teacher reviewing and gaining the opinions of our pupils.
- Regularly tracking and monitoring academic progress
- Classroom observation by the Headteacher, Deputy Headteacher

Pupils who require Access Arrangements are tested and provided with arrangements that reflect their normal way of working. This ensures they are not put at a disadvantage and are provided with the correct support. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font or modified resources.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

5.6bTeaching Strategies (https://blog.irisconnect.com/uk/send-teaching) (Please see Appendix C)

At Emerald Place Clinic School, we strive for the best possible academic progress for our SEND learners. To provide the best support possible, we ensure that:

- enough time to spend with our SEND pupils
- we improve their progress regardless of sets, or mixed ability classes

We teach our SEND pupils to the best of their abilities using Rosenshine's principles of instructions. The 10 key findings below, will be incorporated into our teaching practice to improve our SEND pupils' outcomes:

Making learning accessible by:

a) Begin the lesson with a review of previous learning.
b) Present new material in small steps.
c) Ask a large number of questions (and to all students).
d) Provide models and worked examples.
e) Practice using the new material.
f) Check for understanding frequently and correct errors.
g) Obtain a high success rate.
h) Provide scaffolds for difficult tasks.
i) Encourage independent practice.
j) Plan monthly and weekly reviews.

Differentiating & scaffolding the Learning and the Resources

We will provide our learners with opportunities to learn in small steps, check on their progress regularly and develop their independence as much as possible.

Revisit, review & retrieve knowledge

We will be conscious of the limited capacity of working memory. Sequencing and scaffolding tasks will take place simultaneously with revisiting, reviewing, and retrieving knowledge to transfer it to long term memory.

Familiarise the abstract

We will use Jerome Bruner's three stages of cognitive representation, which are:

- Enactive-the representation of knowledge through actions.
- Iconic-the visual summarisation of images.
- Symbolic representation- the use of words and other symbols to describe experiences.

Praise the effort instead of the result

We will use the power of positive reinforcement - praise the effort instead of the result. We focus on the learning journey, not only the destination; thus, ensuring that understanding of our mistakes are a necessary part of being successful.

Promote a growth mindset

We recognise that for some of our students, the sense of success might not be their ordinary experience. They might anticipate failure instead of being successful, especially if they compare themselves with others. We strongly believe in the power of our mind. As we strive to ensure that our students become resilient, perseverant, and hungry of knowledge, we will encourage them to continuously learn from their mistakes.

Balance physical with digital

Where possible and depending on students' health, we will use laptops or other digital resources to make learning interesting, accessible, and independent; however, we will at times supplement this with tactile or physical resources (this will only be implemented after discussion with the hospital staff).

Work closely with SENDco

We will work with the home school LSAs or/and TAs. Our SENDCo & SENDCo from other Elysium schools to gain appropriate support to maximise our SEND pupils' learning. To do this, we will often liaise with the SENDco, with certain LSAs prior to the lessons to discuss our planning and resources. Where possible, we will also use information from the home school's website.

Seek Opportunities Discuss/Reflect on our Provision

We will use informal peer discussions and observation to reflect and improve our strategies for delivery with our SEND pupils. We use continuously check if we:

- Increased accessibility which makes learning visible
- Promoted independence
- Increased 1-1 lesson interventions
- Development of fluency

Share good practice

As we promote a positive learning culture by encouraging feedback from learning walks or informal visits, we will share examples of good practice with our colleagues as well as learning from their classroom experiences so we can constantly develop as teachers and provide the appropriate support for our SEND pupils.

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5.7 Supporting pupils with transition and preparing for adulthood

Pupils are supported at each point of transition, whether this be between key stages whilst they are educated at Emerald Place Clinic School or with their home school.

We liaise closely with home schools to ensure a smooth transition between settings. Baseline data and information is requested to ensure teaching is appropriately planned and reflective of a pupil's needs.

Where applicable further support may be required by the Emerald Place Clinical team, including psychology, family therapy, occupational therapy.

Where appropriate, a pupil will be taught life skill lessons to support them in their preparation for adulthood. As SEND pupils move from school to other education establishments or employment the Deputy Headteacher/Key Teacher will provide information and reports to ensure a successful transition.

5.8 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress
- Using pupil questionnaires / pupil voice
- Monitoring by the Deputy Headteacher
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.9 Collaboration between education, health and social care services

We work closely with all stakeholders to ensure that the needs of a student are fully met. When necessary, advice will be sought from external advisors and professionals concerning appropriate next steps. Not exclusive to but including the appropriate professionals supporting the students at Emerald Place Clinic.

5.10 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

6. Quality Assurance and Impact

The Management Committee (MC) will support Emerald Place Clinic School in the implementation of this policy and will include monitoring, evaluation and review. The MC will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. It will also be updated by Deputy headteacher & Headteacher if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Safeguarding
- Equality information and objectives
- Supporting pupils with medical conditions.

Appendices

Appendix A: Roles and Responsibilities

The Headteacher will:

- Work with the Deputy Headteacher to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

The Deputy Headteacher/SENCO will:

- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school
- Ensure that the school carries out its statutory responsibilities regarding all pupils with SEND including the Code of Practice for Special Educational Needs 2015 and the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Put provision in place to ensure progress of all pupils with SEND
- Support all staff in understanding the needs of pupils with SEND and work with staff, parents, and other agencies to develop effective ways of bridging barriers to learning through assessment of needs, monitoring of teaching and pupil achievement and target setting through Personal Learning Plans
- Advise and support staff on the graduated approach to providing SEND support.
- Regularly monitor progress towards targets for pupils with SEND.
- Be the point of contact for external agencies, especially local authorities and their support services
- Liaise with home-schools and potential next providers of education to ensure pupils and their parents are informed about options, and a smooth transition is planned.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Provide regular information to the head teacher and management committee on the evaluation of SEN provision.
- Co-ordinate Annual Reviews and reviews of Personal Learning Plans
- Liaise with SENCo from other Elysium sites for advice if the SEN need is beyond the capacity alongside other responsibilities within the school.

Class teachers are responsible for:

- The progress and development of every pupil in their class
- Working with the Deputy Headteacher/SENCO to review each pupil's progress and development and decide on any changes to provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Ensuring this SEND Policy is followed.

Quality Assurance and Impact

- The Management Committee (MC) will support Elysium Children and Education in the implementation of this policy and will include behavioural issues as a standing agenda item in each MC meeting.

Appendix B: SEND Statement

"All children and young people are entitled to an education, one that is appropriate to their needs and promotes high standards and the fulfilment of potential." (SEND Code of Practice 2015).

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Responsibility for SEND: Deputy Headteacher/SENCO

The SEND Policy is in the policy folder.

- I can confirm that I have read the SEND Policy.
- I have been made aware of my duties to ensure an inclusive education for all pupils.
- I have been made aware of who I can contact with any queries or for SEND support.

Name:_____

Signature:_____

Date:_____

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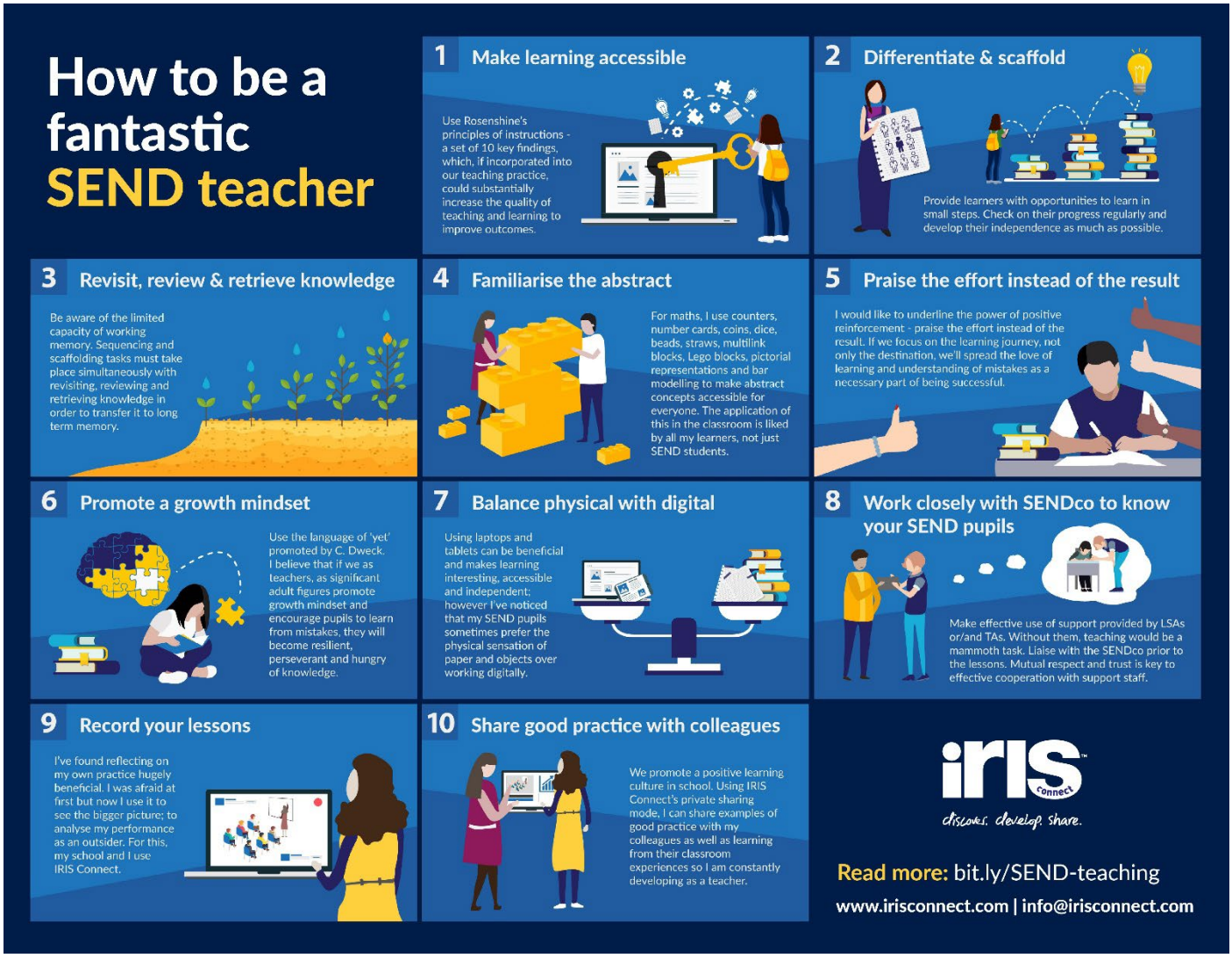
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