



**The Grange
Therapeutic School**

SEN POLICY

GP06

Revised Date: October 2020	1	SEN Policy
Review Date: October 2021		Revised by: R Hurst

Revised Date: October 2020	2	SEN Policy
Review Date: October 2021		Revised by: R Hurst

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1. Aims

Response to our pupils' Special Educational Needs (SEN) is an integral part of the work of the school and reflects some key principles, which are:

- Putting pupils as our first priority
- Setting challenging targets for all partners and acknowledging effort and success
- Establishing high levels of professional confidence and competence
- Creating a climate of openness and honesty
- Recognising that progress depends on partnership
- Valuing initiative and enterprise
- Identifying the critical importance of excellent leadership
- Maximising the potential of new technology and learning
- Maintaining and enhancing the religious, cultural and linguistic diversity within our community.

The Grange Therapeutic School embraces the following principles and understandings when meeting SEN:

- A child with special educational needs should have their needs met
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education based on the National Curriculum.

2. Legislation and guidance

This document is written based on the statutory guidance from the Special Educational Needs and Disability (SEND) Code of Practice 0-25 2015 in conjunction with the following legislation:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disabilities Regulations 2014
- Equality Act 2010.

3. Definition

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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4. Roles and Responsibilities

4.1 The SENCO

The SENCO role covers both school sites (Lower School and Upper School) and is performed by Ryan Hurst (rhurst@knossington.rutland.sch.uk)

The SENCO will:

- Work with the Senior Leadership Team to determine the strategic development of the SEN policy and provision in school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHCP's
- Oversee the schools intervention programme
- Support all staff in meeting the SEN learning needs of students
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Be a point of contact for external agencies, especially local authority and its support services
- Advise on the schools delegated budget and other resources to meet pupil's need effectively
- Liaise with parents of pupils with SEN.

4.2 The Headteacher

The Headteacher will:

- Work with the SENCO and Senior Leadership Team to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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
- Working with the school SENCO to review each pupil's progress and develop and decide on any changes to the provision
- Ensuring they follow this SEN policy.

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5. SEN information report

5.1 The kind of SEN that are provided for

The Grange Therapeutic School is an independent specialist provision that provides support for a range of needs including:

- Communication and interaction needs, for example, autistic spectrum disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Social, Emotional and Mental Health (SEMH) difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD) and Oppositional Defiance Disorder (ODD)
- Cognition and learning needs such as Dyslexia and Dyspraxia.

5.2 Consulting and involving pupils and parents

The school aims to work in partnership with parents/carers to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parents' concerns are taken into account
- Everyone understands the agreed outcomes for the child
- Everyone is clear on what the next steps are
- Parents have the opportunities to play an active role in the child's education
- Parents/carers have the opportunity to discuss ways in which they and the school can help their child
- Parents can be kept informed about any additional support their child is receiving.

These conversations are held informally via regular telephone conversations or during Annual Reviews of the child's EHC plan.

As a school we involve pupils, wherever possible, in making decisions through;

- Identifying their own needs and strengths
- Individual targeting across the curriculum in the form of IEP's (Individual Educational Plan's)
- Self-review of their own progress and setting of new targets.

5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach of assess, plan, do review. Class teachers/departments will work with the SENCO to carry out an analysis of pupil needs. This will draw on:

- The teachers assessment and experience of the pupil
- Previous progress and attainment
- The individuals development in comparison to their expected progress.

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

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5.4 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils through various different means including, resources, support and outcomes.

We will also provide the following interventions as required:

- Reading and Literacy interventions
- Numeracy interventions
- Therapeutic support
- Speech and Language Therapy

5.5 The curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met. Our curriculum and learning environment is:

- Differentiated to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapted using resources and staffing
- Supported by using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiated through our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Supported by individual education plans
- Using a range of on-site and off-site activities to help support pupil progress.

5.6 Evaluating the effectiveness of SEN provision

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

- Reviewing pupil progress towards their ECHP annually in the form of a review
- Monitoring pupil progress towards their individual education plans and setting new targets every term
- Using the graduated approach to help support and monitor interventions.

5.7 Complaints about SEN provision

Any complaints relating to the provision of SEN will be dealt with in line with the schools complaint policy.

6. Monitoring arrangements

This policy will be reviewed by Ryan Hurst every year. It will also be updated if any changes to the information are made during the year.

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7. Links with other policies

This policy links with other school policies such as:

- Assessment guidelines
- Curriculum policy
- Behaviour policy
- Equal opportunities
- Complaints.

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