



Policy Under Review 

Special Educational Needs (SEN) Policy

Version: 2.02

Date Released: 5th July 2013

The objectives in making provision for pupils with SEN and how the policy will contribute towards meeting the objectives.

Harbour School has a specific duty to educate children with SEN; specifically those identified as having 'Social, Emotional, Behavioural and Learning Difficulties', (BES and LD).

Harbour is committed to ensuring the children placed there make progress and achieve well through addressing the details of educational statements and co-ordinating the support work of the LA and other agencies external to the school. This introductory paragraph is the foundation of the ethos of the school and also informs the policy which will contribute towards meeting the following objectives that are aimed at effectively providing for pupils with statements for BES&LD.

Introduction

At Harbour all pupils are welcome and treated and valued equally irrespective of their identified SEN or the way in which it is manifested.

Harbour welcomes all pupils with SEN as an integral part of the school community. The school is committed to providing effective differentiation to offer curriculum and social access to all pupils.

The school recognises the need to provide individualised educational and curriculum planning and provision to many of its pupils.

Harbour acknowledges that some children will need additional support extending to a one-to-one basis on occasions. Teaching and pastoral support may be located in areas outside of the main body of the school when relevant to certain individual needs and situations.

The school will provide the best individualised support packages possible and these will be reinforced with specialist advice and the explicit involvement of external agencies when appropriate.

Harbour recognises the importance of early identification of SEN and will work with other providers of services for those with BES&LD to ensure that the earliest and most appropriate support is offered to a child. This may involve work with other schools and with families before the child attends Harbour.

Harbour is committed to working closely with the families of children with SEN. Parents, guardians and carers responsible for the children who attend the school will be respected and valued as partners and communicated and consulted with on a regular basis. They will be fully involved in their child's education, attendance issues and behaviour management.

The pupils will also have a voice that is valued and consulted with both within informal and formal arenas. Harbour recognises that children have a right to be involved in decision making about their education and future and the school looks to

work with its pupils as partners and place emphasis on them taking responsibility for their time at the school.

Harbour will endeavour to work as efficiently and effectively as possible with all agencies involved with the children. A multi-disciplinary approach to SEN will be adopted and developed by the school at every opportunity.

1 - The arrangements for co-ordinating the provision of education for pupils with SEN.

All pupils at Harbour have a statement of educational need so the school takes a whole-school approach to co-ordinating the response to SEN, which is then monitored by the LT.

Administration staff are responsible for the setting up of new files containing essential information such as previous school records and original and amended statements of special educational need.

These records are overseen by the LT who are advised on their accuracy and content by tutors who access and update the files for a variety of reasons. Liaison amongst the staff concerning the pupils SEN, takes place constantly meetings and other information sharing exercises are co-ordinated by the multi-agency co-ordinator.

Extra support for those pupils in crisis or with higher level of need is organised by the multi-agency co-ordinator and LT who have responsibility for timetabling within the school.

A need for extra resources can be brought to the Head teacher and the matter will then be discussed within the LT. The governors will be consulted if the school requests additional staffing or other resources.

Staff are advised on strategies for meeting pupils SEN by the rest of the staff and by the multi-agency co-ordinator, the multi-agency co-ordinator also co-ordinates external advice and support when appropriate.

2 - The admission arrangements for pupils with SEN who do not have a statement if they differ from the arrangements for other pupils.

All pupils who attend Harbour have a statement and are considered for admission to the school if the statement matches the provision the school offers.

A senior member of staff observes the pupil in their current educational establishment wherever possible and the pupil is invited to visit the school with or without a significant adult depending on pupil and family preference.

A further visit to the school may occur before a school place is offered if this is deemed appropriate and a place is available.

3 -The kinds of provision for SEN in which the school specialises.

The school operates in as empathic manner, as possible, to take account of the varied special needs encompassed within the BES&LD category. Harbour endeavours to work to the best of its ability with children who are disaffected as well as emotionally challenged and recognises that overt behaviour may stem from sources such as ASD and communication difficulties.

The informal approaches of the staff, their pedagogy the curriculum and the environment are all aimed at maximising the inclusion of all the pupils. Most of the pupils are educated in small groups with a teacher and one or two teaching assistant supporting the class.

Some pupils achieve more whilst accessing individualised timetables and this may involve a shortened day or one-to-one teaching in a separate area.

Whilst catering for all pupils the school has high expectations of behaviour and academic effort.

4 - How pupils with SEN are identified and their needs determined and reviewed.

Pupils who attend the school have been statemented previously by the LA whilst in another school or on role at the 'Pupil referral unit', (PRU). As such the school is not directly involved with the identification of special needs. The staff at Harbour, do however, work directly with families and other stakeholders if it is felt that a pupil has additional or different needs to those named on the statement. This can lead to a statement being updated, additional support being requested or on rare occasions an alternative placement being recommended.

All pupils have an annual review report and meeting every year and are actively encouraged to 'own' and act upon the aims and objectives contained in annual review reports.

Pupil progress and concerns are also monitored and evaluated at bi-termly pupil progress meetings led by the LT.

5 - Arrangements for providing access by pupils with SEN to a balanced and broadly based curriculum (including the NC)

Harbour School is committed to providing the best possible differentiated curriculum to meet the very individual needs of its student population.

Subjects are taught to the small well-supported groups and verbal and written work is always differentiated to the correct level for the individual. Occasionally the best way to offer curriculum access at the correct level is deemed to be on a 1-to-1 level

in a separate teaching area, however all pupils are encouraged to participate in learning within the class environment whenever possible.

Short and medium term planning supports the curriculum provision. This combines with detailed 'Schemes of work', (SOW), shared planning sessions and peer observation between groups of staff to ensure broad and consistent curriculum coverage at the correct levels.

Teaching staff have specific subject leadership responsibilities within the curriculum. An important part of this leadership is identifying and purchasing resources that offer curriculum access at the correct differentiated levels to all pupils. The LT and Subject leaders also carry out curriculum monitoring, checking pupil's samples of work and teacher's planning to ensure that the schemes of work are completed. The strenuous lesson observation timetable operated by the school evaluates and reviews the curriculum on a frequent basis. Information from lesson observations is collated and acted upon by the LT who have overall responsibility for the curriculum.

6 - How pupils with SEN engage in the activities of the school together with pupils who do not have SEN.

All the pupils who attend Harbour have been identified as having SEN. In spite of this all employees and stakeholders in the school community regard them as fully participative members of the school community and society. Equality of provision and identity are fundamental to the school ethos and the entire school exists on the basic premise that all people are entitled to the same level of respect irrespective of impairment, age, gender or ethnicity.

There are no disabling barriers that cannot be overcome by the correct attitude of the staff and pupils.

Parents or children who may feel disempowered by physical or cognitive impairment or who may feel anxious about their social status are welcomed wholeheartedly by the school. If parents or carers are unwilling to visit the school then representatives of the school are always willing to visit at home.

7 - Any arrangements made by the LT relating to INSET for staff in relation to SEN.

The school is committed to providing and facilitating attendance at in-service training in all relevant areas of SEN provision. An annual needs analysis is undertaken to identify individual and whole school training needs.

8 - The use made of teachers and facilities from outside the school including links with support services for SEN.

The school continues to develop its links with external agencies. (See 11)

9 - The role played by the parents of pupils with SEN.

Harbour depends on successful partnerships with parents and the existence of two-way support and communication between home and school. Many of the expectations that members of this partnership can have are outlined in the home-school agreement that is signed by the parent or carer as well as a member of the SMT.

The school has an 'open-door' policy that means parents can approach the school at any time if they feel they have an issue or a problem. Meetings or a home visit will always be arranged for a parent at their request.

Parents and carers are welcome to visit the school and have access to staff to discuss their child's progress or other school related issues they may have through parent evenings and weekly phone calls and the home school books.

The school is happy to work with the parent partnership, who are welcome to attend meetings so they can provide advocacy for parents and carers who may feel they need support from outside the school when dealing with certain issues.

The views of parents and carers are always listened to and treated as an invaluable source of information as to how the school is providing for children with SEN.

It is hoped that the policy and practice of the school reflect that it is often the parents who know their children best and have much to offer the school.

10 - Any links with other schools, including special schools, and the provision made for the transition of pupils with SEN between schools or between the school and the next stage of life or education.

Harbour School actively encourages and promotes the reintegration of pupils into mainstream environments whenever and wherever possible.

Pupils in years 10 and 11 have opportunities to access the mainstream in colleges and at work placements.

The possibility of reintegration into the mainstream is discussed with LT and other relevant members of staff.

Harbour school will actively support young people into education, training or employment and will track and encourage its ex-students to be successful in their chosen areas.

11 - Links with child health services, social services and educational welfare services and any voluntary organisations.

The school recognises the importance of the involvement of external agencies in the lives of the pupils and in contributing to the best practice of the staff. This input is co-ordinated by the Multi-Agency Co-ordinator who may suggest to parents and tutors that input is needed or can be approached by the same parties to organise external agency support for a child.

The school will contact and promote active working relationship with social services, the youth offending team, the child and adolescent mental health service, the educational psychology service, the educational welfare service and the local police. Harbour will encourage students and families to access effectively with the speech and language provision and other medical, clinical and peripatetic services that offer support to the children and those who work with them.

The school is committed to working with and developing all partnerships with external agencies and service providers.

COMPLAINTS

Any complaints regarding the SEN Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher.

If parents need further advice they are welcome to arrange a meeting with the Assistant Head Teacher / Head of Education.

If they feel their child's needs are still not being met they should make an appointment to see the Head Teacher.

If however, parents are still concerned, they may contact the Governor responsible for SEN and/or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the mediation service. The school will inform parents of these services.

MECHANISMS FOR REVIEW & EVALUATION OF THE SCHOOL'S SPECIAL NEEDS POLICY

The success of the school's SEN Policy and Provision is evaluated through:

- Monitoring of classroom practice by the Leadership Team and Subject Co-ordinators.
- Pupil Progress Meetings
- Analysis of pupil tracking data and test results:
 - ◆ For individual pupils
 - ◆ For cohorts
- Value-added data for pupils on the SEN register.
- Termly monitoring of procedures and practice by the SEN Governor.
- School self-evaluation, using a variety of approaches.
- The Governors' Annual Report to Parents.
- The SEN moderation process.
- The School Improvement Plan / SEN Development Plan.

APPROVAL & ADOPTION

This policy was formally approved and adopted at a Children's Team Meeting held on:

Signed:

Signed:

UPDATE SCHEDULE

Version	Date	Reason for Update
2.0	24/09/09	Policy - Amendments
2.01	28/11/12	Complete Revision of Whole Policy
2.02	5/7/13	Minor Amendments