

PRESFIELD HIGH SCHOOL & SPECIALIST COLLEGE



SEN Policy and Information Report

Date Ratified:

24th March 2021

Date for review:

24th March 2022

(annually)

Signed:



Chair of Governors

Contents

1. Aims.	2
2. Legislation and guidance.	3
3. Definitions.	3
4. Roles and responsibilities.	4
5. SEN information report	5
6. Monitoring arrangements.	12
7. Links with other policies and documents.	13

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Shaping Futures, Changing Lives

Presfield School changes lives. We know this is a bold statement but we say it with confidence. We believe passionately in providing our students with the best possible opportunities to enable them to contribute positively to wider society by providing an ambitious, bespoke and challenging academic and social curriculum. We are an inclusive and happy school, which believes in maximising the potential for all our unique students. Parents choose to send their children to a specialist school to ensure they are supported to progress socially as well as academically. We place as much emphasis on progress in social development, independence, resilience and self-regulation as we do in academic progress. This does not mean we have low academic aspirations.

- We want our learners to feel safe, happy, confident, valued, empowered and listened to; respecting themselves, others and the world they live in.

- We want our learning environment to reflect the needs and celebrate the success of all our students.
- We offer learning experiences which are motivating, challenging and which help prepare the students for life.
- We want our learning opportunities to be creative and inclusive; engaging the individual to fulfil their potential and promoting success in lifelong learning.
- We want our students to leave us as confident and competent communicators. We want them to be able to take their place in society as considerate and responsible young adults.
- We want our students to be employed and we want them to make meaningful contributions to society.

2. Legislation and guidance

This policy and information report 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 SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The terms SEN and SEND are often used interchangeably and stand for Special Educational Needs and Disability.

“A pupil has SEN where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to pupils of the same age.” The New Code of Practice - SEND 0-25.

This means providing help that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. Students will have needs or requirements which will fall into at least one of these areas.

Many students will have interrelated needs.

- Communication and Interaction
- Behaviour, emotional or social development
- Cognition and Learning
- Sensory or physical

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs L Elston Email lelston@presfieldschool.org

They will:

- Work with the Headteacher and governors to determine the strategic development of the SEN policy and provision in the 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 who have EHC plans
- 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
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The Governors

The governors will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and governors to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with teaching assistants and/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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides a provision for students with a diagnosis of Autism. However many students also have additional needs, including

- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

5.3 Consulting and involving pupils and parents

Each year the child's EHCP review will focus on the progress a student has made and ensure the provision is being provided to support the student to progress. Parents and students will contribute to the annual review process ensuring the EHCP is co-produced.

5.4 Assessing and reviewing pupils' progress towards outcomes

"At the heart of the work of any secondary school is a continuous cycle of planning, teaching and assessing - which takes into account the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress with these arrangements. Those children whose overall attainments or attainments in specific areas fall significantly outside the expected range may have Special Educational Needs" (New Code 2014)

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- 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

The assessment will be reviewed regularly.

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 interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Students will be supported through transition into the school, from year to year and away from the school (see transition policy).

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Teachers should have high expectations of all our students. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- SALT
- OT Mental Health and Sensory
- Behavioral support
- Anger Management
- Academic interventions
- Pastoral support
- Therapy/emotional support animals
- Sensory assessment and intervention
- Identify and manage emotions
- Self Esteem and self awareness
- Physical movement/coordination development
- Drawing and Talking
- Form team intervention

5.7 Adaptations to the curriculum and learning environment

At Presfield we believe the curriculum is not just based on timetabled academic lessons, but on the student's entire experience at school. We place as much importance on the "hidden curriculum" including social communication, wellbeing,

resilience, life skills, career readiness and behaviour change as we do on subject knowledge. The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural Experiences and knowledge of democracy and the rule of law. Our ten pledges to our students help them develop socially, spiritually and culturally throughout their time at Presfield. They support students to gain experiences which may be difficult for them to access within their family units. We firmly believe in enabling our students to have a wide vocabulary and good reading skills, to support them on their journey to become employed where possible or to access voluntary work. We are geared up in supporting our students to become well rounded citizens making a meaningful contribution to society.

Key Stage 3

Presfield School broadly follows the national curriculum at Key Stage 3. Communication is often a barrier for students with a diagnosis of Autism. As a consequence, all students are formally taught social communication. Although MFL does not feature discretely as a separate subject on the timetable students with an aptitude and keenness to learn MFL are offered a tutor to support this. Life Skills is taught to support students' acquisition of knowledge and skills to enable them to understand, function and contribute to wider society. RE is taught within the context of Social and Ethical Studies as the concept of spirituality can be a barrier for many students who are very literal in their thinking.

Key Stage 4

At Key Stage 4 students are put into sets for English, Maths and Science. This allows for highly differentiated support to be offered to students and qualifications to be gained that will allow them to access further education, employment and training. Here at Presfield we offer highly bespoke timetables to meet the needs and aspirations of all our students. At the end of Year 9 students will be presented with options for their curriculum. These options change year on year and are designed not only to facilitate the interest of students but to provide a broad qualification suite to support them in the next step of their journey. Whilst we do not offer the full Ebacc due to not discretely teaching MFL, we can, where it is in the best interest of the student provide an MFL tutor. Social communication and life skills are still at the heart of our curriculum ensuring that students make social progress to support them in making a meaningful contribution to society. Students are able to access a range of GCSE and Level 1 and Level 2 qualifications.

14-19 Pathway

A 14-19 curriculum has been carefully constructed to meet the needs of the some individual students we have identified would benefit from this pathway. The students identified are mostly working at the pre-GCSE Entry Level and have an ASC

diagnosis that impacts significantly on their social and communication skills. All of the students are likely to need long term assisted living and the aim is to establish more independence for the students so that their personal living and quality of life may be improved.

Overall the 14-19 curriculum is highly individualised and adapted to the specific ASC needs of the students, it maximises their life and living chances by supporting their independence and allowing them to access more relevant Entry Level qualifications in preparation for their future and adult needs. This curriculum was piloted in the first instance and evaluations found it to be very successful.

Bridging course

The bridging course has been developed to enable students who need considerable support to access formal qualifications. This is a group of learners who have been identified as falling between the 14-19 pathway and Sixth Form. They will study functional English and Maths and life skills.

Key Stage 5

The KS5 curriculum is designed for students who may not be ready to access Level 3 qualifications or a mainstream FE setting. There is a significant focus on employability and independence in the Sixth Form with students working towards formal qualifications in employability.

There are different pathways in the Sixth Form:

Path A is a highly academic pathway with GCSEs in Maths, English, Science and Art available and a Level 2 qualification in Employability.

Path B is a course where GCSEs are available in Maths, English, Science and History and a Level 1 qualification in Employability.

Path C is a highly vocational pathway where students focus on Entry level English and Maths, life and work skills alongside an Entry level in Employability.

Bespoke timetables are compiled where required to support the academic and social needs of the student.

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, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Additional Arrangements for accessing external qualifications.

5.8 Additional support for learning

As each student is seen as an individual each has a variety of bespoke support measures to help aid their learning potential. Each child has an LSP (Learner Support Plan) which are drawn up during their first term at Presfield High School. They have AET targets to track their individual social progress. Some students also benefit from more specific support to help them achieve their potential such as Speech and language, OT mental health and sensory assessments. Positive Handling Plans are used to support students through pre-arranged strategies and methods based upon a risk assessment. It is essential that the physical management of pupils is seen as a rare occurrence and as a last resort. Sensory Diets:- All students have a sensory assessment leading to a personalised plan of sensory needs that provides the sensory input a student needs to stay focused and organised throughout the day. One to One Support:- Some students receive 1-1 support due to their specific needs, these are individualised support, for example emotional wellbeing, reading, anger management or whatever is required.

We have two teaching assistants within each class. We also have several TA's who are trained to deliver interventions such as anger management, drawing and talking therapy, self esteem and confidence, English, Maths and Science interventions and emotional regulation.

We work with the following agencies to provide support for pupils with SEN: (this list is not exhaustive)

- CAMHS
- SWACA
- Autism Initiatives
- NAS
- New beginnings
- Mermaids
- School nurse
- ASC nurse
- Specialist nurses where relevant
- Police
- Social care
- Early help
- CAS
- YOT
- Children and Family Centres
- VENUS

- Cerebra
- Well young Sefton
- Food banks and other charitable organisations.

5.9 Expertise and training of staff

The quality of learning in all its forms is the most important aspect of the school and the quality of teaching is one of the most important factors contributing to this. Staff are able to access a range of training opportunities to support academic delivery and social and emotional understanding. We continue to strive to gain a better understanding of our students, Autism and associated conditions.

Our SENCO has 2 years' experience in this role.

We have a team of 34 teaching assistants

In the last academic year, staff have been trained in

- Sensory Processing
- Tracking social progress
- The new Ofsted framework
- Deep dives
- Behaviour restoration
- Cultural Capital
- Delivering lessons on google classroom
- Covid catch up funding
- Epilepsy
- Health care plans
- Provision Map
- Learning Support Plans
- School Pledges
- Tracking student progress
- Student expectations during lockdown
- Team Teach
- Prevent
- Child bereavement
- Behaviour modification
- Attachment disorder

We use specialist staff for Speech and Language, sensory assessments and mental health support

5.10 Securing equipment and facilities

Students who require specific equipment and facilities as described in their EHCP will have these provided by the NHS, Sefton or the school.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual academic progress termly
- Reviewing pupils' social progress through the Autism Education Trusts show progress tool, termly
- Reviewing the impact of interventions recorded on our provision map
- Using pupil surveys
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in another school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays ect
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The schools accessibility plan is available on the school website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Specific teaching of emotional vocabulary through social communication and life skills lessons
- Specific teaching of the emotional thermometer
- The ALERT programme
- A life skills and social communication curriculum
- Tracking progress through the Autism Education Trust tracker and show progress tools
- Pupils are encouraged to contribute to the annual reviews and updating of the EHCP.
- Pupils are encouraged to be part of the student council

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

When it is established that a student requires extra support we will work with the student and their parents to refer into other agencies . We are proactive in our approach so that students and families get the support they need in a timely manner. We refer in through the agency's own referral process. We are keen to be part of the 'team around the child or family' to help bring about positive change and to bring our specialist knowledge of the child's ASC and how it affects them and the family.

5.15 Complaints about our SEN provision

Students have a right to make a complaint and there is a clear and accessible avenue by which students can alert the appropriate adults to any concerns they are having within Presfield. Staff, parents and carers, community members placing? local authorities and professional organisations also have the right to make a complaint to the school. If the complaint is not concerning the school the Head Teacher will direct the complainant to the right organisation.

When responding to complaints, we aim to:

- Be impartial and non-adversarial
- Facilitate a full and fair investigation by an independent person or panel, where necessary
- Address all the points at issue and provide an effective and prompt response.
- Respect complainants' desire for confidentiality
- Treat complainants with respect and courtesy
- Ensure that any decisions we make are lawful, rational, reasonable, fair and proportionate, in line with the principles of administrative law
- Keep complainants informed of the progress of the complaints process
- Consider how the complaint can feed into school improvement evaluation processes. We try to resolve concerns or complaints by informal means wherever possible. Where this is not possible, formal procedures will be followed

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

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Speech and Language:

Hoghton Street Clinic, (North Sefton Area), 52 Hoghton Street, Southport PR9 0PN:

01704 395884

Netherton Health Centre (South Sefton Area), Magdalen Square, Netherton, L30 5SP:

0151 247 6109

Occupational Therapy:

North Team, 52 Hoghton Street Southport, PR9 0PN:

01704 395895

South Team, Sefton Carers Centre, 27-37 South Road, Waterloo, Liverpool L22 5PE:

0151 252 5836

Community Paediatrics, Alder Hey Children's NHS Foundation Trust:

0151 228 4811

SENDIASS (Special Educational Needs and Disability Information Advice and Support Service)

0151 934 3334

Sefton Parent Carers Forum:

07541 326860

SEN Team

SSENI (Sefton Special Educational Needs and Inclusion Service) Admin:

0151 934 2347

5.17 Contact details for raising concerns

Tony Fay (Head Teacher) email- tfay@presfieldschool.org, Phone 01704227831

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.sefton.gov.uk/localoffer>

6. Monitoring arrangements

This policy and information report will be reviewed by the Presfield Governing body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Anti Bullying
- Behaviour
- Care and Control
- Education visits
- Equality and objectives
- Medical conditions
- Mental Health
- Safeguarding policy
- Sensory
- Speech and Language