

SPECIAL EDUCATIONAL NEEDS POLICY

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1. INTRODUCTION

The Education (Special Educational Needs) (Information) (England) Regulations 1999 and The SEN Code of Practice (2001) sets out the information which a company's policy for special educational needs must contain. This policy has been revised in the light of the changes within The SEN Code of Practice (2001).

This policy details the provision for Young People with special educational needs that The Boulters provides that is 'additional to' or 'different from' the provision made for all Young People throughout the company.

Our central aim is to reduce the barriers to effective learning for Young People with special educational needs.

2. THE POLICY

Basic Information about the company's special education provision The Education Act (1996) provides a definition of special educational needs:

"Young People have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them."

Young People have a learning difficulty if they:

1. Have a significantly greater difficulty in learning than the majority of Young People of the same age; or
2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for Young People of the same age; or
3. Are under compulsory company age and fall within definition (a) or (b) above or would so do if special educational provision was not made for them.

Young People must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means that:

Educational provision that is additional to, or otherwise different from, the educational provision made generally for Young People of their age in schools maintained by an LEA.

Objectives:

The objectives of our policy are:

- To ensure the early identification of all Young people with special educational needs
 - To address identified special educational needs effectively using all the resources available to the company.
 - To ensure that all staff within the company are committed to providing effective education for all Young people with special educational needs
 - To ensure that the views of the Young Person with special educational needs are actively sought and taken into account
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- To work in partnership with the RSWs/social workers of Young people with special educational needs and to recognize the vital role they have to play in supporting their Young Person's education
 - To ensure that Young People with special educational needs have full access to a broad, balanced and relevant education, including an appropriate curriculum.

The Co-ordination of provision of education for Young People with special educational needs:

The co-ordination of special educational provision within the company is the responsibility of the SENCO.

The SENCO will:

- Oversee the day-to-day operation of the SEN Policy
- Co-ordinate provision for Young People with special educational needs
- Liaise with and advise other members of staff
- Oversee the records of all Young People with special educational needs
- Liaise with RSWs/social workers of Young People with special educational needs
- Manage all correspondence relating to special educational needs
- Contribute to the in-service training of staff
- Manage the budget for special educational needs
- Liaise with external agencies including the educational psychologists, LEA support services and health and social services and voluntary bodies.

Arrangements for Young People with Special Educational Needs:

Young People with special educational needs, who do not have a statement of special educational needs, will be subject to the same arrangements as all other Young people.

Young People with a statement of special educational needs will always be treated the same as others.

The Boulders Ltd has experience in meeting the needs of Young People with special educational needs in the areas of: -

- Behaviour, emotional and social development
- Communication and interaction
- Cognition and learning
- Sensory and/or physical

Arrangements for providing access by Young People with special educational needs to a balanced and broadly based curriculum.

Within The Boulders Ltd, all Young People have access to the full curriculum. This includes the National Curriculum and the National Literacy and Numeracy frameworks. We use a variety of teaching and learning approaches to maximise the achievement of all our Young People.

Curriculum planning is differentiated and flexible to recognise the individual needs of all Young People and to ensure progression for all Young People.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all Young People and offers three key principles for inclusion:

- Setting suitable learning challenges
- Responding to Young People's diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of Young People.

Within The Boulders Education we embrace these principles and apply them in planning, teaching and assessing our curriculum.

How Young People with special educational needs engage in the activities together with Young people who do not have special educational needs:

All Young people with special educational needs have full access to the environment, resources, staff and activities of our company.

Some Young People with special educational needs may require some form of 'special provision' to enable them to access some activities.

How the Board of Directors May evaluate the success of the education, which is provided:

The company undertakes regular monitoring and evaluation of policy and practice for special educational needs through the following approaches:

- Teaching observation
- Monitoring of teachers' planning and assessment records
- Analysis of assessment outcomes
- Monitoring of special educational needs records including: individual education plans, individual education plan reviews, Annual reviews of statements etc.
- Monitoring of the progress of Young People with special educational needs in meeting individual education plan targets.
- Monitoring of parental views about the quality of special educational needs provision.

The information collected through monitoring and evaluation is discussed during Lead Teachers meetings and line management meetings with teachers at regular (termly) meetings.

We thereby ensure that:

Systems for identifying, assessing and reviewing Young People with special educational needs are effective.

Performance indicators include:

- Number of complaints from RSWs/social workers regarding special educational needs provision
- SEN records show that all staff understand and follow whole company procedures.
- Records of action taken in response to Young People's special educational needs are identified in short term curriculum planning.
- Reviews are completed each term for all Young people with special educational needs
- Evidence through analysis of outcomes that Young people with special educational needs make good progress.

The role played by RSWs/Social workers of Young people with special educational needs:

The company attaches great importance to working in partnership with RSWs/social workers to achieve the very best for all Young people. A central objective of our policy is:

To work in partnership with the RSWs/social workers of Young people with special educational needs and to recognise the vital role they have to play in supporting their Young Person's education.

R.S.W's and social workers are encouraged to meet regularly with teachers and to make an active contribution to identification and planning of action to meet their Young People's special educational needs.

Any links with other provision, including special provision, and the provision made for the transition of Young people with special educational needs between homes or between the company and the next stage of life or education:

The transfer of Young People with statements of special educational needs will be discussed with their RSWs/social workers at the annual review. Every effort is made to make contact with the SENCO of the Placing authority including an invitation to attend the Young Person's review or for the SENCO to visit the Young Person in the home and discuss their particular strengths and needs.

The company ensures that all records and relevant documentation are passed to the receiving home or placement.

3. PROCEDURES FOR IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW

The SEN Code of Practice does not assume that there are hard and fast categories of special educational need. Young People will have needs, which may fall into at least one of four areas; many Young People will have inter-related needs. The SEN Code of Practice gives four main areas of need:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

All Young People are expected to make progress. However, it should not be assumed that all Young People would progress at the same rate. The rate of progress may vary depending on individual learning styles and ability.

Inadequate progress is the trigger for intervention and identifies a need for special educational needs provision.

The SEN Code of Practice defines adequate progress as progress in relation to reasonable expectations for a particular Young Person:

Adequate Progress

- Closes the attainment gap between the Young Person and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the Young Person's previous rate of progress
- Ensures access to the full curriculum

- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

Inadequate Progress is when a Young Person;

- Shows little or no progress despite receiving differentiated learning opportunities, and also:
 - Makes little or no progress even when teaching approaches are targeted particularly in an identified area of weakness
 - Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the company
 - Has sensory or physical problems, and continues to make little or no progress despite the provision of a differentiated curriculum.

Identification:

A Young Person may be identified as giving cause for concern in the following ways:

- Through Education, Health, Social or Psychology Services on entry to company
- Through a carer's/social workers expression of concern
- As a result of an analysis of whole company assessment procedures, e.g. following baseline assessment or tests
- Following concerns regarding ongoing progress and development by the teacher

Or through records provided by a previous home or the placing authority of identification and special educational needs provision.

In this situation the company will provide continuity of special educational provision and review the situation at the first review of the Young Person's individual education plan.

Following the identification of a cause for concern:

- The teacher completes a 'Cause for Concern' form.
- The form is passed to the SENCO who arranges to meet with the teacher and discuss concerns.
- The triggers for 'inadequate progress' are used to assess whether the Young Person should be placed at 'Local Action' (school Action) or not and this decision is recorded at the end of the initial meeting.

If the decision is not to place the Young Person on 'Local Action' the 'Cause for Concern' note will be filed on the Young Person's Educational record.

‘Local Action’

When a decision is made to place a Young Person on ‘Local Action’ the SENCO will open a special educational needs record for the Young Person.

The SENCO and teacher will meet with the RSWs/social workers.

Every effort should be made to ensure that the Young Person is fully involved in discussions relating to their special educational needs and the provision planned.

The Young Person may be invited to attend all or some of the initial meetings according to their age and/or development levels. If more appropriate a separate time should be identified to discuss the outcomes of the meeting with the Young Person.

At the meeting all available information relating to the Young Person’s strengths and areas of need will be considered and the following actions taken:

- Further diagnostic assessment should be undertaken if it is felt that existing assessment information is inadequate to enable additional support to be planned for the Young Person through the individual education plan. (IEP)
- Arrangements should be agreed to undertake further assessment and a date should be set for a further meeting to discuss the outcomes and to plan additional support through the IEP.

If there is sufficient information already available an IEP should be planned for the Young Person and recorded on an Education IEP form.

The IEP must include a maximum of four short-term targets set for or by the young person; targets must be small, measurable, achievable, relevant and timed (SMART targets).

The Teaching Strategies to be used

These must be clear and explicit and additional to or different from the differentiated curriculum plan for all young people or any other plan.

The Provision to be put in Place

This must specify when the teaching strategies will be used and who will be responsible for these.

A Date for the Review of the Plan

A specific date must be set for the review of the IEP. IEP’s must be reviewed at least three times per year. For some young people, more frequent reviews may be agreed. The teacher is responsible for completing the IEP form and ensuring a copy is placed in the young person’s SEN record and a copy sent to R.S.W’s and social worker.

The teacher is responsible for working with the Young Person and ensuring that the teaching strategies and provision is implemented. Teachers must annotate short term curriculum planning to indicate when IEP targets are being addressed. The teacher must keep records of the young person's progress towards their targets.

'Local Action Plus'

The triggers for intervention at 'Local Action Plus' are that despite receiving support through 'Local Action', the Young Person:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of Young People of a similar age
- Continues to have difficulty in developing literacy or mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the Young Person's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional or specialist equipment or regular advice or visits by a specialist service,
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At an IEP review meeting the SENCO, teacher and RSWs/social workers will consider all available evidence of the Young Person's progress towards the targets set in the IEP.

Any additional assessment information such as outcomes of assessment tasks or tests should also be available.

In the light of the evidence available, if the Young Person meets the triggers for 'Local Action Plus', the following actions taken:

- The SENCO will write a referral to the most appropriate external support service after consultation with the social workers and placing authority.
- A new IEP will set out fresh strategies for supporting the Young Person's progress. This will be recorded on the company IEP form. The IEP must include all those elements set out under 'Local Action' but should be informed by the advice from external specialists.
- The teacher is responsible for completing the IEP form and ensuring a copy is placed in the Young Person's record and a copy is sent to R.S.W's and social worker.
- The teacher is responsible for working with the Young Person and ensuring that the teaching strategies and provision takes place. Teachers must annotate short term curriculum planning to indicate when IEP targets are being addressed.

- The teacher and any external support services working with the Young Person must keep records of the Young Person's progress towards their targets.

Notes on Reviewing IEPs

IEPs are reviewed three times a year, more frequently if required. A date is set for the IEP review when the IEP is planned and agreed. IEP reviews are more effective if there is some advance preparation. Information should be gathered from assessment records and from any staff who have worked with the Young Person. An individual 'self-assessment' with the Young Person gives the opportunity to assess the achievement of targets and record the Young Person's own views on progress. New targets can be thought about and discussed.

The teacher is responsible for the IEP review and must:

- Invite R.S.W's and social workers to attend and contribute to the review
- Involve the Young People in the process of reviewing their progress and setting new targets
- Chair the review meeting and record the outcome of the discussions
- Produce a new IEP with targets, strategies and provision
- File a copy of the IEP review and the new IEP in the Young Person's record
- Send a copy of the new IEP to the Young Person's RSWs/social workers and The Boulsters Education.

IEP reviews at 'Action Plus' or for 'Statements' – Involving outside agencies:

IEP reviews that involve additional specialist support teachers or therapists require greater collaboration in setting dates and times. However, the emphasis on involving Young people and RSWs/social workers/RSWs remains the same.

The Boulsters Education and a request for Statutory Assessment

In the case of a Young Person demonstrating significant cause for concern the company may consider requesting a statutory assessment. All LEAs has established criteria for a request for statutory assessment and the SENCO and teacher will consider the criteria when considering further action for a Young Person continuing to cause significant concern at 'Local Action Plus'.

The SENCO takes lead responsibility for submitting a request for statutory assessment and will work closely with the Young Person's teacher.

Young People statements of with Special Educational Needs:

All Young People with statements of special educational needs have an IEP, recorded on an IEP form. The IEP targets will be based upon the long-term objectives set out in sub-section 1 of the Young Person's statement. The IEP will be reviewed at least twice a year and will be fully considered at the annual review of the statement. The

teacher is responsible for completing the IEP form and ensuring that a copy is placed in the Young Person's SEN record and a copy is sent to RSWs/social workers. The SENCO will work with the teacher to support this process.

Annual Reviews of statements of special educational needs:

The LEA provides guidance for provision relating to the Annual Review of statements of special educational needs. The SENCO takes lead responsibility for organising and preparing for Annual Reviews and will work closely with the Young Person's teacher.

END OF SPECIAL EDUCATIONAL NEEDS POLICY