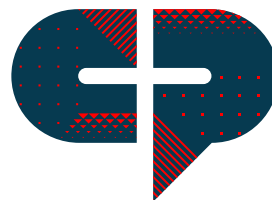


**CP RIVERSIDE
SCHOOL**



SEND POLICY POLICY AND PROCEDURES

Policy adopted and ratified by the Governing Body on	20th October 2016
Period of review	Annually
Next review date	20th October 2017



SEND POLICY

POLICY AND PROCEDURES

Policy adopted and ratified by the Governing Body on	20th October 2016
Period of review	Annually
Next review date	20th October 2017

CP Riverside SEND Policy

Contents

- 1 Principles
- 2 Definition of Special Educational Needs (SEN)
- 3 Aims
- 4 Identifying students with special educational needs
- 5 Initial Assessment of Student Needs
- 6 Making provision for students with special educational needs
- 7 Access to our curriculum
- 8 Assessing students with special educational needs
- 9 Arrangements for admissions and referrals
- 10 Partnership with parents
- 11 Partnership with Young People
- 12 Promoting High Aspirations
- 13 Links to support services
- 14 Complaints
- 15 Disagreement Resolution
- 16 Equal Opportunities

1 Principles

CP Riverside is committed to providing an inclusive and high quality education to all of the young people it serves. We believe that all young people, including those identified as having special and additional educational needs, are equally valued and should be given the opportunity, allowing them to participate fully in the school life and learning environment offered at CP Riverside.

Staff use a variety of appropriate teaching, learning and pastoral-based strategies, taking into account individual needs, and engage with the appropriate external agencies to ensure that the right support is offered to students when necessary.

The curriculum we offer gives all students the chance to succeed and achieve their best, as well as develop confidence and self-esteem.

Our approach to addressing individual student needs focus wholly on prevention as opposed to firefighting - in other words we believe in adopting a proactive rather than a reactive approach.

Our fundamental goal is for CP Riverside students to be inspired to lead positive lives and to put them at the heart of their future.

2 Definition of Special Educational Needs (SEN)

The SEN Code of Practice (2014) makes it clear that a child or young person has special educational needs if they have a learning difficulty or disability, which calls for extra educational provision to be made for them.

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

- have a significantly greater difficulty in learning than the majority of other young people of the same age
- have 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 or mainstream post-16 institutions

At CP Riverside, students with SEN will be supported by CP Riverside in the following ways:

- through a wholly individual and personalised approach, guaranteeing an appropriate and relevant curriculum, which takes into consideration any additional educational needs that a student may have
- by ensuring that all guidelines and statutory requirements are followed
- through the provision of laptops for students diagnosed with literacy, language or communication based difficulties
- by providing first quality teaching and learning approaches to enable students to successfully communicate their ideas and facilitate their learning
- by ensuring regular and targeted training sessions with staff and parents/carers which relate to specific needs that students present

We are committed to employing outstanding staff that deliver a high quality teaching and learning experience and assist in “closing the gap”. A CP Riverside Teacher will:

- have high aspirations for all their students

- provide exciting and interesting challenges to students
- have student-centred learning at the heart of their planning
- use a range of interactive learning strategies that maximise student engagement
- make the best use of resources to support special educational needs
- ensure that literacy and numeracy is at the heart of lesson planning, delivery and assessment
- make links with the real business world, where appropriate, in order to increase the relevance to post-16 destinations and employability
- use ICT in an exciting and interactive way
- act on the Student Voice
- use praise, rewards and positive discipline to boost the students' self-esteem and confidence
- persevere and focus on what can be done rather than on what cannot and encourage the students to do the same
- follow the CP Riverside 'Behaviour for Learning' policy to ensure a purposeful learning environment is sustained in order to maximise student progress

3 Aims

In pursuit of these principles, CP Riverside believes that there are a number of essential practices and procedures that must be adhered to:

- to take heed of all data and SEN information provided by commissioning schools
- to identify and assess all students with SEN and, through the implementation of a phased referral, match provision to the nature of the needs of each student
- to record the identified additional need, together with the proposed strategies and interventions
- to make all teaching staff aware of Channeling Positivity's SEN Policy and the arrangements to meet SEN and also of their individual and professional responsibilities to assess these needs within their own classroom, employing differentiated teaching and learning styles and appropriate resources in order to match these needs in their lessons
- to co-operate closely with all agencies concerned so that assessments and reviews are carried out within the necessary time limits so that educational progress and targets are monitored and updated appropriately
- to involve parents/carers and students in the decision-making process through regular communication, meetings and discussions
- to provide all teachers with access to specialised support and Continued Professional Development (CPD), within the constraints of available resources, to help them carry out their responsibilities in teaching students with SEN
- to make the best possible effort to provide sufficient resources to meet the learning needs of all students, including those with Education, Health & Care Plans (EHC plans)

4 Identifying students with special educational needs

Early identification of a student's SEN is essential and the SENCo, along with the Mentor Team, will gather information from commissioning schools, parents/carers, and outside agencies, where applicable, to ensure details are up-to-date and provide as much information as possible to ensure individual needs can be met.

- Procedures will take account of the Code of Practice (2014) on the identification, assessment planning and review of students' special educational needs.
- Staff will focus on preventative work with young people.

- Each student will be assigned a Mentor, who will create a one-page profile with the student, which will inform staff of individual needs and which will be reviewed termly.
- The school will ensure that procedures for identifying young people with special needs and for monitoring their progress are clear and effective.
- Staff will work with parents/carers to gain a deeper understanding of the child's needs and will provide termly progress reports.
- The school will seek the advice and support of relevant outside agencies when the student's needs cannot be met by the school alone.
- The school's performance in relation to students with special needs will be monitored and evaluated using feedback and surveys to gather views of parents/carers and the students themselves in addition to school assessment data.
- Teaching staff will create a learning environment where students feel comfortable and confident to voice their opinions and their concerns regarding how their individual learning needs are being met. Student participation in the decision-making process is strongly encouraged in regards to both the curriculum and the wider opportunities provided for students to participate in school life.

5 Initial Assessment of Student Needs

Comprehensive student profiles will be supplied by commissioning stakeholders. These will be accompanied by observation and interview data undertaken by the Mentor Team, which will lead to the creation of a one-page profile of each student, as part of the initial engagement and assessment process.

Every student will be asked to complete a profile in a 1:1 session with their mentor. The information on these profiles will inform all staff of each student's perceived needs and preferences, as well as any diagnosed SEN. The profiles will be up-dated regularly.

Initial assessment tests and benchmarking as listed below, will be conducted on entry:

- Cognitive ability testing (CAT4 tests)
- Reading age test (NGRT)

6 Making provision for students with special educational needs

Staff

Young people with SEN, and their families, have a right to be supported by high quality and skilled professionals, who are responsible for keeping up-to-date with and meeting the individual needs of all 56 full-time students at CP Riverside School.

SENCo

The person co-ordinating the day-to-day provision of education for students with SEND is Ms Stef Smith.

stef.smith@channelingpositivity.co.uk

The SENCo will:

- liaise and advise school staff of the special needs identified of individual students
- co-ordinate provision for students with SEND
- maintain the school's SEN register and oversee records of all young people with SEND
- liaise with the parents/carers of students with SEND

- contribute to in-house training and provide support to staff
- liaise with external agencies including the Educational Psychology Service and other SEND support services, medical and social services and voluntary bodies
- consult with SENCos from other schools to ensure effective use of resources and the dissemination of good practice
- monitor and evaluate the special needs provision and report to the Governing Body on the progress of students with SEND
- ensure that relevant SEN information is made accessible to all staff and parents/carers, including the CP Riverside SEND Policy; the guidelines laid out in the 2014 Code of Practice; school and national data and the SEND Local Offer

City: www.asklion.co.uk

County: www.nottinghamshire.sendlocaloffer.org.uk

Teaching staff

Fully qualified teachers have subject specialisms and experience of working with challenging young people and students with a wide variety of special and additional needs.

Teaching Assistants (TA)

The role of the TA will be primarily to:

- provide support to small teaching groups assisting students, where necessary, with their literacy skills on an individual, class or small group basis
- give extra help to students with special educational needs both in and out of the classroom
- help develop programmes of learning activities and to adapt appropriate materials
- motivate and encourage students to participate and overcome barriers to learning

Mentors

Each student will be assigned a Mentor, who will provide pastoral support and offer one to one and group support to students as required. Mentors will focus on 4 key areas - transition, attendance, behaviour and progress. Mentors will also be responsible for maintaining a close relationship with parents/carers, commissioning schools and outside agencies, to ensure they are aware of the academic and social progress and achievements of students and any areas of concern the teaching staff may have. Mentors have experience of supporting and mentoring young people who are vulnerable or who have additional educational needs.

7 Access to our curriculum

All students will have access to a relevant and differentiated curriculum and we want all students to have a positive learning experience that allows them the opportunity to achieve their full potential.

We will:

- recognise that whilst students have a right to experience all subjects of the curriculum, this needs to be balanced for some students by a need to consolidate Key Skills
- assess students for exam access arrangements and, where applicable, put systems in place to assist them with their exams, such as a scribe, a reader, use of a laptop
- provide a suitable physical environment e.g. lifts, wheelchair access, sensory room
- provide a differentiated and flexible curriculum where students are placed in classes according to their stage rather than their age

- teach students in small groups to ensure close and individual attention and learning with students at similar levels so that no student is left behind or disengaged through lack of challenge
- have high expectations of all students and will set individual targets that are manageable and realistic and which encourage students to work towards achieving their best
- ensure that all staff are aware of the range of needs that exist, or might exist, in their classrooms and are committed to meeting those needs
- ensure that all staff share the responsibility for regularly assessing the needs of their students and for ensuring that these needs are matched by the learning tasks and resources used in their lessons so that a differentiated curriculum is delivered
- provide staff with specialised support, where necessary, either directly in the classroom or indirectly outside, to develop suitable learning and teaching styles which will enable teachers to meet the needs of children with learning difficulties
- ensure that subject teachers, line managers and the SENCo will meet to discuss qualifications to meet students' needs
- recognise and celebrate academic and social achievements at all levels

8 Assessing students with special educational needs

Assess

Students' needs will be analysed and identified as early as possible through observations, creation of one-page profiles and information provided by the commissioning schools, parents/carers and outside agencies. Each subject teacher will regularly assess students, compare results with that of their peers and national data and barriers to learning will be identified.

Plan

Planning will involve consultation between the SENCo, teaching staff, parents/carers and the students, in order to agree on necessary interventions and support required and to set a timeline for reviewing impact and progress. All staff will be informed of the additional needs, the strategies to employ and the outcomes that are sought.

Do

All staff are responsible for ensuring that individual needs are met. Interventions may involve use of TA, individual reading programmes, 1:1 teaching away from main class.

Review

Reviews will be undertaken within the agreed timeline and will evaluate the impact and quality of the intervention and support put in place. The views of the student and parents/carers will be sought. Teaching staff and the SENCo will make any necessary amendments to the extra support, taking into account impact made on progress and welfare of the student involved.

Referral to an Education, Health and Care (EHC) plan

Parent/carer or the school can request that a student undergo a Statutory Assessment process if they feel that the young person has complex needs or lifelong difficulties that require the involvement of outside agencies to plan and provide resources and requirements both at school and post-16. A decision will be made by the Local Authority about whether the young person is eligible for an EHC plan. Further information about the EHC plan pathway can be found at:

City: www.asklion.co.uk

County: www.nottinghamshire.sendlocaloffer.org.uk

Where a student joins CP Riverside with an EHC plan already in place, we will liaise with commissioning schools, where appropriate, to ensure necessary provisions are made and annual reviews are held.

9 Arrangements for admissions and referrals

A detailed description of Channeling Positivity's admission arrangements can be found in our Admissions and Referral Policy listed on the school website.

<http://www.channelingpositivity.co.uk/>

10 Partnership with parents/carers

CP Riverside recognises that help given by those at home can be a vital factor in helping a child overcome learning difficulties. It is established practice to provide materials and discuss strategies with parents/carers on areas such as help with reading or improving spelling. Parents/carers can in turn provide valuable additional information about their child's perspective, which can add to proactive partnership between all. In working towards this principle CP Riverside will:

- assist parents/carers in their understanding of Special Educational Needs and Disability procedures, school-based provision and other support and information available for their child
- provide opportunities for mediation and discussion where necessary
- meet parental/carer preference for school placement subject to the requirement that the individual child's special educational needs and disability can be met; that the education of other young people will not be adversely affected and that resources are efficiently used
- ensure that assessment and review processes seek and take account of the parents'/carers' and young person's views wherever possible
- provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and disability
- provide clear information of the support services available for young people with special educational needs and disability at CP Riverside and the local area
- value families as the prime educators of their children
- recognise that families have valuable knowledge of their child
- encourage families to be actively involved in relevant training and planning appropriate to their child's needs
- promote mutual respect as the basis for communication between CP Riverside and families which should include sensitivity to families' needs, desires and understanding
- develop and promote open, honest and effective means of communication about the needs of young people who have SEND
- deliver information in an appropriate and accessible form

The SEND Local Offer

This is a resource which is designed to support children and young people with SEND and their families. It describes the services and provisions that are available both to those families in the Local Authorities who have an EHC plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care within the Local Authority, as well as those provided by the private, voluntary and community sectors. For more information on the Local Offer in your Local Authority:

City: www.asklion.co.uk

County: www.nottinghamshire.sendlocaloffer.org.uk

More details about SEND reforms and the SEND Code of Practice (2014) can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

11 Partnership with Young People

- We believe that partnership with young people is essential in relation to SEND and they have the right to have their views incorporated in assessment planning and review, and to be involved in decision-making about their own needs.
- We recognise that effective action for learners with SEND will often depend on close co-operation between the school, the health services and young people's services and we are committed to implementing such arrangements.
- We believe that all young people should be encouraged to develop a positive sense of self-image and a pride in their own identity.
- We believe that all young people should be encouraged to accept and value differences.
- Mentors will work closely with the students and colleges/training agencies to find the most suitable post-16 destination and ensure that the chosen settings are aware of individual needs. We will strive to make the transition as stress-free as possible by supporting students in the research, application and interview process.

12 Promoting High Aspirations

CP Riverside will set high standards for young people with special educational needs with an expectation that they will achieve their full potential. In working towards this principle, the school will ensure that:

- every SEND student will have the barriers to achieving their potential identified, supported and where possible, removed
- SEND students have equal access to a relevant curriculum to extracurricular activities
- the use of assessments and the value added data will provide effective measures of the performance of young people with special educational needs
- we help students develop high self-esteem and contribute to the setting of challenging personal goals
- additional resources will be allocated to young people with identified needs. This will be achieved through adherence to the Code of Practice (2014) and to the graduated approach to the identification and assessment of special educational needs

13 Links to support services

CP Riverside builds strong working relationships and links with external support services, in order to fully support our SEND students and aid school inclusion. Sharing knowledge and information with these support services is key to effective and successful SEND provision. Any SEND concerns about a student should be raised with the SENCo.

Examples of services that may be involved:

- Educational Psychology Services (EPS)
- Family Support Services (TFST, Priority Families)
- Speech and Learning Team (SALT)
- Child and Adult Mental Health Service (CAMHS)
- Social Care

14 Complaints

Any objections to this policy or its application should be raised with the school through its normal complaints process, which is published on the school website.

www.channelingpositivity.co.uk

If the complainant is not satisfied with the resolution, they are able to complain to the Education Funding Agency (EFA) at Academy.QUESTIONS@education.gsi.gov.uk

CP Riverside recognises the SEN and Disability Code of Practice states that disagreements can occur at the individual child level. The Code suggests that notions of blame should be avoided and that some form of conciliation may be effective.

If parents have complaints about the provision for children with special education needs at the CP Riverside then they should contact the SENCO or Principal who will respond to the concern. A prompt response and resolution of any difficulties is a priority area for the school.

15 Disagreement Resolution

1) SEN disagreement resolution is an entirely voluntary process. It brings people who are in disagreement together with an independent neutral party (or facilitator), who then helps them to reach an agreement. Ideally, disagreement and resolution should take place well within the two months statutory time limit for appeal to the SEN Tribunal, but can also take place after an appeal is lodged. A fundamental principle should be that the child's welfare and needs are key considerations.

2) The people in disagreement, not the facilitator, decide the terms of the agreement. The facilitator does not offer any solutions.

3) SEN disagreement resolution is designed to achieve early resolution of differences of opinion between parents and academies or LAs about the provision being made for their child's special educational needs. It should ensure that practical educational solutions, acceptable to all the parties, are reached as quickly as possible with minimal disruption to the child's education. Disagreement resolution should aim to prevent the long-term breakdown of relationships between parents and academies or LAs, and, in time, reduce the need for recourse to the SEN Tribunal.

4) The principles of disagreement resolution are -

- Any agreement has to be the satisfaction of all the parties concerned.
- All parties agree that a resolution is needed.
- The process is voluntary and confidential.
- The facilitator is, and is seen to be, independent and neutral.
- The parties have all agreed the choice of the facilitator.
- The process does not prejudice any rights to take issues further, for example to the SEN Tribunal.
- Those involved have the authority to be able to settle the disagreement.

5) Independence and neutrality are key principles. All the parties concerned therefore need to be satisfied that the facilitator is truly independent and neutral.

6) Where a joint meeting is held, the discussion can often be concluded in less than one day.

16 Equal Opportunities

CP Riverside prides itself on being an equal opportunities and non-discriminatory school. Each admission will be considered on a case-by-case basis to ensure that the young people that are offered places will benefit from the education provision we offer. CP Riverside is fully committed to policies of non-discrimination as defined in legislation.