



 **SEN POLICY**

 

**Crookhey Hall School Curriculum Intent Statement**

At Crookhey Hall School, the curriculum is designed to build incredible futures by empowering young people to be happy and make their way in the world.

The curriculum strives to provide a caring, structured learning environment in which all pupils can develop academically, socially, emotionally and morally to their full potential and in which pupils and staff feel safe, secure and valued.

The school is committed to delivering a personalised curriculum, the derivation of which is based on accurate assessment of a pupil’s needs and preferences alongside their strengths and areas for development; pupils are provided with appropriate and challenging pathways.

The school offer an environment where teachers can deliver an exciting and innovative curriculum, including a wide variety of on- site vocational options, and ensure the application and use of emerging technologies is paramount; Crookhey Hall have consistently high expectations of all pupils.

The curriculum is enhanced by an intensive focus on teaching and teaching programmes, which seek to accelerate basic skills in literacy, numeracy and ICT.

**Introduction**

This policy seeks to support the school ethos to strive to provide a caring, structured learning environment in which all pupils can develop academically, socially and emotionally, to their full potential and in which pupils and staff feel safe, secure and valued.

**Background**

All pupils attending Crookhey Hall School have social, emotional and/or mental health difficulties (SEMH) that have proved too complex to have been successfully addressed within mainstream schools. Many of the pupils also have additional learning difficulties, speech and language difficulties, sensory impairments and/or physical difficulties to varying degrees. The school makes every effort to identify and assess pupils with special educational difficulties and to provide effective support and a suitably differentiated curriculum, enabling them to progress and succeed to the best of their ability.

**Aims:**

• To identify all pupils with special educational needs, to assess the extent of their difficulties and to plan appropriate strategies and programmes to meet their needs

• To ensure that all teachers and LSAs are aware of pupils' difficulties and are provided with strategies and individual programmes to use with those identified pupils

• To monitor and review the progress across the curriculum of pupils with special educational needs, thereby ensuring that those pupils achieve their potential by being able to function fully and confidently in the classroom

• To fully involve the pupil and parents/carers in decision making and monitoring processes

As well as specialist provision for pupils with SEMH, extensive provision is also made for pupils with literacy and numeracy difficulties. Specialist teaching is available for these pupils in addition to the support provided in the classroom. Pupils with specific learning difficulties also benefit from individual programmes to address literacy, numeracy and communication difficulties.

The intervention programme (the school’s literacy, numeracy and communication intervention programme, headed by the school SENCo) withdraws pupils from class to work 1:1 on literacy targets, I.E.P targets, phonic programmes, spelling practice and reading programmes. The Literacy Team consists of the SENCo and specified members of the teaching staff. Regular meetings are held in order to keep staff updated and to ensure cohesion amongst those involved in literacy.

Literacy targets are also discussed in class conferences thus ensuring each member of staff is fully aware of individual pupil targets and any area of difficulties. All teachers and LSAs are instructed to utilise the IEPs in planning, marking and support in order that they remain a fluid, working document that is measurable and quantifiable. Each term, IEPs are annotated by teachers and support staff and returned to the SENCo to help with the monitoring and updating process, ensuring all staff are involved in driving forward progression and attainment. Copies of IEPs are provided to parents and carers and any agencies that might be involved with each individual pupil.

**Baseline Assessment**

Each new pupil has a baseline assessment in literacy and numeracy within 4 weeks of entering the school. Literacy assessments include: single word spelling, single word reading, phonics testing (if deemed necessary from spelling and reading outcomes) and for key stage four pupils, a comprehension test if needed. Pupils identified through statements as requiring speech and language therapy input are seen as soon as possible by the school’s speech and language therapist who visits the school on a regular basis, producing diagnostic information that is used for IEP/SENCo input.

Schonell reading and spelling tests are used alongside Pira and Puma tests to provide baseline information and diagnostic information to support proficiency in literacy band numeracy. Testing informs planning for teaching and learning, I.E.P targets, target setting and exam access arrangements.

A traffic light system is in place and pupils are colour coded depending on baseline assessments. Pupils who are placed on ‘red’ or ‘amber’ are placed in the Excel group and are withdrawn from lessons to work 1:1 with Excel Team. Pupils in the Excel group are provided with an I.E.P containing literacy, numeracy and communication targets.

Regular assessment will be carried out if and when required and the SENCo will re-test each pupil annually. Pupils are tested in April/May. I.E.Ps are updated by the SENCO bi-annually with annotated input from both teaching and support staff as collated by the SENCo.

**IEPs**

IEPs provide classroom strategies and suggestions of possible resources and techniques. Progress towards these targets is assessed by the SENCo as part of the termly reviewing process.

In accordance with the Code of Practice (2014) the Individual Education Plan will demonstrate:

1. The nature of the pupil's difficulties

2. Action involving provision, staffing, support, programmes, activities, materials, and equipment

3. Any relevant Home Liaison

4. Targets to be achieved, including time scale

5. Arrangements for monitoring and assessment

6. Arrangements for Review dates

7. Use of the traffic light system to support the monitoring of progress

The Individual Education Programmes for each pupil will focus on specific areas of difficulty, identify appropriate strategies for intervention, and describe assessment methods and time scales for evaluation. It is presumed that each pupil's Individual Education Plan will include several targets.

**EHC Plan monitoring**

The SENCo liaises with the relevant authorities in relation to statement amendments and EHC transition planning and represents the educational requirements of each young person as relevant to their needs.

**PEP meetings and Pupil Premium**

The SENCo is the lead designated teacher for PEP meetings and attends in this capacity, providing current educational information and educational target information. The SENCo will also liaise with the relevant parties in relation to the use of Pupil Premium and evidence this accordingly. The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

*‘It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.’*

However, we are accountable for the use of this additional funding.

**The Pupil Premium**

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as ‘Ever 6 FSM’). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

**Evidencing the use of Pupil Premium in our setting**

The purpose of this section of the policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents, authorities and school community for how we are using this additional resource to narrow the achievement gaps of our pupils.

Pupil Premium allocation in relation to each eligible young person is decided through school advice, carer input and liaison with the providing authority, usually through the regular PEP meetings held in school. Allocation relates to SMART targets agreed during the meeting and outcomes are assessed termly in relation to current guidelines.

Individual records are maintained to record spending in relation to any recommendations.

How we will make decisions regarding the use of Pupil Premium

In making decisions on the use of the Pupil Premium we will:

• Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.

• Use the latest evidence based research on proven strategies which work to narrow attainment gaps and adapt these as necessary to meet the needs of our pupils

• Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference

• Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium by the school

• Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions (Excel, IEPs etc) with proven evidence of impact to assist our pupils who need additional support in a time limited way

• Use the Pupil Premium for all year groups not just those taking examinations at the end of the year

**National Curriculum**

All pupils have access to the National Curriculum. Their learning is supported by Learning Support Assistants in the

classroom. LSAs have copies of IEPs and help those pupils to work towards their targets. Pupils who are withdrawn from lessons for literacy or numeracy support or who have been absent for any other reason are helped by LSAs and teachers to catch up on missed work.

The school aims to ensure that, as a result both of effective programmes and support for identified pupils and the whole school approach to literacy, all pupils will leave school at least functionally literate. The school also aims to ensure that a significant majority of pupils will leave school with some higher order literacy skills. School literacy targets are set at the beginning of the school year and evaluated at the end of the year. All teaching staff receive regular training on how to develop and enhance pupils' literacy skills through the medium of their own subject.

Parents/carers are encouraged to discuss any concerns they may have about their child's/ward's progress at Annual Review meetings. They may also contact the school at any time to arrange an appointment to discuss their concerns.

The school works closely with the placing Local Authorities, Educational Psychologists, Education Welfare Services, Children’s Services, Youth Justice, the Police and the Health Authorities. Close liaison with parents/carers and with these agencies helps the school to work with each pupil as an individual with regard to their circumstances outside school. Awareness of these circumstances can help the school ensure that they have as little detrimental impact as possible on their educational progress and that they achieve their full potential during their time at Crookhey Hall School.

**Wellbeing Passports**

Wellbeing passports are produced following a risk assessment indicating that there is a risk of physical intervention being required. They are also produced after any occurrence of physical restraint and are reviewed termly or after a restraint. All staff are kept aware of the contents of Wellbeing passports for mutual health and safety purposes. They contain the following information:

• Typical behaviours which may lead to confrontation;

• Strategies to defuse the situation;

• Recommended strategies and techniques when physical intervention is unavoidable;

• Typical behaviours during physical restraint if known;

• Strategies/techniques to be avoided during physical restraint;

• Essential medical or other information.

**Annual Reviews**

A statutory review of each pupil’s progress towards meeting the objectives written in the statement of special educational needs is held each year. In addition a Transition Plan is prepared at each review from Year 9 onwards. An Annual Review report is produced reporting on progress in subject areas, social and emotional development and learning style.

Before each review a report of the pupil’s progress in each subject is written by their teachers and their form tutor writes a summary report of their social and behavioural progress. This school report is circulated to parents, carers, the LA and other agencies two weeks before the review takes place.

During the week before the review the pupil has the opportunity to discuss their progress with a member of staff and to complete a form recording their own views.

Parents/carers and pupils are encouraged to attend the reviews. Newly agreed targets and recommendations are sent to the LA following the review. The relevant LA Careers Adviser for looked after children attends reviews of pupils in Years 9 and 11 in order to contribute to the Transition Plan, and copies of the Transition Plan are also forwarded to the LA and to parents/carers.

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**We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world**