

Special Educational Needs Policy and Information Report

Contents

1. Aims
2. Legislation and Guidance
3. Definitions
4. Roles and responsibilities
5. SEN Information Report
6. Monitoring Arrangements

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

Our Vision "To lead in the importance of nurturing well-being to unlock a wealth of learning excellence"

Mission Statement

We facilitate an innovative nurturing education for young people aged 11-16 years who do not connect with a mainstream offer. We provide day, weekly and termly places in our sought-after homely environment.

Our Ethos

We provide an educational community that is rich in aspiration, innovation and nurture. We use bespoke teaching methods and evidence-based strategies that enable our students to emerge as emotionally secure and resilient young adults.

At Intuition School all students are treated as individuals with the aim of enabling them to find their own unique path in life. We appreciate that each young person may have had a difficult journey before entering our school and we support them holistically, providing a menu of opportunities which enable a bespoke approach to every student. Alongside our teaching staff we have two Learning Coaches who adapt their teaching styles to meet the needs of each student following rigorous assessments to ensure they achieve as well as possible.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#), with a particular emphasis on Chapter 6, 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

This policy also complies with our funding agreement and articles of association.

Written by: Anna Hulme 14th January 2022

Signed by: _Michael Squire____ {Chair of Governors

Review date: January 14th 2023

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 most 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Anna Hulme

They will:

- Work with the headteacher and SEN governor 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 regarding reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor 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 Principal and Director

The Principal and Director will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school

Written by: Anna Hulme 14th January 2022

Signed by: _Michael Squire____ {Chair of Governors

Review date: January 14th 2023

- 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 any teaching assistants 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 additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- 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
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents/carers

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Written by: Anna Hulme 14th January 2022

Signed by: _Michael Squire____ {Chair of Governors

Review date: January 14th 2023

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents'/carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

For students not yet identified as having a SEN we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject 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 {Please read in conjunction with Intuition School's CIAG Policy}

Skills for Living and Work Qualifications {including Cooking, Money Management, Domestic Skills etc}

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.

All students in Key Stage 4 will have at least one appointment with the Local Authority's Careers Advisor. Parents/carers are invited to attend.

The Key Stage 4 EHCP Reviews will be undertaken in time to ensure these interviews take place and liaison between potential Key Stage 5 placements happens regularly, including induction visits, travel training and links made with Student Keyworkers and the placements' SEN Departments.

5.6 Our approach to teaching pupils with SEN {please read in conjunction with Intuition School's Assessment, Marking and Reporting Policy}

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Written by: Anna Hulme 14th January 2022

Signed by: _Michael Squire____ {Chair of Governors

Review date: January 14th 2023

We will also provide the following interventions:

Precision Teaching

One to one Phonics/Colourful Semantics

Emotional Wellbeing Sessions

One to one Mentoring

Community Projects

Animal Care

Stop, Think, Do Programme

Skills for Living and Work Qualifications {including Cooking, Money Management, Domestic Skills etc}

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can 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.

5.8 Additional support for learning

We have 2 Learning Coaches who are trained to deliver interventions such as Precision Teaching, FAGUS Goal Setting and Monitoring, Emotion Coaching, ASD Friendly Strategies, Trauma Informed and Attachment Aware Techniques

Teaching assistants will support pupils on a 1:1 basis when it is specified in their EHCP.

Teaching assistants will support pupils in small groups in all lessons.

We work with the following agencies to provide support for pupils with SEN:

Abbey Hill Specialist College

Autism Outreach Team

Careers Advice

Harry Thompson {PDA Extraordinaire}

Clinical Psychologists

CAMHS

Education Welfare Officers

Social Care

Written by: Anna Hulme 14th January 2022

Signed by: _Michael Squire____ {Chair of Governors

Review date: January 14th 2023

Family Links

Family Support Workers

YOT Workers

Intensive Support Teams

5.9 Expertise and training of staff

Our Principal, who is also the school's SENCO has 25 years' experience in teaching and started in this role in September 2021. She has worked in both Primary and Secondary Mainstream Schools, specialising in Inclusion.

They are allocated [number of days/hours] a week to manage SEN provision.

Training

Annually the Principal audits the training needs for all staff considering school priorities as well as personal professional development, linking in with Staff Appraisal. Support will be given to NQTs and other new members of staff. The SENCO takes responsibility for prioritising the SEN training needs of staff. In the last academic year, staff have been trained in the use of FAGUS Emotional Intelligence, Dyscalculia Awareness, Autism Friendly Approaches,

5.10 Securing equipment and facilities

Explain your school's approach here. Describe the process for securing equipment and facilities to support pupils with SEN.

5.11 Evaluating the effectiveness of SEN provision {Please read in conjunction with Intuition School's Assessment, Reporting and Recording Policy}

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress

Holding annual reviews for pupils with EHC plans

Pupils Records

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our pupils. We offer our before-and after-school clubs to all students

All pupils are encouraged to go on residential trip(s) when planned.

Written by: Anna Hulme 14th January 2022

Signed by: _Michael Squire____ {Chair of Governors

Review date: January 14th 2023

All pupils are encouraged to take part in workshops and trips.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

o All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated

o Any of your oversubscription criteria that prioritise pupils with disabilities

o An explanation of how your oversubscription criteria avoid unfairly disadvantaging pupils with a disability

• The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils

• The facilities you provide to help disabled pupils access your school

• Intuition School's accessibility plan is available on our website and also from the school office upon request. It clearly covers:

o Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide

o Improving the availability of accessible information to disabled pupils

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:

• Pupils with SEN are encouraged to be part of the Student Voice Panel

• Pupils with SEN are also encouraged to be part of Diamond Families Therapeutic Centre and Farm on a weekly basis to promote teamwork/building friendships

• We have a zero tolerance approach to bullying.

• Our Relationships Policy prioritises the relationships between students, staff and each other to enable a positive learning environment.

Our Student Agreement is written by the students and is based on how they would like to feel whilst they are in school. We use this as a reference point for all daily.

Student Agreement

• Value everyone's right to learn {Yours too}

• Use appropriate language to all

• Stay in the correct zone

• Look after school property

• Respect everyone's personal space

5.14 Working with other agencies

Explain your school's approach here. Describe how your school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

5.15 Complaints about SEN provision Complaints and Representation

The student's keyworker will work closely with parents/carers at all stages in his/her education and should be the first port of call in case of any difficulty. Parents/carers of pupils with SEN or disabilities

Written by: Anna Hulme 14th January 2022

Signed by: _Michael Squire____ {Chair of Governors

Review date: January 14th 2023

whose concerns cannot be resolved by the usual school procedures can request the policy which outlines our procedure.

The school will provide information about the Local Authority Specific parent support service to all parents of pupils with special educational needs. Parents of any pupil identified with SEN may contact SENDIAS or Diamond Families for independent support and advice.

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

Explain your school's approach here. Insert the details of the services available to parents in your area.

5.17 Contact details for raising concerns

Ms Emma Shutt Director

Mrs Anna Hulme SENCO

5.18 The local authority local offer

Our contribution to the local offer is: [insert here]

Funding

The school provides the relevant local authorities with an annual account of funding received, and expenditure incurred, by the school in respect of any pupil that they wholly or partly fund

Our local authority's local offer is published here: www.stoke.gov.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Anna Hulme **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 the following documents:

- Accessibility Plan
- Relationships Policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

This information may also be published by request of the Secretary of State

