



# SPECIAL EDUCATIONAL NEEDS POLICY

## Two Rivers School

| <b>DOCUMENT CONTROL</b>                          |  |                                 |
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| <b>Approved for operation within</b>             | Two Rivers Primary School<br>Two Rivers High School        |                                 |
| <b>Version number</b>                            | V2.0   |                                 |
| <b>Consulted on with recognised trade unions</b> | N/A  |                                 |
| <b>Reviewed By</b>                               | Two Rivers Curriculum & Learning Local Governing Committee |                                 |
| <b>Recommended to Full Trust Board by:</b>       | Trust Policy Oversight Committee                           |                                 |
| <b>Date approved by the Trust Board</b>          | 16 December 2024   |                                 |
| <b>Risk Register Item Number</b>                 | N/A  |                                 |
| <b>Review Period</b>                             | 2 years  |                                 |
| <b>Next Review Date</b>                          | Autumn 2026  |                                 |
| <b>Policy status</b>                             | Statutory  |                                 |
| <b>Location published</b>                        | External   |                                 |
| <b>Owner</b>                                     | Two Rivers Curriculum & Learning Local Governing Committee |                                 |
| <b>DOCUMENT HISTORY DATE</b>                     | <b>DOCUMENT VERSION</b>                                    | <b>DOCUMENT HISTORY</b>         |
| 07/11/2022                                       | V1.0   | Scheduled review                |
| 23/10/2024                                       | V2.0   | Scheduled review – new drafting |
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Two Rivers Primary and High Schools offer provision for children with a wide range of special educational needs including those with Profound and Multiple Learning Difficulties (PMLD), Autism Spectrum Disorder (ASD), Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD) and Communication and Language Difficulties.

## Aims

The school strives relentlessly to raise aspirations and attainment by providing high quality teaching and learning in a safe and secure environment in which the pupils' welfare is paramount and where everyone is valued equally. The school promotes, encourages, supports and celebrates learning by ensuring:

- Excellent relationships between pupils, staff and parents/carers.
- High expectations for learners.
- A curriculum that is challenging, creative, age appropriate and relevant to the needs of the pupils that builds up knowledge and skills overtime.
- A positive, happy and motivating learning environment and culture.
- A holistic approach to the pupils' learning, health and welfare is achieved.
- Pupils' confidence and self-esteem is nurtured and combined with respect for others and understanding of responsibilities, self-discipline and high standards of behaviour.
- Strong links with the community.

## Definitions

### Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 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.

### Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

| AREA OF NEED                        |  |
|-------------------------------------|--|
| Communication and interaction       | <p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>   |
| Cognition and learning              | <p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul> |
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>  |
| Sensory and/or physical             | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>   |

## **Teaching and Learning**

- Our pupils receive a broad-based relevant curriculum which includes access to the National Curriculum at a level appropriate to their needs, age and stage of development.
- Have Individual Educational Plans (IEPs) to ensure that their individual needs are identified and addressed.
- Receive support from a range of professionals including:
  - Speech and Language Therapist
  - Physiotherapist
  - Occupational Therapist
  - The Hearing and Visually Impaired Support Service
  - Psychology Service
  - Specialist teachers or support services
  - General practitioners or pediatricians
  - School nurses
  - Children and Young People's Mental Health Services (CYPMHS)
  - Education welfare officers
  - Social services

In addition, many school staff hold qualifications enabling them to support visiting professionals.

Our pupils are taught in small teaching groups often based on their stage of development or learning needs.

## **Our Pupils**

Pupil progress is carefully monitored using school created descriptors, that incorporate the national curriculum expectations, both at Primary and High School. At High School some of our pupils' progress is also measured through Accredited Courses. In the Early Years we use the updated Development Matters document through Evidence for Learning and SOLAR.

In addition to the core subjects of English, Mathematics, Science and ICT, all pupils have access to a full range of National Curriculum subjects. The programmes of study are modified to make them appropriate to their age and we use our pedagogical knowledge to provide adaptive teaching to meet the needs and requirements of all learners.

At Key Stage 4 & 5 pupils are entered for a wide range of external accreditation. This includes GCSEs; Unit Awards; Entry Level Certificates; Level 1 and 2 Certificates; Duke of Edinburgh Award and ASDAN Vocational Awards.

## **Roles and Responsibilities**

### **The SENCO**

Special schools are not required to have a named SENCO, as all members of staff act in this role, but at the Two Rivers Primary School, this is Marie Povey and at Two Rivers High School Lisa Bradbury.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND 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 liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

### **The Local Governing Committee/Board of Trustees**

The Local Governing Committee is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions

- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

### **The SEND Link Governor**

The SEND governor will:

- Help to raise awareness of SEND issues at Local Governing Committee meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Local Governing Committee on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **Our Teaching and Support Staff**

The staff working at Two Rivers are highly qualified with many of the staff having achieved additional qualifications in special needs.

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- 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 consider 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
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes

- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

Our support staff also undertake a variety of training to support the work within the classroom, with individuals and small groups.

Members of staff have recently gained qualifications in:

- SCIPr Trainer Training
- Special Educational Needs at Degree and Master's Level
- Counselling and Nurture
- TEACCH – a teaching approach used with pupils with Autism
- BTEC Awards for aides, in Physiotherapy, Occupational Therapy and Speech and Language Therapy
- Reiki, Reflexology, Indian Head Massage, Rebound Therapy, Sherborne Movement and Aromatherapy
- Manual Handling Trainer Training
- Designated Teacher for CLA
- Mental Health First Aid
- Makaton Trainer Training
- ELSA Emotional Literacy Support Assistant
- Early Years SENCO

### **Our Parents or Carers**

Success for pupils at Two Rivers is based on high quality Home/School engagement. Parents or carers should inform the school if they have any concerns about their child's progress or development.

This is delivered through:

- Regular meetings to discuss pupil progress (e.g. Annual Reviews and Parents' meetings. Some meetings may take place remotely via phone or video call where needed.
- Advice and support through meetings and development opportunities
- Liaison through Inter-Agency Meetings
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## Legislation and Guidance

This policy 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors and trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## Inclusion and Equal Opportunities

At our schools we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

**We have carefully considered and analysed the impact of this policy on equality, and the possible implications for pupils and protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (see also Equality and Accessibility Plans)**