

REACH Pupil Referral Service

Special Educational Needs and Disability

**SEN Information Report
(Incorporating SEND Policy)**

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(March 2017).

REACH aims to provide both students and staff with a positive and supportive learning experience which promotes success and achievement in academic, social, moral and personal development. At REACH we offer specialist holistic support for children experiencing behavioural, emotional and social difficulties. In addition we are committed to supporting children with additional needs. Our staff team takes full responsibility to support the needs of all children throughout the school day. We strive to ensure that every student experiences success.

A young person may be described as having a special educational need if he / she has a

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream settings.

This policy has been updated in response to the Children and Families Act 2014 and the SEND Code of Practice 0-25 (2014) and has due regard to legislation, including, Health and Social Care Act 2012, Equality Act 2010 and the Mental Capacity Act 2005.

The following principles underpin this policy:

- The early and effective identification of young people's needs.
- The joint involvement of parents and young people in identifying needs, discussing aspirations, setting targets and making decisions for their future.
- Collaboration between education, health and social care services to provide high quality, personalised provision to meet the needs of young people with SEND.
- Successful preparation for adulthood, including independent living and employment

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Last reviewed March 2017. Next review to be March 2018.

Agreed by Governors 11th February 2016

1. Areas of special educational need

At REACH we specialise in making provision for children who are experiencing behavioural, emotional or social difficulties. We also make it a priority to identify if children have additional needs in the following areas.

- Communication and interaction.
- Cognition and learning
- Sensory and / or physical impairments.

This policy has adaptations for those children with additional educational needs who may need to undergo an assessment.

2. Admissions

At REACH we will ensure that there is no discrimination against children deemed to have a special education need or disability. Referral to Reach is via an educational establishment or local authority exclusion. We are situated in a new purpose built school which is fully accessible to all students including those with mobility difficulties.

3. Roles and responsibilities

The **governing body** has a responsibility to:

- Fully engage parents and / or young people with SEND during all decision making.
- Designate an appropriate member of staff (SENDCo) as having responsibility for co-ordinating provision for students with SEND.
- Appoint a designated teacher for 'looked after' children.
- Ensure Identification, assessment and make appropriate provision for all children and young people with SEND.
- Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Ensure that students with disabilities are not discriminated against, harassed or victimised.
- Publish annual information on the SEND Policy and available facilities to support students with SEND including a review the accessibility plan every three years.
- Ensure that complaints/appeals procedures are made known to parents and students through a single point of access including SEND tribunal.

The **Head teacher** has a responsibility to:

- Ensure that all teachers and appropriate staff are aware of the needs of SEND students and are fully competent in meeting these needs
- Ensure that teachers monitor and review the student's progress every half term.

- Ensure that the SENDCo. has sufficient time and resources to fulfil their responsibilities.
- Regularly and carefully review the quality of teaching for students at risk of disengagement or underachievement, as a core part of performance management arrangements.
- Ensure that teachers are skilful in understanding the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered.

The **SEND Coordinator (SENDCO)** must:

- Be a qualified teacher with an appropriate postgraduate qualification or working towards this.
- Collaborate with the governing body and head teacher as part of the leadership team, to determine the strategic development of SEND policy and provision. Ensuring that REACH meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy and ensure all records are up to date.
- Coordinate the specific provision made to support individual children with SEND.
- Liaise with the relevant designated teacher where a looked after student has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the delegated budget and other resources to meet students' needs effectively.
- Liaise with the parents of children with SEND whenever necessary.
- Liaise with schools, Academies, educational psychologists, health and social care professionals, as well as other appropriate support agencies.
- Liaise with the potential future providers of education to ensure that the child and their parents are informed about options and a smooth transition is planned.
- To add specific information to children's individual learning plans which identifies additional learning needs.
- To ensure all children with SEND have a pupil passport which is reviewed every half term.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure that children with SEND are provided with equal opportunities to peers and are able to participate in all activities.
- Manage and deploy Education Support Workers effectively.
- Keep up to date with national and local initiatives and regulations.
- To manage the SEND budget.

Class / subject teachers must:

- Create an accessible and engaging learning environment.
- Plan and review support for their students with SEND, on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the student themselves.
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons using assessment data to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.

4. Involving students and parents in decision making

All parents/ carers of young people with SEND will be treated as partners and fully supported to play an active and valued role in planning for their child's educational provisions. Every student is treated as an individual and consideration is given to the student's interests, strengths and abilities as well as their additional learning needs. Half termly opportunities are planned to ensure that parents and young people with SEND can express their needs, wishes and goals. Bespoke provision is designed to meet the needs of each student as an individual. Young people are fully involved in the assessment, target setting, monitoring and review of their own progress.

5. Identification

REACH staff will liaise with schools and other professionals in order to identify whether a young person has any additional learning needs. Some of the students will have been identified as having a SEND previously within a mainstream school setting. Further information will be obtained using a range of evidence collected through normal assessment and monitoring arrangements: if these assessments indicate that the learner is not making the expected progress, a referral can be made to the SENDCO who will consult with the young person, parents and teachers. Evidence from these consultations and/or standardised assessments will help us to decide if additional and/or different provision is necessary.

6. Graduated approach

Young people referred to REACH have experienced difficulties that have resulted in them becoming 'at risk' of permanent exclusion from school or excluded. REACH will employ a graduated approach to meeting each SEND student's needs. All support needs and provision will be reviewed and evaluated half termly to determine the impact on progress, development or behaviour. Effective intervention should ensure that the young person's level of engagement with education improves. Each student has access to broad balanced curriculum that is highly differentiated to meet their individual learning needs. If further intensive support is required then support from the Educational Psychologist will be sought and possibly an application would be

made to the Local Authority for a complete Statutory assessment of the young person's learning needs. If it is agreed that the young person will be supported with an Education, Health and Care (EHC) plan then REACH will support the transition to an appropriate educational setting.

7. SEND and Disability Tribunal and Complaints Procedure

The head teacher will meet any request to attend a SEND Tribunal and explain any departure from the duties and obligations under the SEND Code of Practice (2014). Information about the appeals procedure can be found on the REACH website.

In the first instance any complaint should be made to the Head Teacher where a full discussion and investigation will take place. If the complaint is unable to be resolved by the Head Teacher a formal complaint may be brought to the attention of the Centre's Management Group. This should be made in writing and addressed to the Chair of Governors giving full details of the complaint being made. Should the outcome of the complaint still remain unresolved then a formal complaint may be made to the Chief Education Officer at Stoke-on-Trent Local Authority. Please follow this link <http://www.reachhub.org.uk/about-us/complaints-procedure>.

8. Preparing for adulthood

REACH will ensure that it meets its duty to secure independent, impartial careers guidance for students aged 11-16. All review meetings from year 9 onwards will have focus on preparation for adulthood. Support will be made available to students and their families during this decision making and we will ensure that careers advice and information provides high aspirations and a wide range of options for all students with SEND.

9. Data and record keeping

REACH will record all details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all students. REACH will maintain an accurate and up-to-date register of the provision made for students with SEND.

10. Confidentiality

REACH will not disclose any information without the consent of the young person and parents with the exception of disclosure to the SEND and Disability Tribunal; to the Secretary of State if a complaint is made under the Education Act 1996; or on the order of any court, or to Ofsted inspection teams.

11. Local Offer

REACH's local offer can be found on the Stoke-on-Trent government website <http://localoffer.stoke.gov.uk>.