

# CRESSEY COLLEGE

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## SPECIAL EDUCATIONAL NEEDS POLICY

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## **Amendment Record**

This Special Educational Needs Policy is reviewed to ensure its continuing relevance to the direction and processes that it describes. A record of additions, admissions and amendments is given below:

Version	Amendments	Date
1	Annual update to Policy. Minor amendments to formatting. Approved at Management meeting dated 23 Feb 16. Authorised by JH, approved by Headteacher - AB.	23 Feb 16
2	Annual update to Policy. Approved at Management meeting dated 30 Aug 17. Authorised by BU, approved by Head Teacher – AC.	01 Sept 17
3	Annual update to Policy. Approved at Management meeting dated 29 Aug 18. Authorised by BU, approved by Head Teacher – AC.	01 Sept 18

**Cressey College has a specific duty to educate children with SEN; specifically those identified as having 'Social, Emotional and Mental Health Difficulties', (SEMH) and Challenging Behaviour. Cressey College is committed to ensuring the children placed there make progress and achieve well through addressing the details of Education, Health and Care Plans (EHCP) /Statements of Special Educational Needs and co-ordinating the support work of the LA and other agencies external to the school. This introductory paragraph is the foundation of the ethos of the school and also informs the policy which will contribute towards meeting the following objectives that are aimed at effectively providing for students with EHCPs/Statements for SEMH.**

### **Introduction**

1. At Cressey College all students are welcomed and treated and valued equally irrespective of their identified SEN or the way in which it is manifested.
2. Cressey College welcomes all students with SEN as an integral part of the school community. The school is committed to providing effective differentiation to offer curriculum and social access to all students.
3. The school recognises the need to provide individualised educational and curriculum planning and provision to many of its students.
4. Cressey College acknowledges that some children will need additional support extending to a one-to-one or two-to-one basis. Teaching and pastoral support may be located in areas outside of the main body of the school when relevant to certain individual needs and situations. The school will provide the best individualised support packages possible and these will be reinforced with specialist advice and the explicit involvement of external agencies when appropriate.
5. Cressey College recognises the importance of early identification of SEN and will work with other providers of services for those with SEMH, ASD, ADHD, Attachment disorder and other complex needs, to ensure that the earliest and most appropriate support is offered to a child. This may involve work with other schools and with families before the child is registered to attend Cressey College.
6. Cressey College is committed to working closely with the families of children with SEN. Parents, guardians and carers responsible for the children who attend the school will be respected and valued as partners and communicated and consulted with on a regular basis. They will be fully involved in their child's education, attendance issues and behaviour management.
7. The students will also have a voice that is valued and consulted with both within informal and formal arenas. Cressey College recognises that children have a right to be involved in decision making about their education and future and the school looks to work with its students as partners and place emphasis on them taking responsibility for their time at the school.
8. Cressey College will endeavour to work as efficiently and effectively as possible with all agencies involved with the children. A multi-disciplinary approach to SEN will be adopted and developed by the school at every opportunity.

### **The arrangements for co-ordinating the provision of education for students with SEN.**

9. All students at Cressey College have an Education, Health and Care Plan (EHCP) or a Statement of Special Educational Need, so the school takes a whole-school approach to co-ordinating the response to SEN.
10. The Head Teacher is responsible for the upkeep of student files. This includes the setting up of new files containing essential information such as previous school records and original and amended EHCPs and Statements of Special Educational Need.

11. Liaison amongst the staff concerning the students' SEN takes place constantly and is evaluated several times a week at the end of day staff debriefing. Extra support for those students in crisis or with extreme SEMH is organised by the Head Teacher, Deputy Head Teacher, Heads of Department and Senior Teachers, who have responsibility for timetabling within the school. Staff are advised on strategies for meeting students SEN by colleagues, the therapy team and the educational psychologist. The Head Teacher also co-ordinates external advice and support when appropriate.

#### **The admission arrangements for students with SEN who do not have an EHCP/Statement if they differ from the arrangements for other students**

12. All students who attend Cressey College currently have an EHCP/Statement of SEN and they are considered for admittance to the school if the EHCP/Statement matches the SEMH, ASD, ADHD or other complex needs provision the school offers.

13. The Head Teacher will visit the student at their current establishment or at home, whichever is appropriate, followed by the student and parents/carers being invited to visit the school. A further visit to the school or trial days may occur before a school place is offered if this is deemed appropriate and a place is available. After a place has been offered and accepted an induction with the student, their family or significant adult will take place. The induction includes a risk assessment, provision of school uniform, completion of the home school agreement and outline of school rules.

14. Some students may start at Cressey College on a reduced timetable that gradually builds in duration if the student is successful and they are willing to access more time in school.

#### **The kinds of provision for SEN in which the school specialises and the specific school provisions.**

15. The school operates in as empathic a manner as possible, to take account of the varied special needs encompassed within the SEMH spectrum. Cressey College endeavours to work to the best of its ability with children who are disaffected as well as emotionally challenged and recognises that overt behaviour may stem from sources such as Aspergers syndrome, Autism, Attachment difficulties and communication difficulties. The informal approaches of the staff, their pedagogy, the curriculum and the environment are all aimed at maximising the inclusion of all the students. The students may be educated in very small groups or individually with the support of a teacher and at least one teaching assistant. Some students may have their own classroom. Cressey College has six separate sites and three offsite provisions. Students will be placed at the site that will best meet their level of need. Whilst catering for all students the school has high expectations of behaviour and academic effort. The school actively promotes a nurturing ethos. Students' behaviour is supported using restorative approaches and reflective education that promotes making positive choices.

#### **Facilities for students with SEN at the school including facilities which increase or assist access to the school by disabled students.**

16. There are a high number of computers available in the class bases to facilitate the practical literacy difficulties many of the students encounter. The school is well signposted with rule reminders and directions to help students independently orientate themselves. Some of these signs may be symbolised or offered in pictorial form. Staff communicate with the students by offering them dialogue in more than one modality such as over exaggerating facial expression and using evocative body language whilst speaking. Students with mobility difficulties are enabled to participate in all activities and sessions, on and offsite, so that no individual is excluded due to a disability.

#### **How students with SEN are identified and their needs determined and reviewed.**

17. Students who attend the school have EHCP plans or issued with Statements of SEN previously by the LA whilst in another school or on role at a 'Pupil Referral Unit', (PRU). As such the school is

not directly involved with the identification of special needs. The staff at Cressey College, do however, work directly with families and other stakeholders if it is felt that a student has additional or different needs to those named on the EHCP/Statement. This can lead to a EHCP/Statement being updated, additional support being requested or an alternative placement being recommended.

18. All students have an annual meeting where the EHCP/Statement is reviewed, and an IEP (Individual Education Plan) and a Student Support Plan, which are updated termly.

19. Student progress and concerns are also monitored and evaluated at weekly meetings. Any actions are decided upon and are then shared with all multi agencies involved with particular students and when appropriate with the whole school community.

### **Arrangements for providing access by students with SEN to a balanced and broadly based curriculum (including the NC)**

20. Cressey College is committed to providing the best possible differentiated curriculum to meet the very individual needs of its student population. Much of the core subject teaching is organised to take place in small groups with additional support from teaching assistants, thus adding to a sense of belonging and security as well as decreasing transition times around the school which have proved disruptive to learning in the past.

21. The majority of the students are on individual education plans for numeracy and literacy, which along with ICT, vocational training and social skills education and personal development, form the 'backbone' of the curriculum. Other subjects taught include art, science, food technology, humanities and PE; verbal and written work is always differentiated to the correct level for the individual.

22. Short and medium term planning supports the curriculum provision. This combines with detailed 'Schemes of Learning', (SoL), shared planning sessions and peer observation between groups of staff to ensure broad and consistent curriculum coverage at the correct levels.

23. Teaching staff have specific subject leadership responsibilities within the curriculum. An important part of this leadership is identifying and purchasing resources that offer curriculum access at the correct differentiated levels to all students. Subject teachers also carry out curriculum monitoring, checking students' samples of work and teacher's planning to ensure that the Schemes of Learning are completed. The strenuous lesson observation timetable operated by the school evaluates and reviews the curriculum on a frequent basis. Information from lesson observations is collated and acted upon by the Deputy Head Teacher who has overall responsibility for the curriculum.

### **How students with SEN engage in the activities of the school on an equal opportunities basis.**

24. All the students who attend Cressey College on a full time basis have been identified as having SEN. Irrespective of need, all employees and stakeholders in the school community regard all the children on site as fully participative members of the school community and society. Equality of provision and identity are fundamental to the school ethos and the entire school exists on the basic premise that all people are entitled to the same level of respect irrespective of impairment, age, gender, sexual orientation, religious beliefs or ethnicity.

25. Parents or children who may feel disempowered by physical or cognitive impairment or who may feel anxious about their social status are welcomed wholeheartedly by the school. If parents or carers are unwilling to visit the school then representatives of the school are always willing to visit at home.

### **Any arrangements made relating to the treatment of complaints from parents of students with SEN concerning the provision made at the school.**

26. The school has an established complaints procedure that aims to deal with all issues in an

empathic, sensitive fashion due to the sensitive and emotional nature of the students who attend the school. Confidentiality is paramount and students, parents or others may approach the Head Teacher to raise concerns.

### **The role played by the parents and carers of students with SEN.**

27. Cressey College depends on successful partnerships with parents and the existence of two-way support and communication between home and school. The school has an 'open-door' policy that means parents can approach the school at any time if they feel they have an issue or a problem. Meetings or a home visit will always be arranged for a parent at their request.

28. Parents and carers are welcome to visit the school and spend time in classrooms with their children; observing lessons and how their children learn. Rooms for meetings are always available and offer comfort and confidentiality.

29. The views of parents and carers are always listened to and treated as an invaluable source of information as to how the school is providing for children with SEN. It is hoped that the policy and practice of the school reflect that it is often the parents who know their children best and have much to offer the school.

### **Links with child health services, social services and educational welfare services and any voluntary organisations.**

30. The school recognises the importance of the involvement of external agencies in the lives of the students and in contributing to the best practice of the staff. This input is co-ordinated by the Head Teacher who may suggest to parents and teaching staff that input is needed or can be approached by the same parties to organise external agency support for a child.

31. Cressey College will work effectively with medical, clinical, therapeutic and peripatetic services that offer support to the children and those who work with them.

32. The school is committed to working with and developing all partnerships with external agencies and service providers.