

# Northeast Manor School

## Special Educational Needs and Disability Policy

**Date of review:** September 2017

**Date of next review:** September 2019

**Reviewer:** SENDCo

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### 1. Introduction.

Northeast Manor School is a DfE approved co-educational Independent day and weekly boarding school for students with Specific Learning Difficulties. We are known and respected for providing excellent quality teaching, therapy and pastoral support for individuals with mild to moderate difficulties, which impact their access to learning. We have students diagnosed with a variety of conditions including, but not limited to, Dyslexia, Dyscalculia, Dyspraxia, Autism, ADHD and other cognitive, physical, sensory and medical conditions. We recognize that each student is an individual with individual needs, acknowledging that a diagnosis will only provide part of the picture for each student. Our integrated approach to therapy, coupled with the close community we have here at Northeast enables us to understand students as a whole and use that knowledge to ensure the best outcomes for each child.

At Northeast Manor School, all staff, in conjunction with the Governing Body acknowledge their responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. All students will access their entitlement of a broad and balanced curriculum, incorporating personalised provision. Their relative progress in all areas will be recorded, valued and reviewed. We believe that the needs, rights and entitlements of individual students are the focus of both an educational and social environment; that staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice. We believe that the families of our students should be supported to have increased participation and work in partnership with us and other professionals and have a real say in decisions that affect their children.

### 2. Definition of Special Educational Needs and Disability (SEND)

Students have special educational needs if they:

- have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision.

Students have difficulty accessing the curriculum if they:

- have significant difficulties in learning in comparison with the majority of children of the same age.
- have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

**Four broad areas give an overview of the range of need:**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and physical (including medical)

**3. Roles and responsibilities at Northease Manor School - in accordance with the SEND Code of Practice (2015) guidelines and the school's job descriptions.**

**Governing Body:**

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of all students.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

**The Headteacher:**

- Setting objectives and priorities in the school development plan.
- Line-managing day-to-day provision for students, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing Body.

**SENDCO:**

- Is responsible to the Headteacher for the management of SEND provision and the day-to-day operation of this policy.
- Co-ordinating and monitoring provision for students.
- Providing appropriate therapeutic measures to support teaching and learning of students.
- Keeping accurate records of the special educational needs of students.
- Managing reviews relating to therapeutic provision, including annual reviews.
- Monitoring departmental delivery of the SEND Policy.

- Liaising with parents and carers of students.
- Liaising with and advising all staff.
- Liaising with previous schools attended.
- Liaising with SENDCOs, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training.
- Being involved in the writing of the SEND report to the governors for each full Governing Body meeting.

**Faculty Leaders:**

- Ensuring appropriate curriculum support and delivery to reflect Statemented or Education Health Care (EHC) plan objectives and provision in addition to SEN support plans.
- Ensuring classroom adaptations/modifications relating to access arrangements for individual students are embedded as part of everyday practice.
- Ensuring appropriate teaching resources for students are purchased from the school's capitation.
- Raising awareness of staff accountability and responsibilities.

**Teachers:**

- Devising strategies and identifying appropriate differentiated methods for individual student success and access to the curriculum.
- Liaising with therapy staff to ensure accurate information regarding diagnosis and appropriate intervention strategies are shared and differentiation is led by student's individual needs.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students and preferred learning styles.
- Ensuring intended outcomes are a reference point in planning lessons. □  
Monitoring progress of students against agreed outcomes.
- Be fully aware of the school's policies and procedures.
- Raising concerns to the SENDCO.

**Special Needs Assistants:**

- Support students with personalised learning and individualised programmes.
- Monitor progress against intended outcomes and report back to teachers.
- Contribute to reviews of progress made by students.
- Work 1:1 and with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.

**4. Curriculum support and provision.**

The school's provision in relation to curriculum, environment, resources, staffing structure, policies and staff development are focused on meeting the individual needs of the students

as identified through their Statement or EHC plan or additional supporting information on entry to the school. Curriculum support and provision is also achieved by:

- 4.1 Continually identifying and assessing individual student's needs.
- 4.2 Reporting students' needs and actions required to relevant members of school staff.
- 4.3 Providing an appropriate curriculum, taking into account:
  - National Curriculum and examination syllabuses.
  - Continuity and progression.
  - Departmental development plans.
  - Access arrangements.
- 4.4 Delivering an appropriate curriculum, taking into account:
  - Suitable and motivational teaching materials.
  - Effective, differentiated teaching strategies and methods to address individual student needs.
  - A supportive and safe learning environment.
  - Encouraging positive self-image and independence.
- 4.5 Providing learning support through;
  - Curriculum and technological development.
  - Bespoke training and INSET.
- 4.6 Targeted expertise within the school and consulting with outside agencies where appropriate.
- 4.7 Monitoring individual student progress and making revisions as and when necessary.
- 4.8 Ensuring parents/carers understand processes and systems within school and involving them in the support of their child's learning and progress.
- 4.9 Enabling students to actively participate in decision making processes and contributing to the assessment of their needs, meetings and transition process.
- 4.10 Making regular reports to governors regarding SEND issues to aid implementation of processes and procedures for improvement.
- 4.11 Effective collaboration between support staff, therapists and teachers.
4. 12. Effective communication and dialogue with parents/carers
4. 13. Observations and monitoring

## **5. Assessment and Review**

At Northease Manor all Statements and EHC plans are reviewed on an annual basis as a minimum and are carried out in line with statutory guidance for reviews. The focus of the reviews is to discuss student progress, including progress against Statement objectives or EHC plans, bringing together education, health and social care needs, evaluating the appropriateness and impact of current provision. Advice is provided by relevant school staff, therapists, external agencies, the student and the parent/carer.

Documentation is shared in advance, and meetings are held at mutually agreed times. Summary advice is forwarded to the Local Authority, and the parent/carer. Students are always encouraged to participate in their meeting. Progress of other students with SEN support needs is monitored in line with school assessment procedures. Internal tracking systems are used to highlight progress of individual students. Progress data and work ethic information is shared with parents three times each year, in written format as well as face to face at parent's evenings. The SENDCO is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality. The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual students.

Student progress is assessed through the use of progress points which are collected termly; standardized SaLT/OT assessments and a programme of measurable reviews every 6 weeks, and through the termly/interim subject reports. Subject teachers incorporate progress against Individual Education Plans (IEPs) individual Statement Objectives or EHC plans, school based SEN support plans into these narrative termly reports.

## **6. Curriculum Entitlement**

Northease Manor School offers a mainstream curriculum, which is adapted and differentiated to meet individual needs, essentially meeting the gap for students who need broadly mainstream outcomes but within a specialist environment. We offer GCSE, BTEC and Entry level qualifications and Arts and Sports Leaders Awards.

Northease Manor School provides a whole school approach to working with students that experience learning difficulties through intensive multi-sensory input across the curriculum. All lessons are 'chunked' into short activities to aid concentration and attention and there is an inbuilt system of revision and over learning, personalised to match individual student needs. The school follows the Write On-line initiatives and this approach is applied to lessons and activities, led by the English department. The curriculum is supported via onsite SaLT and OT provision. With a dynamic team of Speech and Language Therapists, Occupational Therapists and counselling staff, we provide direct support for individual students and in-service training enabling an integrated approach to be achieved. For students who require physiotherapy we have a visiting physiotherapist who also advises staff on provision.

## **7. Inclusion**

At Northease Manor School all students are respected as individuals. We strive to create a sense of community and belonging for all our students, for all our students to feel safe and valued. We have an inclusive ethos with high expectations and well matched targets, a broad and balanced curriculum for all students. Inclusion opportunities are available in a variety of ways for groups of students and individuals including links with Plumpton Agricultural College, work experience opportunities in Years 12 and 13 and after school activities within the local community. We organize a wide variety of trips and outings to develop social and cultural links locally and nationally.

## **8. Pastoral Support**

At Northease Manor School we have a strong pastoral support system to enable students to access their learning, promote independence and build resilience in their learning. The Designated Safeguarding Lead ensures the effectiveness of mechanisms through which issues for individual students are identified, addressed, communicated and monitored for improvement. Students are placed in small tutor groups with a tutor who supports and monitors them on a daily basis. The tutor is in regular contact with home and acts as a first point of contact in school for teachers and other staff. Students are encouraged to work with their tutors to help them negotiate problems and difficulties and learn to deal with the challenges of school life. For our boarders, Head of Boarding and house parents work with students within a supportive and safe environment, we also have a Protective Behaviours Practitioner, who works with identified students each week, plus a formal PSHE programme across the age range.

## **9. Additional Therapy**

At Northease Manor School, a team of SaLTs and OTs work with all identified students each week. The SENDCO coordinates and monitors this weekly provision, ensuring that it is a fully integrated aspect of the school. This provision is typically delivered in 1:1, paired or small group settings as outlined in the EHC plan. Therapists liaise closely with teaching staff and work in classrooms to provide therapeutic support on a regular basis. A cycle of regular meetings is in place where therapists share information about the focus of their work with teaching and boarding staff. In addition students have a communication or sensory profile, which is shared with all teaching staff, students and families. Therapists follow clinical guidelines for evidencing intervention, reporting progress on a termly basis. Therapists provide clinical evidence as required, at review meetings including annual reviews, and for external agencies (such as social care, CAMHS, other medical professionals and local authorities) to evidence need. This service is outsourced to Childrens Integrated Therapy Service, part of Kent NHS Trust, who provide clinical governance and supervision.

## **10. Procedures for concerns**

If parents/carers have concerns regarding the provision made to meet their child's special needs, they are encouraged in the first instance to discuss the issue with the tutor, the

therapist or, if appropriate, the SENDCO. If they do not feel satisfied with the outcome the complaints procedure outlined in the school's prospectus may be followed.

#### **11. Continuing professional development for staff**

The Governing Body and Headteacher ensure that the needs of the school, as laid out in the School Development Plan, as well as individual professional needs are met. The long-term well-being of the students is of paramount concern and steers continuing professional development at all levels.

#### **12. Links with other agencies and schools**

Northeast Manor School believes that effective action on behalf of our students depends upon close co-operation between the school and other professionals, including Social Services, CAMHS and the Child Health Service. Through Education Health and Care plans we work in partnership with all professionals involved with a student. We also have links with several local and national voluntary organizations, which work on behalf of children with special educational needs particularly those placed by local authorities outside of their usual locality.

#### **13. Partnership with parents/carers**

Northeast Manor School strives to nurture relationships with parents/carers by frequent and appropriate communication and dialogue. We ensure we take account of the views, wishes and feelings of parents/carers to enable them to participate as fully as possible in decisions that affect their children's learning and progress. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home. If issues arise for a student, staff at all levels can be contacted through the school office or by email. Parent/carer meetings and workshops are held regularly to keep parents informed of the work and there is a regular newsletter from the Headteacher.

#### **14. Monitoring and evaluation of this policy**

The degree of success of this SEND policy and its implementation will be evaluated using the following indicators:

- Views of students and parents/carers at annual reviews.
- Measurable or observable gains from students, particularly in terms of set outcomes, screening tests and examination results.
- Feedback from subject departments and outside agencies.
- Number of complaints received.

Signed: Daniel Reeves (SENDCO)

Date: 08/01/2018