



SEN/EHCP POLICY

Educational Health Care Plan/ SPECIAL EDUCATIONAL NEEDS POLICY

Introduction

It is estimated that children/young people in public care are six to eight times more likely to have a Statement of Special Educational Needs / EHCP than pupils in the general school population. There will be many more who have such needs but are not statemented. Pre-care experiences, disrupted schooling and previously unmet needs may explain why they are so over represented. It should not, however, be assumed that all looked after children/young people will have special educational needs, and great care should be taken to ensure that their needs are met in a non-stigmatised way.

Children/Young People with Statements of Special Educational Needs/EHCP

The School is committed to offering placements for pupils with Statements of Special Educational Needs/Educational Health Care Plans and is able to offer education for the majority of disabilities. The facilities of our current premises are not fully suited to pupils who might need wheelchair access or have significant mobility needs. Where a child has a statement of Special Educational Needs (SEN/EHCP) the school will liaise with the placing authority to ensure that the requirements of the statement are maintained. Statements will be reviewed on an annual basis and any proposed changes will be agreed with the SEN department of the relevant authority. Individual Education

Plans (IEPs) will be produced and reviewed on a regular basis with targets focussing on academic, social and behavioural needs. Targets are discussed with pupils, and professionals working with them are made aware of their aims.

At our school children/young people have Individual Education Plans (IEPs). These are prepared with the cooperation of the child, key workers, social workers and teaching staff. IEPs focus on academic, emotional and social interactive skills. They record and highlight attainments and try to establish short and medium term goals with strategies as to how they may be achieved.

Needs and Expectations

The majority of our pupils will have experienced a disjointed education and will be performing well below their potential. They are likely to have large gaps in their learning and be lacking in confidence. They will span the same ability ranges as pupils from other schools and indeed many will be bright and have their learning needs compounded by frustration at lack of opportunity. Some will be Statemented, but increasingly they will not be, partly because they have never had a chance to access the normal referral systems. The majority of our children/young people will have some degree of specific difficulties.

Full time schooling in a caring structured environment will be essential to helping them establish a foundation of stability from which confidence and self-esteem can develop. Only then can they work towards independence and gaining control over their lives.

They have the same rights to access the National Curriculum as any other children/young people and as far as possible this is what they will be offered in our school. They will all be capable of attaining success in public examinations at a variety of levels and this should be the expectation shown them from their initial interview onwards. To this end we have small classes with high levels of individual support.

Where possible we will aim to establish links with mainstream schools providing support as needed.

Appendix – the annual review process from initial assessment through IEP

On entry, the Special Educational Needs Co-ordinator contacts the pupil's originating authority to establish if the pupil is 'known to them'. Should the pupil be known to the LEA then all documentation including the Statement of Special Educational Need/Educational Health Care Plan and information regarding Annual Reviews is requested. On receipt of this information, the Head of Centre then devises a SEN/EHCP profile based on the long-term Statement objectives. The SEN profile contains information on the areas of SEN detailed in the Statement and aspects of the pupil's long term SEN objectives. The pupil is then recorded on the SEN/EHCP register which details information regarding the pupil's originating authority, Statement date, the dates of any annual reviews, COP stage and area of need and the expected date of the next annual review.

Teachers then carry out baseline assessments to using the WRAT assessment programme. Teacher assessment is then used to establish levels in the core subjects, the social and emotional aspects of learning and learning style. Should the teacher have any concerns regarding literacy, numeracy, social skills or speech and language as a result of the baseline analysis then the pupil is referred to the Headteacher. On admission to the Centre a pupil profile will be created

Individual Education plan target setting procedure is based on the contents of the SEN / EHCP profile. Target setting is monitored every half term and is subject specific. Targets can be monitored, measured and adapted should the pupil meet the target or require an amendment to the

achievement criteria of the target. The IEP then provides information for teachers to measure progress and customise their sessions to meet the needs of the individual.

The school arranges for all pupils with Statements of Special Educational Need/ Educational Health Care Plan to have an annual review of the Statement. The purpose of the review is to review progress made with regards to the objectives of the statement, to celebrate success and achievement, to consider whether the statement remains appropriate and to set targets for the future. A range of professionals are invited to the annual review meeting and a questionnaire is attached to their invitation so that all views can be considered should they be unable to attend. The conclusions of the meeting are then sent to the originating local authority for amendment if necessary.

Cross Reference:

Curriculum policy

Behaviour Policy

External Visits Policy

H&S Policy

Agreed - July 2021 To be reviewed – August 2022