

## Special Educational Needs Policy

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<b>Consultation</b>	Deputies group
<b>Department</b>	Services

### Scope

Applies to all NAS services for children and young people.

Note: This policy incorporates the Inclusion Policy SO-0123 which has now been removed from NASnet.

## Special Educational Needs Policy

### Introduction

This policy is constructed in line with the requirements set out in Part 3 of the Children and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (June 2014).

### Part 1 : Basic information about the school's SEN provision

All students attending NAS schools will have a Statement of Special Needs or Education, Health Care Plan and a diagnosis of autism.

#### Guiding principles

- At all NAS schools we believe that all of our students, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.
- All students are entitled to an education that enables them to:
  - achieve their best
  - become confident individuals living fulfilling lives, and
  - make a successful transition into adulthood, whether into employment, further or higher education, training or supported living.

#### Objectives of the school's SEN policy

We will ensure that a child or young person with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support.

To achieve this;

- the views of the students will be sought and taken into account
- our parents have a vital role to play in supporting their child's education
- our students will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- The school will manage its resources to ensure all students' needs are met
- Provision and progress for our students will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education, Health & Care Plans will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy including SPELL and Studio 3 training

**How the policy will contribute to meeting the objectives:**

The effectiveness and appropriateness of the policy will be continuously monitored by the SLT in conjunction with the School Improvement Advisor using the criteria listed elsewhere. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the NAS will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

**The arrangements that have been made for coordinating the provision of education for pupils with SEN at the school.**

The school's provision for pupils with SEN will be coordinated by the education staff in conjunction with the therapy teams. The Individual Support Plan will be reviewed as necessary, but no less than annually.

**All students attending NAS schools will have a Statement of Special Needs or Education, Health Care Plan and a diagnosis of autism.**

**The school seeks to comply with the Equality Act 2010 and each year will carry out a review of practice and produce a Disability Discrimination (DDA) plan.**

<b>Part 2 : Information about the school's policies for the identification, assessment and provision for all students with special educational needs</b>
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**SEN Funding**

All students are funded by their Local Authority.

**How students with special educational needs are identified and their needs determined and reviewed.**

All teachers are responsible and accountable for the progress and development of all the students in their class, even where students access support from teaching assistants or specialist staff. Where a student is not making adequate progress, teachers (class teachers or form tutors) and the therapy team and parents will collaborate on problem-solving, planning support and teaching strategies for individual students.

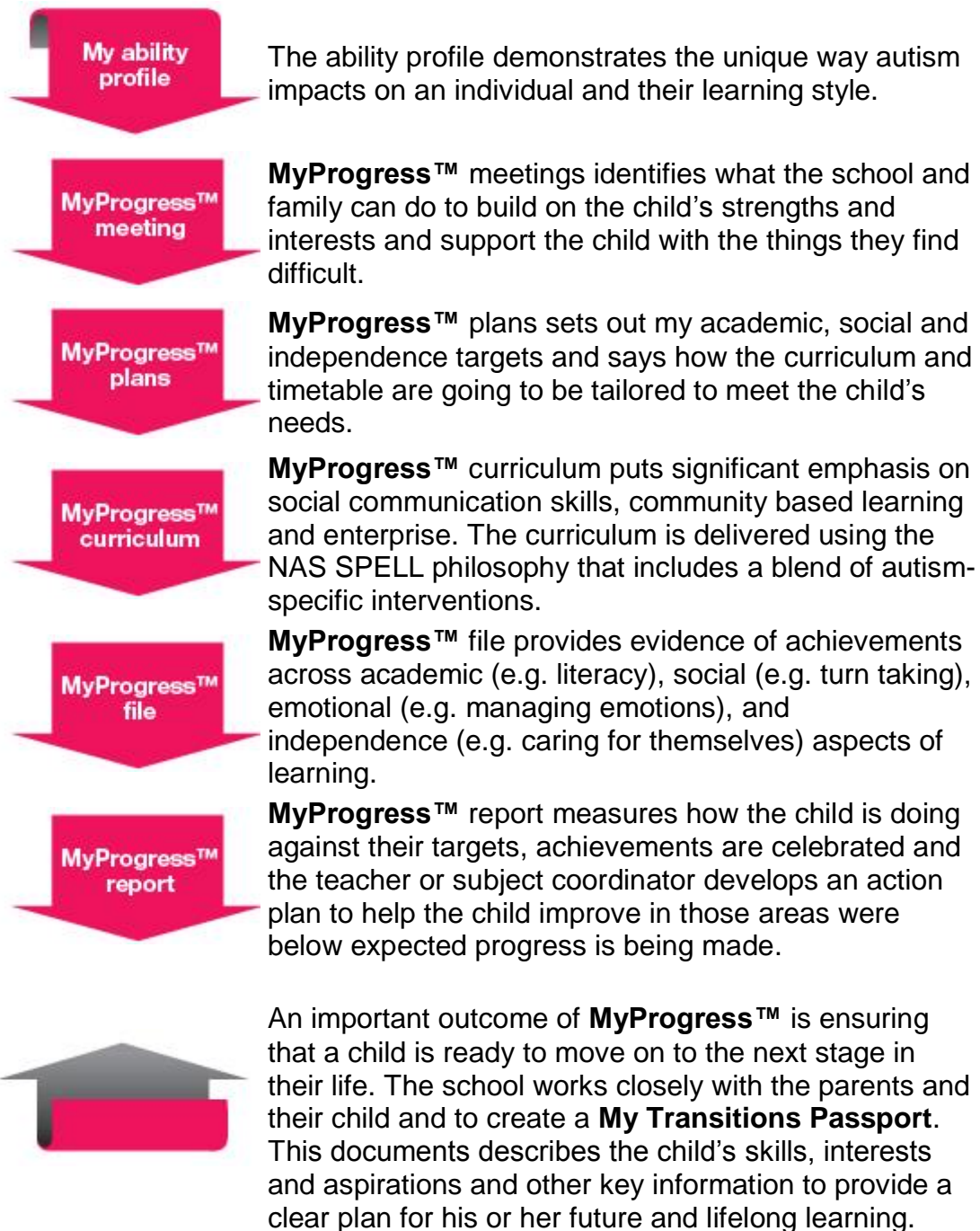
High quality teaching, differentiated for individual students, is the first step in our school's response to students.

The identification of SEN will be built into the school's overall approach to monitoring the progress and development of all pupils.

NAS schools use **MyProgress™**

Teachers work with speech therapists, psychologists and parents to assess all areas of a child's development. This helps everyone understand their strengths and needs. These documents will be reviewed and updated as appropriate according to pupil need, but no less than yearly.

Documents available to schools include:



## **Initial multi-disciplinary assessment**

Young people with autism benefit from a multi-disciplinary approach. Our initial assessment measures ability across different areas of functioning. For example the teacher assesses academic ability, a speech and language therapist assess social communication, and psychologist assess areas such as adaptive functioning and emotional regulation.

## **My Ability Profile/Initial Assessment Report**

Provides a summary of the initial assessment showing the young person's strengths and areas for development, broken down into different areas of functioning including academic, social communication, independence and emotional regulation.

## **Collaboration with parents**

Collaboration is central to improving outcomes for young people. Personalized goals are developed collaboratively between the young person, their parents, commissioners and the school through the **MyProgress™** Initial Assessment meeting soon after the placement starts. This initial assessment meeting may be combined with the annual review, if it is not combined, targets will be set as an interim measure until the formal objectives or outcomes are agreed at the annual review of the Statement of Special Educational needs or Education, Health & Care Plan.

## **MyProgress™ Plans**

Each student has personalized **MyProgress™** Plans which build upon the traditional IEP and is more akin to a Personalized Learning Plan. A student's **MyProgress™** plan is the cornerstone of the personalized educational programme tailored to meet the specific needs of an individual student. The plan will identify the student's strengths and interests (and targets to build on these) as well as targets for development to minimize any areas of difficulty. The plan therefore focuses on those areas of functioning that, with further assistance, will most benefit from interventions. The plan recognizes the student's individual learning style and therefore focuses not only on what should be taught but also on how it should be taught. The curriculum and timetable is adapted according to the opportunities that best meet the learner's interests and needs.

## **MyProgress™ file**

All students have a **MyProgress™** file that contains evidence of achievement of key milestones. The evidence may be a piece of work, a photo, witness statement or video annotated with the date, objective & level of attainment.

## **MyProgress™ Report**

The report for the annual review is detailed and includes the annual report in each subject. This report provides a brief highlight of what's working well and plans to address areas not working so well. The report also clearly present progress against targets agreed in the **Statement or EHCP**. Each student's progress (as opposed to achievement) is RAG rated (Red, Amber, Green) so parents can easily see how their child is progressing.

### **The school's provision map**

The school will maintain a provision map of the support, arrangements and interventions available to ensure that students can access learning and maximise their achievements.

### **Education Health and Care Plans (EHCP)**

All students at NAS schools have either a Statement of Special Educational Need or an Education, Health & Care Plan. All Statements of Special Educational Needs are being transferred to Education Health Care Plans and this should be completed by 31 March 2018.

The class teacher ensures that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the student's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a student's SEN change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.

### **Access to the Curriculum**

All NAS schools follow DfE guidance on Inclusion.

We expect our teachers to set high expectations for every student and aim to teach them a broad, balanced and relevant curriculum, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are intentionally ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every student achieving. In many cases, such planning will mean that our students will be able to study the full curriculum at an appropriate level. Potential areas of difficulty will be identified and addressed at the outset of work.

We make every effort to make adaptations to the curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the student we provide access to ancillary aids and assistive technology.

## **Inclusion opportunities**

The NAS strongly advocates experiences for individuals with autism which will maximize their opportunities as full citizens, notwithstanding the nature and degree of their disability.

Ofsted defines an educationally inclusive school as 'one in which the teaching and learning, achievements, attitudes and well-being of every young person matter'. NAS schools will seek to remove the barriers to learning and participation that can hinder or exclude pupils by ensuring that the curriculum offered by each school is suitably differentiated to enable all pupils/students to participate in meaningful learning experiences. Using autism-specific approaches such as the SPELL Framework actively promotes the inclusion of learners with AS. Teachers will set suitable learning challenges in response to diverse learning needs, with measurable targets and clear outcomes that are appropriate to the child's age, ability, interests and aptitude. Individual schools may make inclusion arrangements for individual students with local schools where it is able to be demonstrated that they are able to benefit from such participation, and that the mainstream setting will not be adversely affected by their presence within it.

The views of parents/carers and pupils/students about how they would like their needs and aspirations met will be sought and acted upon where appropriate. Person Centred Plans, Individual Care Plans and Individual Educational Plans/Programmes and Behaviour Support Plans will be used to plan and support inclusion.

Pupils/students will be encouraged to participate in group, class and community environments. Initially this could involve a progressive schedule which may start with only accessing the school environment, with specialist environments and individual work areas prior to working in a class setting. All reasonable steps will be taken to enable pupils to be included, without compromising the efficient education of others. Due to the nature of an autistic spectrum disorder, there may be instances when it is not possible to include specific children whose behaviour systematically, persistently and significantly threatens the safety and impedes the learning of others. Individual Support Plans will be used to provide strategies for managing behaviour and promoting inclusion.

Inclusion into the community, is promoted as an extension of the pupils' education, providing opportunities to teach social skills and self-help skills or extend access to a more academically rigorous curriculum. At times a pupil / students behaviour whilst in the community may put themselves or others in danger. Risk assessments should be drawn up that include control measures describing what needs to be put in place to enable the individual to access the community safely. Such control measures may include, increased staffing, individualized visits, use of strategies identified in the ISP or recommended by SaLT etc., or a structured program for increasing length/ distance/range of visits. The NAS firmly believes that challenging behaviour should not infringe on an individual's right to access and be included in their local community.

School staff have the responsibility to identify what is needed to make access to the community happen safely. On rare occasions this may mean the temporary suspension of outings until a risk assessment can be amended.

### **Preparing for adulthood (transition)**

We help our students to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our students to go on to achieve the best possible outcomes in employment, education, independent living, supported living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with students and parents at an early stage (and particularly from Year 9)
- Ensuring that career advice and information provides high aspirations and a wide range of options for students; and
- Helping students and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the SEN Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the student and will inform decisions about the next stage of education - specifically choices about what GCSEs or other relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.



## **How the NAS will evaluate the success of the education which is provided at the school.**

We publish information on our websites about the implementation of the Special Educational Needs Policy. The information published is updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

### **WEBSITE SUMMARY**

The information required to be displayed on school websites differs according to the nature of the educational establishment, for example, free schools and academies have greater freedoms than maintained schools in relation to school policies and other documents and independent special schools also differ in the documents that are statutory and legally required.

It is recommended that a review of the statutory and legally required documents are reviewed monthly and updated as soon as possible.

Guidance on documents required can be found in:

#### **Statutory Policies for Schools:**

Advice on the policies and documents that governing bodies and proprietors of schools are required to have by law.

Dept. of Education/September 2017

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects;

- The level of support pupils received and the amount of progress they make
- The progress data of pupils
- The success of Pupil Premium resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The success of involvement of outside agencies
- The success of liaison with other schools.

## **Arrangements made by the school relating to the treatment of complaints from parents of students concerning the provision made at the school.**

Any complaints from parents concerning the provision made at the school should be made through the school's complaints procedures as set out on the school's website.

### **Part 3 : Information about the school's staffing policies and partnership with bodies beyond the school**

#### **Arrangements for Professional Development for all staff.**

The professional development of all staff is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the school.

#### **The role played by the parents.**

All parents and carers are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the student's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

## **Students**

The student's views will always be ascertained where possible, but this may not be through direct discussion with the pupil. Students will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, contributions to the assessment of their needs and reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

### **Any links with other schools and the provision made for the transition of students between schools or between the school and the next stage of life or education.**

Liaison, with regard to the successful transition of students, will be undertaken with the sole aim of ensuring a safe and successful transition in partnership between receiving and sending schools, colleges & residential provision prior to transfer.

**We liaise with all professionals working with our students such as; child health services, social services and educational welfare services collectively we are therefore able to plan the best support for our students.**

**This policy will be reviewed and updated annually. The Principal will also report annually to the NAS concerning the effectiveness of the policy.**

## **Equal Opportunities**

All pupils/students have the right to an inclusive education that offers excellence and choice. Teaching approaches and resources will enable all pupils/students to have equal opportunities to be included in the school regardless of their culture, gender or religion.

## **Measure**

Ofsted  
HMI  
HMLe  
Department for Education  
Autism Accreditation  
Head of Education Inspections

## **Reference**

Equality Act 2010  
Children and Families Act 2014  
Schools Standards and Framework Act 1998  
Education Reform Act 1988  
Education Act 1997

Department for Education  
Scottish Department of Education  
SEN and Disability Act 2001  
SEN Code of Practice 2014  
Purchasers' Contracts

***Other relevant policies and guidance***

Curriculum Policy SO-0109  
Assessment Policy SO-0013  
Inclusion Policy SO-0123  
Scottish Qualifications Authority (SQA)  
School Curriculum – Department for Education  
Ofsted  
The SPELL Framework