



# Hidelow Grange School

## Special Educational Needs Policy

	Reviewed annually
<b>Written:</b> November 2018	Most recent review: November 2023 (Sam Goodchild & Charlotte James)
<b>Author:</b> Becky Cooper	next review November 2024
<b>Role:</b> Head teacher	
<b>Implemented:</b> December 2018	

*CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential*

## Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

**For a more detailed description of what the school offers see “Statement of Independence” and School Prospectus.**

## OUR PUPILS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

## THE VISION

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;

- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

## OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

## OUR VALUES AND INTENT

**Our values**

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others

**Our Curriculum Intent**

For our staff: Everyone at Hidelow supports and challenges pupils to invest in education as a priority for a successful placement

**For all learners:**

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

## 2 SEN Policy

### Philosophy

This policy describes the way in which we meet the needs of our pupils who experience barriers to their learning and the steps we take to remove those barriers.

The Special Educational Needs and Disabilities Coordinator (SENCo) for the school is Charlotte James.

In line with the SEND Code of Practice 2015, all staff share responsibility for ensuring the needs of all our students are met.

This policy has been written according to current legislation and guidance; it follows the SEND Code of Practice (CoP) 2015/updated 2016 and will be reviewed and updated when new legislation is published.

### Rationale

Hidelow Grange School is committed to providing a high quality education to all our pupils. We recognise that our pupils have a variety of needs including Cognition and Learning needs and Social, Emotional and Mental Health (SEMH) needs. Every pupil is entitled to a broad and balanced curriculum that aims to tackle the academic and the social aspects of development.

All our pupils have SEN- most will have an Education, Health, Care Plan (EHC); all other students will be receiving SEN Support. We provide an environment where individuals are respected and are encouraged to achieve the best they can. For some of our pupils this will mean an individualised curriculum, which is suitably differentiated to make it relevant and accessible and at the same time challenging to ensure progress.

### **Inclusion**

Hidelow Grange School caters for pupils with significant and complex special educational needs for whom appropriate and effective provision cannot be made in other settings. We are fully inclusive in our provision in terms of social background, ability, ethnicity, religion, gender, or sexuality. We strive to prepare our young people for adult success, seek to improve levels of attainment and progress, and secure the highest levels of achievement appropriate to the individual learner.

- Every pupil has a right to an individual educational pathway, involvement in their own individual education plans and access to nationally accredited routes and qualifications.
- Every pupil has an IEP which is reviewed every term.
- Every pupil has a Pupil Passport which is updated when new information or assessment reports are received.
- All pupils have equal access to full-time education.
- The education is designed to be suited to the pupils' ages, abilities, aptitudes and additional learning needs.
- Our intent is for every pupil to be actively engaged in effective learning.
- Every pupil participates in all educational activities unless a particular provision agreed with the parents or carers and the young person is in place.

Wider experiences are provided through educational visits, off-site work experience, curricular enrichment programmes, use of local sports and community amenities, and vocational opportunities.

### **Statutory framework**

Hidelow Grange School has due regard for:

- Part 3 of the Children and Families Act 2014
- The Special educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Equality Act 2010
- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)

### **SENCO role and responsibilities**

The Head Teacher (Sam Goodchild) retains the responsibility for ensuring the implementation of this policy and also acts as:

- Designated Teacher for Looked After Children and
- Designated Safeguarding Lead

All members of staff are responsible for the implementation of this policy. All teachers must take full responsibility for the progress of children they teach. The school works with all agencies involved with our pupils to address their needs.

The SENCo (Charlotte James) has the responsibility to ensure:

- Liaison takes place between home, school and all stakeholders.
- Individual Education Plans (IEPs) are in place and are reviewed regularly.
- Information about pupils' needs is accurate, up to date, shared as necessary and is used to inform planning.
- Professional guidance is given to all staff to ensure quality teaching & learning for pupils with SEN.
- Liaison and advice is available to staff, giving clear guidelines for procedures.
- A request is submitted to the relevant local authority to initiate an Education, Health and Care needs assessment for any child or young person when necessary.
- The SEN policy is shared with and understood by all school staff
- Liaison and advice is available to staff, giving clear guidelines for procedures when needs are identified.
- Student views are sought prior to review and following meetings.
- Reviews are held regularly.
- Parents/carers and pupils are involved in review and their views are heard and implemented.
- Staff have access to training relating to SEN.
- Current developments in SEN are disseminated to staff.
- The SEN register is maintained and up-to-date.
- Key information regarding SEN is passed to the relevant people when pupils are being taught off-site to ensure consistency of approach and expectations.

### **Definition of SEN**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions

### **How do we identify children with Additional Learning Needs (ALN)?**

Most pupils attending Hidelow Grange School arrive with an Education Health and Care Plan (EHCP). Therefore, their Additional Learning Needs will already have been identified before they enter our school.

The process of putting in place the EHCP will have taken account of the needs of the whole child which will include not just the Additional Learning Needs of the child. This process will have taken full account of such issues as: the child's attendance and punctuality, health and welfare; whether he has English as an additional language (EAL); whether he is in receipt of the pupil premium; whether he is a Looked After Child (LAC); and whether he has challenging behaviours. However, where relevant, these issues in themselves will not have constituted an additional learning need or a disability.

At Hidelow Grange School we use a range of assessments to help identify pupils ALN. These include;

- Abigail Steel (KS3 Phonics) Diagnostic Assessment at the beginning of work books 1, 2 & 3 Phonics. Pupils then get a Diagnostic exit score.
- WISC – Therapy team – Intelligence, Working Memory, Processing Speed – This information is used to help produce Pupil Passports which are used by teachers to support pupils effectively in lessons.
- Autism Assessment (ADOS) – Therapy team – For those who need it.
- Child Sexual Exploitation Assessment – Therapy team
- WRAT5 – Word Reading, Spelling, Math computation, Sentence comprehension and a Reading composite. This information is used to determine the most appropriate interventions.
- Pearson Clinical Dyslexia Screener & Dyscalculia/GL Assessment – This is used to help produce the Pupil Passport and also to identify appropriate exam board access arrangements applications.
- Boxall Profile – This is used to monitor pupil's social, emotional and behavioural needs at school. This is used to influence IEP targets.
- Motional – This is used to monitor pupil's emotional health & wellbeing. This is used to influence IEP targets.

### Implementation of Support?

This overall approach will take the form of a four-part cycle: Assess, Plan, Do, and Review through which earlier decisions and actions are revisited, refined and revised to develop a growing understanding of the pupil's needs and of what supports the pupil in making at least good progress and securing at least good outcomes. This cycle draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to pupils' ALN. Such an approach will be inherent in all that we do and is emblematic of the work of all professionals in special schools.

**Assess:** The class teacher and other professional such as the SENCo, Psychotherapists and Residential Support Workers, Occupational Therapists and LAC Nurse, will engage in ongoing analyses of the pupils' needs. The assessment will also draw on other teachers' assessments, where relevant, the pupil's development in comparison to their peers and relevant national data, the views and experience of parents/carers, and the pupils' own views, where appropriate. We will take seriously any concerns raised by a parent/carer. These will be compared with our own evidence. The

assessment process will make full use of observation, and appropriate psychometric tests, and discussion with the parents/carers. Given the nature of the pupils' needs, there will be ongoing liaison with professionals such as those from Health and Social Services, and the Therapy team.

**Plan:** The class teacher and other professionals will agree in consultation with the parents/carers and the pupil (where appropriate) the teaching programme to be put in place, as well as the expected impact on progress, development, and behaviour, along with clear dates for various reviews. All teachers and other professionals who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will always encourage all parents/carers to become involved so that they can reinforce or contribute to progress at home.

**Do:** The class teacher will have overall responsibility for working with the pupils on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, the class teacher will retain responsibility for the pupil. She/he will liaise closely with all the professionals involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. All pupils, regardless of their specific needs, will benefit from individually designed programmes which will include the setting of SMART (Specific, Measurable, Achievable, Relevant and Timed) targets and regular reviews of progress leading to the revision of earlier targets.

**Review** The effectiveness of the support and interventions and their impact on the pupils' progress will be reviewed in line with the dates agreed when the programme was planned. The views of the pupil and parents/carers will be taken account of. The outcomes of this review will feed back into the analysis of the pupil's needs. The class teacher, working with other professionals, will revise the details of support in light of the pupil's progress, deciding on any changes to the support and desired outcomes in consultation with the parents/carers and pupil (where appropriate).

We will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. All pupils at Hidelow Grange School are Looked After Children who all have a Social Worker. This will include reviewing and, where necessary, improving teachers' understanding of strategies to identify and support pupils with particular ALN's. In order to do this, we will use a variety of techniques. Lesson observations by senior leaders can provide a 'snapshot' of teaching skills and used to assess, for example, embedded practices, assessment for learning practices, a teacher's ability to engage pupils and differentiate tasks, teacher-pupil relationships and behaviour management approaches. We will carry out these formal observations termly with prompt feedback and opportunities for discussion. As well as lesson observations, we will use planning and book scrutiny's, pupil progress meetings, professional development and performance management to monitor, assess and develop teaching skills and so help our staff becoming outstanding professionals.

### Meeting the Special Educational Needs of our Pupils

The SEND Code of Practice (2015) specifies four broad areas of need:

- Communication and Interaction (including Autism Spectrum Condition - ASC)



- Cognition and Learning
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and/or physical needs

All our students have SEND. Most have an EHCP or a Statement of SEND. The small number without are identified by the school as needing SEND Support (K). This reflects the fact that the referring Local Authority have deemed it necessary to make specialist provision. A record of SEND will be kept on the SEND tracker which forms the SEND Register for the school.

Every pupil has an Individual Education Plan (IEP). These will normally identify three priority targets often addressing needs in literacy, numeracy, and personal/ social development. The IEP also details any specific teaching strategies, success criteria and when the plan will be reviewed. Reviews will take place every 8-10 weeks and at least once a term. This will record outcomes against targets, and plan further targets and next steps. The IEP targets are also considered in the Pupil Planning Meeting (PPM). This is a meeting between Care, Therapy and Education and takes place every six weeks for each pupil. Adjustments to the IEP may be made following one of these meetings.

When a young person is having particular difficulties relating to their behaviour or emotional state, a specific multi-disciplinary meeting between Care, Education and Therapy may be called. This aims to plan a co-ordinated response. A behaviour support plan may be produced to ensure that the young person is clear about expectations and that all aspects of the provision are working together to ensure progress. This plan is reviewed through the regular PPM meeting, unless there is a need to call another specific multi-agency meeting.

Hidelow Grange School has an Accessibility Plan, which considers the reasonable adjustments that should be made in the case of a young person or adult having an identified/declared disability. However, the school building is an old farmhouse which makes provision for pupils with physical difficulties and/or visual impairment difficult. The nature of the difficulties experienced by the current cohort of young people also mitigates against the inclusion of pupils with this range of needs.

An IEP, which reflects the most important long-term objectives in the EHCP, is prepared six weeks after the pupil joins Hidelow Grange School. This allows time for the pupil to settle into school and for the school to undertake a number of formal baseline assessments and informal observation of the student in school.

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

When a young person has SEN and is not making expected progress despite the school having taken relevant and purposeful action, the school will consider requesting an assessment of their Education, Health and Care needs. This may result in an Education, Health and Care Plan for that young person.

The EHCP identifies long term objectives that will ensure that the pupil is making adequate progress and that steps are taken to prepare them for adulthood within mainstream society on leaving school or for longer term care if necessary. The long-term objectives concern educational provision with support from health and/or care.

Adequate progress can be defined in a number of ways. It could be progress which:

- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment.

### **Annual Review of an EHCP**

The school has a responsibility to coordinate and lead the Annual Review of the EHCP.

The purpose of the Annual Review is to:

- Assess whether the educational needs of the young person are being met – are they making adequate progress.
- Assess whether the provision is still appropriate.
- Make recommendations to the LA about whether the EHCP is still necessary.
- Make recommendations to the LA about specific amendments that are required.

In line with the Code of Practice, the head teacher convenes the Annual Review meeting in consultation with the parents, placing LA and relevant agencies to set the most suitable date.

The invitation to the Annual Review meeting is sent by email to:

- the pupil's parent
- the pupil's social worker
- the residential key worker
- the Registered Manager of the pupil's care home
- the pupil's therapist
- the placing LA SEN casework officer
- the LA virtual teacher with responsibility for the pupil and
- any other person who the LA considers appropriate.

Anyone who is unable to attend the meeting is invited to submit a report within two weeks of the meeting. Copies of all reports are circulated within two weeks of the meeting.

Dependent upon the requirements of the Local Authority, either the Virtual School or the SENCo at Hidelow Grange School take responsibility for completing and circulating the paperwork following the Annual Review.

Hidelow Grange School is committed to regular and systemic evaluation of the effectiveness of all aspects of our work including SEN. All staff have a responsibility with regard to pupils with SEN and the care of our pupils is seen as a whole school responsibility. Internal reviews of SEN provision and implementation of policy will be held at least annually to complement the on-going monitoring of Teaching and Learning. The SENCo will report regularly to the Governance Committee. In preparation for this reporting she will:

- Keep provision for SEN under review.
- Observe and monitor the teaching of SEN pupils.
- Review pupil progress as measured against termly targets
- Review the effective use of resources, when appropriate.
- Review and evaluate the school's arrangements for pathway planning and reviewing, including parental/ care team support and the involvement of other agencies.
- Review the process and outcomes from annual reviews and how these may impact on practice. Consider the evaluations received from parents/ carers at the end of an intervention and make any necessary amendments which will lead to effective practice.
- Monitor SEN procedures and provision in relation to school's SEF and budget.
- Monitor the success rate of young people against their IEP targets so that 80% of IEP targets are met
- Monitor the percentage of annual reviews that are on time
- Ensure that all PPMs will be attended by someone from education

## Staff Training

Our SENCo Charlotte James has completed the Post Graduate Education Award for Special Education Needs Co-ordination (NASENCo Award). She keeps up to date on current practice through CareTech Best Practice meetings.

The SENCo is responsible to ensure that school staff know and understand each pupils ALN. During staff meetings she goes through the EHCP's, IEP's and provides training on specific SEN needs such as dyslexia friendly practices, autism awareness and Motional. School staff gain further training through Myrus.

The home manager outlines individual pupil's risks to all school staff during staff meetings. The Headteacher attends pupils PEP, PPM and LAC meetings and feeds back all relevant information to school staff. Individual pupils are also discussed at the daily briefing and debriefing sessions. This helps to ensure that all school staff are fully informed and up to date with pupils ALN.

## HOW DOES THIS FIT INTO THE OVERALL TRAINING PLAN

## REVIEW

This policy will be reviewed on an annual basis by the Head Teacher and SENCo.

It will be due for review in **November 2024**.

Teaching Staff	Qualifications
<b>Sam Goodchild</b> Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
<b>Charlotte James</b> DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
<b>Mark Maddock</b> 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
<b>Victoria Cooper</b> Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
<b>Juliet Smith</b> Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography

### Roles & Responsibilities

### REFERENCES

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Child Protection and Safeguarding Policy
- Curriculum Policy
- Pupil Assessment Policy
- Behaviour Policy
- Accessibility Plan
- Staff Handbook
- Individual Subject Frameworks including Literacy, Numeracy and HWB

