



*Rosewood Independent School is a trading name of Total Tuition Limited.
This document covers Total Tuition Alternative Provision and Rosewood Independent School.*

SEN policy and information report

Total Tuition Alternative Provision and Rosewood Independent School

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| Approved by: | Jennifer Wood and Janice Woods | Date: 7/5/21 |
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Total Tuition Alternative Provision / Rosewood Independent School we believe that all children have an equal right of access to a broad and balanced curriculum, which enables them to achieve educational success and to reach their full potential. All children, regardless of their level of ability and any medical needs, or learning difficulties they may experience during their school career, are valued for their individual contributions and supported to participate in all elements of centre life.

We make every effort to identify and provide for children's individual needs within a caring, supportive and stimulating centre environment. When a child is experiencing difficulties we are committed to understanding the child's needs and working to create the supportive environment that the child needs to thrive and succeed. We actively seek and take into account the views of the child with the aim of engaging all children with their own learning objectives. We are firmly committed to partnership with parents in all areas of centre life and recognise this as being of particular importance for children with special educational needs and/or disability

Aims and objectives

- to identify and assess children's special needs and/or disabilities, whether short or long term, at the earliest possible stage after a child's entry into the centre/school and as and when they may arise during the course of his/her time with us;
- to encourage the participation of parents and the children themselves from the earliest stage in the provision of information, decision making and reviewing of progress;
- to provide appropriately and promptly for children with special educational needs and/or disability through suitably differentiated programmes which enable them to have access to the whole curriculum;
- to secure external advice and support as necessary to make appropriate provision and to determine effective strategies and make efficient use of resources;
- to maintain accurate records of children's needs and the provision made for them which are clear, informative and up-to-date;
- to value all pupils equally as members of the centre community and to give value to aesthetic, creative and physical skills alongside academic achievement;
- to promote caring cooperative attitudes at every level of centre life to nurture self-esteem in the children and to increase each pupil's social competence in inter-personal relationships;
- to provide children with a secure, safe and supportive centre environment where the welfare and protection of children is the concern of all and the health and well-being of each child is monitored;
- to give children the opportunity to go to a trusted member of staff in order to seek advice and support over educational, social or personal issues;
- to report any child protection matters to the Designated Safeguarding Lead immediately and to ensure that suspected racism, bullying and any form of discrimination are investigated and dealt with promptly;
- to meet the needs of all children within the limitations of the centre/school's physical environment.
- to train and support the staff to meet the pupil's needs.
- to ensure the centre/school is as accessible as possible for children with varying needs.

2. Legislation and guidance

All schools:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Janice Woods, headteacher@rosewoodindependentschool.com

The Assistant to SENCO is Sam Chiu, sam@rosewoodindependentschool.com

They will:

- Work with the headteacher and SEN Advisory Board member to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Make requests for SEN resources as required
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the centre/school keeps the records of all pupils with SEN up to date

4.2 The SEN Advisory Board Representative

The SEN Advisory Board Representative is Janice Woods. They will:

- Help to raise awareness of SEN issues at board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher is Janice Woods. They will:

- Work with the SENCO and SEN Advisory Board Representative to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers/Tutors

Each class teacher/tutor is responsible for:

- The progress and development of every pupil in their group/class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

Definition of Special Educational Needs and Disability

The Code of Practice defines a child as having special educational needs and Disability (SEND) if s/he has a learning difficulty which calls for special educational provision to be made i.e. if s/he:

- a) has a significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability which prevents or hinders him/her from using the educational facilities provided by the School for children of the same age

c) is under five and falls within the definition of a) or b) above, or would do if special educational provision was not made.

A child is not regarded as having a learning difficulty solely because the language or form of language of the home is different from that in which s/he is being taught.

Slow progress and attainment do not necessarily mean that a child has SEND. Some learning difficulties and disabilities occur across a range of cognitive ability.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN.

The DDA 1995 defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term [more than 12 months] adverse effect on his or her ability to carry out normal day-to-day activities.'

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Mild to moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

At Total Tuition Alternative Provision / Rosewood Independent School we recognise the importance of early identification of difficulties which may or may not require special educational provision. These difficulties may present themselves at any stage of a child's schooling, and procedures are in place to ensure that all children's needs and progress are carefully monitored. Difficulties may be manifested in a variety of ways, including a general under-achievement, emotional, social or mental health concern, specific difficulty in certain areas of the curriculum or short term need which should be addressed to ensure it does not escalate. We recognise that difficulties may not result solely or even mainly from problems within the child but that the whole centre environment makes a difference. Children who attend the centre/school have normally had any SEND difficulties identified by the referring party.

We make every effort to meet a child's needs as far as staff expertise and health and safety requirements permit. We are very aware of the fact that the style of the school building currently presents insurmountable access problems in many areas. Within the physical constraints of the building, the centre/school makes every effort to accommodate the needs of pupils with disabilities. Unfortunately, at our Ashington site, we have no access for wheelchairs, but support the YMCA's plans to install a lift which would provide wheelchair access to our centre/school. We can however, offer teaching in a designated space on the ground floor of the YMCA building.

These four broad areas give an overview of the range of needs that should be planned for. (Children's special educational needs and/or disability may include one or a combination of the following):

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty in saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children with autistic spectrum disorder (ASD) are likely to have particular difficulties with social interaction.

Cognition and learning

Children may require support if they learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

These types of difficulties may manifest themselves in many ways, such as: becoming withdrawn or isolated, displaying challenging, disruptive or disturbing behaviour. Children may be diagnosed with disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), or attachment disorder.

Sensory and/or physical needs

Some children have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or a physical disability (PD) will require specialist support and/or equipment to access their learning.

Procedures assisting the identification of Special Educational Needs and Disability

The process of identification is on-going, through the centre/school's carefully monitored reporting system, but special educational needs and disability may be identified from any of the following sources either at the time of a child's entry to the centre or at any time subsequently:

- submission of admission forms and medical records on a child's entry to the centre;
- submission of records on a child joining the centre from nurseries, playgroups or other schools;
- interviews with parents prior to admission;
- parent consultation meetings;

- informally arranged parents' meetings;
- sharing of information by outside agencies, such as health services and social services, including through multi-professional meetings;
- recording of on-going teacher observations and assessment;
- collation of the results of baseline assessment, SATs and formal assessments;
- monitoring of general behaviour such as through the lunch time supervisors' log and through phase meetings;
- concerns raised by a child him/herself which alerts teachers, parents or other adults to a possible need.

The identification process and stages of assessment and provision

As stated in the Code of Practice, 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

Class teachers are asked to comment on their session reports the areas in which children in their classes and/or teaching groups would benefit from additional support or intervention programmes.

External agencies

Many people are involved in the centre's response to children with special educational needs and/or disability. Total Tuition/ Total Tuition Alternative Provision / Rosewood Independent School liaises closely with the LA in relation to SEND.

- Educational Psychologists (EP)
- Educational Welfare Officers (EWO)
- Social Workers
- Family Support Practitioner
- Northumberland Families First
- Early Help workers
- CYPS professionals
- Speech and language professionals
- Literacy support professionals

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The teacher/tutor will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils on their timetable.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- 1:1 teaching to reduce anxiety
- Mindfulness
- Calm activities
- Motional activities
- Dyslexia programme

5.7 Adaptations to the curriculum and learning environment

We make every effort to meet a child's needs as far as staff expertise and health and safety requirements permit. We are very aware of the fact that the style of the school building currently presents insurmountable access problems in many areas. Within the physical constraints of the building, the centre makes every effort to accommodate the needs of pupils with disabilities. Unfortunately, we have no access for wheelchairs, but support the YMCA's plans to install a lift which would provide wheelchair access to our centre.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Our school specialises in 1:1 and small group teaching, so interventions are delivered on an as and when required basis by both teachers and teaching assistants.

We work with the following agencies to provide support for pupils with SEN:

- Creative Arts and Play Therapist
- Therapy Dog visits

5.9 Expertise and training of staff

Our SENCO has over 20 years of experience in this role and has worked as a Deputy Head in a primary school. This role incorporated the role of SENCO. The SENCO also holds the National Award for SEND as well as NPQH. Our SENCO managed a large team of multidisciplinary staff providing advice and support to schools, pupils, parents and other professionals on SEN needs. Furthermore, our SENCO worked in a local authority managing a team of staff who had responsibility for the legal requirements surrounding permanent exclusion.

We have an Assistant to SENCO who supports with risk assessments and individual support plans.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Positive Handling Level 2, Adverse Childhood Experiences, SEND Level 2,3,4, and have been offered ELKLAN training as well as ASD and ADHD training. One of our teaching staff is currently training to support children with Dyslexia and specific learning difficulties and will complete a L2 Award.

We use specialist staff for Play Therapy. (Creative Arts Therapy)

5.10 Securing equipment and facilities

Requests for equipment and facilities for children with SEN are made on an individual basis on an as and when required basis. This includes visual aids, ICT equipment, sensory toys, etc.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Interventions are ongoing as teaching 1:1 allows us to have a very detailed knowledge of each child. Plans and teaching strategies as well as interventions are delivered with a focused approach.
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our activities and school visits are available to all our pupils.

All pupils are encouraged to take part in vocational lessons/ sports days /school plays /special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our schools' Accessibility Plan is reviewed on a yearly basis and is available on the school website and on request.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are encouraged to engage in outdoor (garden) activities and other vocational subjects such as a cookery
- Pupils with SEN are provided with transitional plans with consider social and emotional development to ensure working groups are appropriate

- We have a staff and student wellbeing officer in place who supports the children with their social and emotional mental health.

We have a zero tolerance approach to bullying and have an anti-bullying policy in place.

5.14 Working with other agencies

Many people are involved in the centre/school response to children with special educational needs and/or disability. Total Tuition Alternative Provision / Rosewood Independent School liaises closely with all local authorities in relation to SEND.

- Educational Psychologists (EP)
- Educational Welfare Officers (EWO)
- Social Workers
- Family Support Practitioner
- Early help workers
- Families First
- CYPS
- Primary Mental Health
- Speech and Language
- Literacy Support

5.15 Complaints about SEN provision

Parents will be given a copy of relevant aspects of the Code of Practice and other supporting literature from the DfE on request.

Parents should initially discuss any concerns or complaints with the Headteacher. They may then decide to refer the matter further to the LA. Any official complaints made will follow the complaints procedure. A copy of this is available on the school website and from the main office.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Contact is a national charity providing information, advice and support for families of disabled children.

- Tel: 0808 808 3555
- Website: www.contact.org.uk

Coram Children's Legal Centre is the UK's leading children's legal charity. They provide free information, advice and representation to children, young people and their families.

- Tel: 0300 330 5485
- Website: www.childrenslegalcentre.com

IPSEA (Independent Provider of Special Education Advice) is a registered charity offering free and independent legally-based information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities.

- Website: www.ipsea.org.uk

Northumberland Sensory Support Service: sensorysupport@northumberland.gov.uk

Northumberland Emotional Wellbeing and Behaviour Support Service:
hint@northumberland.gov.uk

Northumberland Speech, Language, and Communication Service: hint@northumberland.gov.uk

5.17 Contact details for raising concerns

Janice Woods- Headteacher- headteacher@rosewoodindependentschool.com

Cathy Brain- Personal Assistant to Headteacher- cathy@rosewoodindependentschool.com

5.18 The local authority local offer

Our contribution to the local offer is published here:
www.rosewoodindependentschool.com/policies

Northumberland Local authority's local offer is published here:
<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by Janice Woods and Jennifer Wood **every year**. It will also be updated if any changes to the information are made during the year.

The policy will be updated to reflect changes to the statutory code of practice.

It will be approved by the Advisory Board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality and community cohesion

- Diversity and inclusion
- Supporting pupils with medical conditions
- Anti-bullying