

SEN Policy

Whitehouse Pupil Referral Unit



Approved by: Jake Thompson

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1. Aims

Vision

Whitehouse Pupil Referral Unit is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND).

We firmly believe that all children and young people with special educational needs are entitled to an education which enables them to:-

- Achieve the best possible outcomes
- Make a successful transition through each stage of their lives
- Become confident individuals living fulfilling lives

Identification and assessment of Pupils with SEN

Information is gathered from the pupils previous setting prior to admission.

Upon admission baseline assessments are made on levels of attainment and learning behaviours.

Targeted assessments are made on pupils with a suspected SEN need on school entry or when required.

Teachers are actively encouraged to raise concerns in relation to pupil progress or presenting behaviours with the SENCO in a timely manner. This supports the early/ongoing identification of SEN within the setting.

All pupils have a 'graduated response' document, also known as an APDR (Assess, Plan, Do, Review), that is personalised to their needs. This document highlights the specific targets that each pupil is working towards and the support/provision that is put in place to help them achieve these targets.

All Teaching and Support staff receive regular training.

If it is then identified that a pupil needs a significant amount of additional support then the SENCO, identified mainstream if dual registered and parent/carers will work together to submit a request to the Local Authority for and Education Health Care Plan (EHCP)

Provision for pupils with SEN

The policies outlined in this section apply to all Pupils with SEN whether or not they have an EHCP.

The school closely monitors the progress of all pupils with special educational needs. All pupils in the Whitehouse PRU are on the SEN register. The effectiveness of the provision for these pupils is evaluated to ensure they make adequate progress. This is reviewed half termly with class teacher, parent/carers, SENCO and with the pupils themselves.

2. Legislation and guidance

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

This policy was developed through discussions with the SENCO, the senior leadership team and with governors. It is the responsibility of the Head of School and the SENCO to ensure that this policy is reviewed and amended at the start of every academic year, but it is amended throughout the year if significant changes arise.

Paper copies of the policy are available for staff, parents/carers and external agencies to request. The policy is also available on the school website.

This policy also complies with our funding agreement and articles of association.

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 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 is Shannon Young

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They will:

- Work with the headteacher and SEN governor 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 provide SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing 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 will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their 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

- Class Teachers will liaise with mainstream teachers and SENCO's to keep up to date with the graduated response.
- Ensuring they follow this SEN policy

5. SEN Information

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:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

This includes social emotional mental health, speech, language, communication and the broad range of Autistic Spectrum Disorders.

5.2 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

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 when identified as needed:

In class TA targeted support

Small group and 1:1 work – Around literacy and phonics/numeracy/social skills

Targeted support in their specific area of need

Adapted support within lessons

Specific identified interventions delivered by a trained member of staff

Pastoral support including ELSA, Lego Therapy, Sensory Circuits, Fine and Gross Motor skills and Physical and Well-being sessions delivered by our Personal

Development mentors

Ensure that pupils have access to interventions/support from external professionals, if the school have been advised that this will support the pupil

Increased supervision for some pupils during unstructured time

A clear behaviour policy implemented consistently by all staff

5.3 Additional support for learning

We have a dedicated team of support staff, a personal development team and a pastoral team to support the complex needs of our pupils.

Support staff will support pupils on a 1:1 basis and in small groups based on current need at the time and as directed by the class teacher.

When we have concerns that a pupil will require additional or external support to meet their special educational needs then a request can be made to the Local Authority /service provider and/or other professional support services or voluntary organization which may include:

- Educational Psychologist
- Speech and Language Service
- Humber Sensory Processing Service
- IPASS
- National Autistic Society
- Social Care
- CAMHS
- Advotalk
- The Best You Therapy
- KIDS
- School Nursing Team
- Bereavement Support Team
- Northcott Outreach
- Tweendykes/Ganton Outreach
- Barnardos
- Youth Justice
- Police
- Fire
- VEMT

This list is not exhaustive. Advice may be sought from one or several service providers when considering the initiation of a statutory assessment.

Throughout this process the local authority has a duty to request the opinions of parents the school and allied professionals.

5.4 Expertise and training of staff

Our SENCO has 6 years of experience working in this setting as a class teacher/outreach support worker. They have undertaken the SENCO role for 2 years and have completed and passed the appropriate SENCO degree.

We have a team of skilled teaching assistants who are trained to deliver SEN provision.

In the last two academic years, staff have been trained in the following (whether that be whole school training or specific members of staff):

Safeguarding Children Awareness

Trauma Informed Schools UK

Visual supports and Structures

Graduated Response/ Assess Plan Do Review

Promoting Positive Behaviour

Team Teach

Autistic Spectrum Disorder online training

Attention Deficit Hyperactivity Disorder online training

Sensory Circuits

Sensory Processing Disorder

We have two members of staff trained as Attachment leads

We use specialist staff for ELSA interventions.

5.5 Securing equipment and facilities

The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Children with an 'Educational Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.

Other children (without an EHCP) will also receive support linked to their needs. This support may take various forms:

- In class support from teaching assistants
- Small group work
- Specialist 1:1 support
- Support from external agencies
- Provision of specialist resources
- Tracking of progress and analysing individual pupil data highlights children who are not making expected progress

Children are given additional and differentiated support and interventions are put in place to support their learning and the impact of that provision measured.

If interventions are not having the expected outcome, then the SENCO may refer to external professionals in discussion with parents to enable further support to be provided.

5.6 Working with other agencies

As a setting we work closely with external agencies including Health, Social Care, The Local Authority and with the Voluntary Sector including KIDS to meet our pupils SEN needs and to support our families.

Any Placement review, EHC needs assessment request or Termly review meetings include invitations for appropriate professions to attend and contribute.

We work closely with CAMHS and meet termly with them. We work closely with the Educational Psychologist service and have built up a positive, professional working relationship with the service. The Virtual School are in regular contact in relation to our CLA pupils.

We also work across boundary with East Riding, NE Lincolnshire, Lincolnshire, York and Doncaster Local Authorities.

5.7 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be investigated using the school's complaints policy.

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

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

- All support services available across the City of Hull are contained in the Local Offer.

5.9 Contact details for raising concerns

Jake Thompson
Head of School
The Whitehouse Pupil Referral Unit
Pickering Road
Hull
HU4 7AD
01482 303300

5.10 The local authority local offer

Our local authority's local offer is published here: hull.mylocaloffer.org

6. Monitoring arrangements

This policy and information report will be reviewed by Jake Thompson annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions