



Policy Title:	Special Educational Needs and Disabilities Policy		
Last Reviewed & Updated:	July 2019	Due for Review:	July 2021

**Pendlebury Centre PRU**

**including Cedars and the Education of Sick Children Service**

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Disabilities Policy**

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**I) OVERVIEW**

*This policy should be read in conjunction with the Centre's 'School Offer for children with Special Educational Needs and/ or Disabilities (SEND)'*

*The policy, in its design and implementation, sits within the legislative framework / remit of the Equalities Act 2010, SEND Code of Practice 2014 and the Children and Families Act 2014.*

*The Centre works in partnership with Stockport local authority's SEN Service: <http://www.stockportcypdisp.org.uk/ourservices/sen/>*

**II) DEFINITIONS OF NEED**

The Centre follows a widely recognised, cumulative three-tier approach to differentiating levels of need, consisting of:

1. Quality First Teaching – primarily classroom-based approaches designed for the benefit of all students, all of the time.
2. SEN Support (formerly divided into and known as 'School Action' and 'School Action Plus') - additional school-based and external agency approaches for small groups of students, provided on a short to medium term to address specific barriers to achievement.
3. EHC Plan - additional school-based and external agency approaches for individual students, provided on a longer term basis to address persistent barriers to achievement.

For a young person to be designated at the third stage as 'EHC Plan', they must be subject to an *Education Health Care Plan (EHC Plan)* - previously known as a *Statement of Special Educational Needs*. A young person at this stage will typically:

- have a learning difficulty and/or social, emotional and mental health need and/or a disability identified by recognised specialists  
and
- present with a persistent level of need that prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age (*SEN Code of Practice: 0 - 25 Years, 2014*)

A young person entered into the statutory assessment process for an *Educational Health Care Plan* remains at 'SEN Support' until a decision to issue an EHC Plan is made and the relevant documentation is officially published.

### **III) INITIAL CLASSIFICATION OF STUDENTS ON-ROLL**

Having been referred to the Secondary Panel for Inclusion (SPI) and, in turn, allocated a placement at the Pendlebury Centre, on admission each young person is automatically deemed to have an additional need requiring support above and beyond the first wave of provision, 'Quality First Teaching'.

As such, all young persons are designated on the Centre's *Register of Additional Needs and Additional Funding* as being at the second tier of provision, known as 'SEN Support'. This listing sits alongside a basic outline of the nature of their needs. The nature of such needs will typically come under the umbrella term 'social, emotional and mental health needs' but may also include a specific learning need.

This support begins with the provision of a smaller overall setting, higher staff to student ratio, a curriculum with a strong social-emotional component and scope for personalisation, smaller teaching groups and a staff body with a high level of expertise in working with social, emotional and mental health needs.

Although the Pendlebury Centre is not a designated specialist provision for young people with an Education Health Care Plan or Statement of Special Educational Needs, it does make provision on a short to medium term basis for young people with special educational needs and disabilities at this level.

Students with long term medical needs who are educated through the Education of Sick Children service are classed as being at the SEN Support stage, unless they are in receipt of an Educational Health Care Plan or Statement of Special Educational Needs.

Where a student is viewed to require more formalised support through an Educational Health Care Plan, the Centre will look to initiate statutory assessment – or where the student is dual-registered with a mainstream school, contribute to the statutory assessment process. This process is outlined in more detail within our 'SEND Information Report – Part 3' and follows national guidance:

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

### **IV) FURTHER IDENTIFICATION OF NEED**

Assessing how a student's learning needs are being met, whether those needs have changed / likely to change and what needs to happen next to further meet those needs can be measured, generally speaking, in consideration of the following key factors:

- A closing of the attainment gap between the child and their peers
- Prevention of the attainment gap growing wider
- Progress similar to that of peers starting from the same attainment baseline but less than that of the majority of peers
- Matching or bettering the child's previous rate of progress and taking account of their difficulties
- Progress that ensures access to the relevant curriculum
- Progress that demonstrates an improvement in self-help, social or personal skills
- Progress that demonstrates improvement in confidence, self-esteem or behaviour

- Engagement in school life and learning evidenced primarily by attendance and behaviour data

The Centre builds an initial profile of a student through:

- Risk assessment, using referral information and professional observation
- Baseline testing, conducted within the first four weeks of a student attending the Centre
- Academic tracking, based on subject progress data provided by teachers every half-term
- Engagement tracking, monitoring attendance and behaviour data in 2 – 3 week blocks
- A written 'Progress Report', collecting the views of teachers and progress data, published for each student every term
- Ongoing professional observation, shared daily during afternoon briefings and taking into account presentation within the Centre, feedback from parents/carers and any feedback from other placements such as a student's mainstream school and/or vocational placement

The Centre places importance on undertaking any considerations in collaboration with parents/carers, outside agencies, the mainstream school (if the student is dual-registered) and the young person themselves. This is carried out through PLP Review meetings – and where applicable, Annual Review meetings and TAC meetings.

In considering the factors above, the Centre will seek to further clarify and collate evidence that will build up a picture of:

### **Severity**

- Severity may depend on the setting and context in which students are taught
- Severity is a measure of how a student compares with his or her peers across Stockport or nationally
- Where possible it is based on standardised tests, rating scales or structured observation which provide evidence
- Attainment scores/centiles are used as comparisons with other students

### **Complexity**

- Complexity takes account of the number and range of factors which may contribute to a child's SEN. It ensures each child is considered as an individual and as a member of the school community
- The existence of complexities does not necessarily mean that the child's learning will be affected. Resilience and an ability to cope mean that each child will respond differently
- Understanding of the complexity of a student's needs depends on the collection of accurate information from a variety of sources. PLP targets and evaluations should reflect the complexity of a student's needs.
- Such complex needs might be due to a variety of issues including;
  - Lack of continuity in education due to moving schools or home setting
  - Missed opportunity for education due to illness or adverse life

- experiences
- Bereavement or loss
- Mental health issues
- Child protection issues
- Disability requiring therapy, medical support or equipment

The progress that a child has made in response to any support previously provided – primarily through quality first teaching (including differentiation), school-based intervention and the involvement of outside agencies - is a further consideration in deciding whether a student should move to a higher (or lower) stage within the three-tiered framework.

## **V) REVIEWING AND PLANNING SUPPORT ARRANGEMENTS**

To review levels / nature of need and to plan responses, the Centre holds twice-yearly PLP Review meetings for all students at 'SEN Support' – with those students holding an Education Health Care Plan or Statement of Special Educational Needs receiving a termly review, one of which is designated an Annual Review meeting.

The first PLP Review takes place within 6 weeks of the student entering Pendlebury and, for those at 'SEN Support', then approximately six months later. In the first review, the meeting is chaired by a member of the Senior Leadership Team. The student and his/her parent/carer are invited along with a representative from their mainstream school. In the second review, the meeting is typically concerned more with transition, either a return to school or into a Post-16 provision. Therefore other agencies, including where appropriate the Young Person's Worker and any other outside agency with close involvement, are invited to ensure the student's needs are accommodated.

At these review meetings an Personalised Learning Plan (PLP) is created, which serves as a working document outlining 3 - 4 targets with corresponding strategies to achieve them, success criteria and the intended outcomes once they are met.

Form Tutors hold responsibility for the initial drafting of targets for an PLP - these are then shared with Centre staff for an initial 'double check' before being taken to the PLP Review meeting to be discussed, amended / added to where necessary and then agreed.

In drafting targets, the Centre works to the following principles and processes:

- Targets will focus on the 'social, emotional and mental health' needs of a young person and their presentation generally within the placement rather than specific subject issues.
- Targets will, be it explicitly or implicitly, focus on transition to longer-term, typically mainstream, provision.
- Targets will be shaped, in part, by responses and conversation with students – using the 'Strengths and Weaknesses' questionnaire.
- Targets will draw on - and be consistent with – information from baseline academic and emotional testing.
- Targets will be SMART:
  - Sensitive
  - Measurable
  - Achievable

- Relevant
  - Time-Related
- Targets will be written in 'plain English'.

In agreeing targets, the Centre works to the following principles and processes:

- Parents, mainstream school and outside agencies are given access to the baseline testing results, via its inclusion on the PLP.
- Parents, mainstream school and outside agencies are given ample opportunity at the PLP Review meeting to suggest targets be modified, rejected or supplemented.
- Parents/carer are given opportunity to express their views alternatively or additionally in writing, via the feedback form.
- Part of the PLP meeting will be based around reviewing progress in terms of what has been working well and what has not been working. A plan is then created moving forward including what needs to be actioned by the centre as part of the 'Plan, Do, Review' model.
- All present at the meeting sign the final PLP to formally indicate their agreement and receive a copy for future reference.
- Any parties invited to the meeting who could not attend are provided with a copy.

After a new PLP has been agreed, the document is shared with staff via the Centre's secured shared area – with Form Tutors using the Form Time session to provide direct guidance / mentoring to students on their targets, and all staff being mindful and proactive of the targets in their day-to-day work with students.

With students subject to an Educational Health Care Plan, they are subject to a third PLP Review meeting which becomes an Annual Review meeting. The Annual Review will consider the extent to which the student has achieved the outcomes in the EHC Plan (or Statement of Special Educational Needs), and whether further action is necessary. Further action may include setting new targets, discontinuing the EHC Plan (if sufficient progress has been made or if all outcomes have been achieved) or considering whether further support is necessary. Recommendations will be made by the school in the Review report, and the Local Authority will consider the recommendations when deciding what action to take. As with the PLP Review meeting, the Annual Review meeting is attended by parents/carers, the young person's mainstream school (if they have one) and the young person themselves. Any involved agencies will also be invited.

Young people registered as being a 'Looked After Child' also receive a Personal Education Plan.

Some young people will also be placed within the Team Around the Child (TAC) process or Team Around the Family (TAF) process.

Where possible, and productive, the Centre will attempt to group review meetings together in recognition of our parents/carers other commitments with work, family etc.

## **VI) TYPES OF SUPPORT AND INTERVENTION**

The Centre places emphasis first and foremost on 'Quality First Teaching', described by researcher John Hattie as, *"seeking learning through the eyes of students, appreciating their fits and starts in learning, and their often non-linear progressions to*

*the goals, supporting their deliberate practice, providing feedback about their errors and misdirections, and caring that the students get to the goals and that the students share the teacher's passion for the material being learnt."* ('Visible Learning for Teachers', 2011)

In addition to this, the Centre has a number of strategies and interventions used to support students. Examples of these strategies include:

- 1-to-1 check in and check out sessions with a member of staff, to help students express any anxieties or other difficult thoughts / emotions on arrival at the Centre and on leaving.
- 1-to-1 and small group restorative justice sessions, following an incident.
- 1-to-1 and small group numeracy and literacy interventions.
- Additional sessions, usually ahead of exams, where a student has gaps in their core subjects.
- Vocational and alternative education placements to enrich timetables.
- Structured small group activities at break times, for those students with social anxiety.
- Access to teaching groups for specific subjects not delivered within the Centre, usually provided through a mainstream school.
- Transport to and from placements and mainstream schools (subject to availability).
- Visits to placements and mainstream schools supported by a teaching assistant.
- Access, through a referral protocol, to professional-trained counsellors and mental health practitioners.
- Assessment and application for access arrangements relating to examinations and other controlled assessment activities.

The Centre places emphasis on each young person developing independence within a larger mainstream setting. This is as important for KS4 students preparing to transition to post-16 provision as it is for KS3 students on reintegration programmes.

Finally, as most students are dual registered and undertaking a short term placement, the Centre seeks to work wherever possible in partnership with a student's designated mainstream school in the planning, funding and delivery of additional support or interventions.

Through the disability discrimination duties the Centre works to provide protection for disabled students by preventing discrimination against them on the grounds of disability. The two key areas involved in this are to ensure that we do not treat disabled students less favourably and that we take reasonable steps to avoid putting disabled students at a substantial disadvantage. This is known as the reasonable adjustments duty.

## **VII) MEETING THE NEEDS OF GIFTED AND TALENTED STUDENTS**

With regards to Gifted and Talented students, the Centre works according to the following principles:

1. Provision for Gifted and Talented students is a whole school issue.
2. Inclusion means recognising the rights of able students - this is about entitlement, not elitism.

3. Differentiation through 'Quality First Teaching' is the primary route in supporting students who learn faster, with greater depth and breadth.
4. Where possible (logistically speaking and with consideration of 'social-emotional' readiness), gifted and talented students attending the Centre should be provided with some access to a broader curriculum within a mainstream setting in order to fulfil particular interests and talents which cannot be met through the Centre's curriculum.

Gifted and Talented Students are identified through the following characteristics:

- Question readily, with relevance
- Persevere when motivated
- Think divergently
- Synthesise
- Communicate fluently
- Analyse
- Show creativity
- Engage with complexity
- Perceive patterns
- Grasp ideas rapidly
- Take risks
- Spot illogicalities or inconsistencies
- Make links

Student will not necessarily present with all of these characteristics, but will present with a cluster. Students may present with these characteristics consistently in one subject whilst not in others.

### **VIII) THE ROLE OF THE SEN COORDINATOR**

The designated SEN Coordinator (SENCO) is Kate Holland who undertakes the following duties, with support from Stella Hulley (Deputy Head) and Diane Cawley (Exams Officer):

- Attending meetings such as PLP Review Meetings, Annual Reviews, Team Around the Child (TAC) meetings where issues are or maybe related to SEN.
- Undertaking specialist assessment ahead of referral.
- Liaising with educational psychologists and other agencies.
- Liaising with families and the local authority with regards to the application for and maintenance of EHC Plans.
- Communicating with post-16 provision on SEN issues.
- Communicating with partner schools on SEN issues relating to reintegration.
- Providing training to Centre staff on SEN issues – including briefing on any new development to arise with a young person.

### **IX) THE ROLE OF OUTSIDE AGENCIES**

To identify and support the various needs of each student attending the Centre, importance is placed on multi-agency working. In particular, the Centre works to maintain close partnerships with mainstream schools, Stockport SEN Service, HYMS and the Educational Psychology Service, CYPD, Social Care, Mosaic, Beacon Counselling and the Police services.



With a view to this, the Centre follows a three-pronged approach:

- Communication – ensuring information is shared promptly, appropriately and through traceable processes.
- Collaboration – ensuring all parties involved in a young person's well-being are brought together on a regular basis to agree priorities.
- Clarification – ensuring roles and responsibilities, 'what is to be done', are clearly distributed according to expertise and resources available with stated agreements on timeframe and accountability.

#### **X) MONITORING AND EVALUATION OF THIS POLICY**

The success of this policy and its implementation will be evaluated using the following indicators

- Recorded views of students and parents/carers gained at review meetings
- Measurable gains from student performance, particularly in terms of standardised tests (achievement, social-competence) and GCSE / qualification results
- Ongoing feedback from professionals within the Centre and from outside agencies

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Pendlebury Centre  
July 2019

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