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| THE OBSERVATORY SCHOOL |
| Special Educational Needs and Disability (SEND) Policy and Information Report |
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| **Miss Sarah O'Sullivan SENCO** |
| **15/06/2021** |

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| The Observatory School (TOS) is a KS2 and Secondary SEN School for girls and boys with Social, Emotional and Mental Health (SEMH) needs and/or pupils with primary need Autism Spectrum Disorder (ASD). |

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**Working together to reach our full potential**

1. **Aims**

The key objective for The Observatory School is to promote positive changes in children’s lives through providing experiences that promote both the personal development and academic progress of the pupils.

All pupils are entitled to a broad and balanced curriculum by law, and The Observatory School (TOS) is committed to providing this for all pupils whilst meeting their Special Educational Needs (SEN).

TOS will provide an education that is appropriate to the needs of the individual, will promote high standards of education and will support its pupils in meeting their full potential, meanwhile, preparing them for adulthood (SEND Code of Practice, 2015).

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

# 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

* [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3) which sets out schools’ responsibilities for pupils with SEN and disabilities
* [The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made) which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

# 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

(SEND Code of Practice, 2015)

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

The SENCO and Head Teacher work closely together to oversee the effective running of the SEN provision within school. The Governing Body has also allocated an SEN Governor, who will liaise regularly with the SENCO and Head Teacher to ensure they are kept up to date, and to ensure that the school is meeting its statutory requirements in relation to its SEN provision.

All members of staff are responsible for the implementation of the Special Educational Needs policy, differentiating the curriculum to meet individual pupil need, and ensuring the progress of their pupils. Staff roles and responsibilities will be discussed in more detail within this section.

**4.1 The SENCO**

The designated SENCO is **Sarah O’Sullivan**. The SENCO will:

* Work with the head teacher 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, in-line with the statutory requirements, as identified within 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
* 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
* Work with the head teacher 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 designated SEN Governor is **Jane Owens.** She 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 head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

**4.3 The Head Teacher**

The Head teacher is **Greg Chiswell.** He 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 implementation of this SEN policy
* The progress and development of every pupil in their class
* Differentiating their planning and providing reasonable adjustments to their resources to meet the needs of individual pupils
* Monitoring the progress of individual pupils
* Working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
* Reflecting on the effectiveness of resources and other curriculum material in meeting individual pupil need
* Work with all members of staff to raise awareness of any additional need that may not already be diagnosed/identified for individuals

**4.5 Pastoral team**

The following members of staff make up the Pastoral team and are all Learning Mentors.

* Ann Baird – Pastoral Manager
* Pastoral Assistant – Under Advertisement
* Sally Dowd – Learning Mentor, PSP lead
* Rob Whitburn – Learning Mentor, In-school

 They will:

* Support pupils in achieving positive wellbeing
* Support pupils in accessing their education within their provision, where additional supports are required
* Develop and oversee action plans to re-engage pupils where learning, where required
* Liaise with young people and their families to support and encourage positive attendance
* Liaise with social care teams where relevant and engage in multi-agency meetings
* Liaise with families of new pupils to arrange periods of transition
* Arrange parent groups to introduce parents to key SEND figures within the LA
* Arrange coffee mornings to provide support groups between parents
* Signpost parents to outside agencies for further support, where this is required.
* Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

**4.6 Teaching Assistants**

Each teaching assistant is responsible for:

* Supporting pupils to access provision and resource within the classroom environment
* Providing intervention for individuals and small groups, with direction from class teachers and SENCO
* Liaising with class teachers and SENCO to raise awareness of additional need for pupils that may not yet be diagnosed/identified for individuals
* Liaising with class teachers and SENCO to review progress and consider next steps for individuals
	1. **Examinations officer**

The schools Examinations Officer is under adviertisement. He will:

* Work closely with the SENCO to organise access arrangements during examinations for SEND pupils
* Plan and arrange for any approved reasonable adjustments and access arrangements to be delivered during exams

# 5. SEN information report

# 5.1 The kinds of SEN that are provided for

Our school currently provides provision for a range of needs, including:

* Social, emotional and mental health difficulties, for example, Adverse Childhood Experiences (ACE’s), Attachment difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD) and Obsessive Compulsive Disorder (ODD)
* Communication and interaction, for example, Autistic Spectrum Disorder (ASD), Asperger’s Syndrome, Oppositional Defiance Disorder (ODD) and Speech and Language Difficulties (SLD)
* Cognition and learning, for example, Dyslexia, Dyspraxia and Irlen Syndrome
* Sensory needs, for example, sensory processing difficulties
* Moderate learning difficulties
* Tourette Syndrome

\*This list is not exhaustive

Please refer to the Local Offer for Wirral for more information on the provision available within the borough. <https://localofferwirral.org/>

**5.2 Identifying pupils with SEN and assessing their needs**

Pupils at TOS will have an EHC Plan in plan at their point of admission, and so it is hoped that comprehensive identification and assessment of need is detailed. TOS will work with additional outside agencies where relevant, to ensure that it’s pupils needs are clearly defined and that pupils will require the right level of support.

The SENCO will meet regularly with the school nurse and pupil needs will be discussed. Referrals to additional agencies may be made where required; parents/carers will always be informed and permission sought where required.

**How do I know that my child/wards needs are being met?**

* Staff will be directed to read the EHC plan and Section K documentation of any new pupil to join their form group
* Staff will use the outcomes from the EHC plan and Section K documentation to form targets within an Individual Education Plan (IEP). For more information, **5.4** **Assessing and reviewing pupils' progress towards outcomes.**
* All staff will be made aware of any specific needs/requirements for individual pupils during daily staff briefings
* Staff will liaise regularly with the SENCO to discuss any concerns they have around individuals in their class.
* Pupils and parents/carers will be invited, alongside any additional agencies involved, annually to discuss the progress their child/ward is making in relation to their SEN/EHC plan and secure the plan for the coming year.

**What should I do if I think my child/wards needs require further investigation?**

* Parents/carers are encouraged to contact their child/wards form tutor in the first instance to discuss any concerns they may have
	+ Parents/carers may be directed to discuss their concerns further with the SENCO, should further assistance be required.
* Form tutors will liaise with the SENCO, and staff will begin making observations to form evidence
* Referrals will be made, where required, to outside agencies such as:
	+ - Speech and Language Therapists (SALT)
		- Child and Adolescence Mental Health services (CAMH’s)
		- Educational Psychologists
* In some cases, an early review of the EHC plan may be called. This will be agreed in conjunction with the Local Authority, following legal procedures. Any outside agencies that currently work with the young person will be invited to attend or share a report in preparation for this meeting.

**5.3 Consulting and involving pupils and parents**

To ensure pupil’s needs are clearly defined and met, pupils and parents, alongside other additional agencies involved will be invited to an annual review. During this process, we will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* Progress is celebrated and areas of difficulty are highlighted
* We take into account the young persons and parents/carers concerns
* Everyone understands the agreed outcomes sought for the pupil
* Everyone is clear on what the next steps are

**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** in line with the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf).

Assess

Plan

Do

Review

The form or subject teacher will work with the SENCO to carry out a clear analysis of the pupil’s needs. This will draw on:

* The EHC plan
* The teacher’s assessment and experience of the pupil
* Diagnosis and identified areas of need
* Their previous progress, attainment and behaviour
* The individual’s development in comparison to their peers and national data

Individual Education Plans (IEP’s) will outline this provision. These will be reviewed termly in October, February and May.

All teachers and support staff who work with the pupil will be made aware of their needs, the identified outcomes, the support provided, and any teaching strategies, interventions or approaches that are required.

**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. This will include any agreed provisions agreed upon during the annual review process.

Our pastoral team and the SENCO will work closely with education providers to plan for a successful transition.

**5.6 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.

Pupils will be assigned a base classroom, a form teacher and a teaching assistant. The use of a base room will enable staff to meet pupils’ additional needs e.g. emotional, sensory. Subject specialist teachers will teach core subjects within base classrooms, and pupils will transition to technical subjects to use specialist rooms e.g. science, art and food technology.

The school operates under three distinct pathways. These are as follows:

**Sensory Pathway**

The Sensory Pathway supports the Nurture base approach across the whole school. This provides a specialist provision that meets the demands of the changing pupil population. It allows us; to focus staff CPD to further the support for a pupil centered approach, to liaise with other professional agencies to meet the needs set out in pupil EHCPs, develop lifelong strategies that support our pupils to become a valuable member of society

**Aims of the sensory pathway**

* To develop and facilitate a pathway for pupils with sensory needs; sensory processing difficulties, Autism, anxiety disorder, sleep disorder and medical needs
* Within individual base classrooms, provide an environment with visual clarity in regards to a safe, sensory friendly and accessible classroom, not to over simulate or distract
* To provide a therapeutic curriculum, developing social, emotional, communication, physical and academic progress
* To identify and support a sensory diet as part of the therapeutic curriculum
* Assess and develop strategies for individual barriers to learning in regards to SEN and EHCP outcomes
* For all pupils to access specialist teaching and learning
* From KS2 through to year 9, classes will be taught and supported by their form teacher for the majority of the curriculum; to provide consistency; develop secure positive relationships; support success and reduce anxieties
* Year 10-11, classes will have a blended and personalised curriculum within the sensory pathway creating flexibility of year groups

**Social Pathway**

The social pathway recognises the varying influencing factors that can contribute to challenging behavior that may have an impact on pupils learning and progress. The social pathway supports pupils with social and emotional difficulties and who may have experienced Childhood Traumas or present with attachment difficulties. Pupils may also have a diagnosis of ADHD, ASD for example. A comprehensive understanding and demonstrating a level of care can change the outcomes of the individual, providing a sense of belonging and ambition for future endeavours.

**Aims of the social pathway**

* To develop and facilitate a pathway for pupils with social barriers to learning; social communication, behaviour, relationships, background, home life
* To support pupils to communicate effectively
* Guide pupils to make the right choice through whole class strategies
* Recognise personal situation and provide a tailored support plan during difficult times
* To promote and prioritise positive relationships between staff and pupils also, peer and peer relationships
* Inform a strategic approach form outcomes set in EHCP
* For all pupils to access specialist teaching and learning

**Intervention pathway**

The Intervention pathway supports the schools most vulnerable learners, both accessing in-school and off-site provision. This provision also encompasses the Personalised Support Programme, in which learners are supported within the community. Pupils accessing the Intervention pathway are delivered a significantly more bespoke package of education, often planned in conjunction with a wider range of multi-agency professionals due to their high level of complex difficulties.

**Aims of the intervention pathway**

**In-school**

* To re-engage and/or re-integrate disengaged learners with a school environment
* To deliver an intensive social and emotional intervention programme, encompassing social development, emotional literacy and communication support
* In the longer term (in most cases, within one year), to reintegrate pupils back into either the social or sensory pathway, as appropriate, with recommendations for extended support within their identified provision.
* To provide and support positive relationships for complex and vulnerable pupils that are experiencing difficulties identifying their learning barriers and accessing their academic curriculum.
* Improve whole school staff knowledge and understanding of emotional regulation and strategies to support for a consistent teaching approach, sharing and spreading good practice throughout.
* To provide intervention and specialist support for up to six pupils at any given time.

**Personalised Support Programme**

* To re-engage disengaged learners with a small number of key educational professionals
* In the longer-term, re-engage and/or re-integrate disengaged learners with a school environment
* To provide and support positive relationships for complex and vulnerable pupils that are experiencing difficulties identifying their learning barriers and accessing their academic curriculum.
* Improve school attendance for anxiety-based school refusers.

We will also provide the following interventions:

* Literacy and Mathematics interventions to boost learning where required
* SALT – delivered by key school staff, with support from Speech and Language Therapists
* In some cases, OT provisions will be provided by trained OT’s within schools when advised by the NHS. School will follow sensory diets provided by OT’s where provided.
* Other therapeutic interventions will be provided by school staff, as and when required by individual pupils, dependent on their needs
* Personalised education programs may be designed for individuals who continue to struggle to access their education, despite additional interventions having been provided.
* Where relevant, staff may work on a 1:1 basis in the community

**5.7 Adaptations to the curriculum and learning environment**

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, small class sizes, intervention, flexible 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**

Each class base will be staffed with a teacher and teaching assistant. These adults will act as key staff for their form groups. These staff will take responsibility for liaising with the SENCo to ensure their pupils needs are met. They will be responsible for ensuring all staff are aware of adaptations required to allow pupils to access the curriculum at their level.

Our teaching assistants are trained to support children in times of crisis, support pupils in developing strategies to self-regulate and to identify behaviors linked to additional needs. This support is ongoing throughout the school day.

Teaching assistants/learning mentors will support pupils on a 1:1 basis when:

* a 1:1 is agreed in an EHC plan and/or exceptional needs funding has been agreed by the LA
* pupils have a learning need and intervention is required to boost progress
* pupils have an additional need relating to sensory, social, mental health or speech and language difficulties and intervention is require to boost progress
* pupils have a sensory diet or speech and language report which require regular intervention to be delivered by the school
* pupils are struggling to cope within the classroom and need impromptu therapeutic intervention

Teaching assistants/learning mentors will support pupils in small groups when:

* teaching plans require
* groups of pupils have similar needs that can be met with a program of study/intervention that meets the needs of all

**5.9 Expertise and training of staff**

Our SENCO has been in post for three years, and has a qualification in the National Award for SENCO’s (NASENCO). This is a statutory requirement, as of 2015. She is currently studying a PG Cert in Attachment and Trauma Informed Practice. She has historic experience in schools specialising in SEMH prior to her appointment at The Observatory School in 2018. She qualified as a teacher in 2012.

We have a team of 16 teachers and 17 teaching assistants who are trained to deliver SEN provision through Continuing Professional Development (CPD). The Observatory School adopts a nurturing model, and aims to support children to make progress socially and emotionally. Over the course of the last three years, the whole school has recently undergone SEN Specific training in:

* ‘Good Autism Practice,’ an autism education trust accredited course.
* Sensory processing disorders
* Attachment and Trauma Informed Practice (Multiple training experiences)
* Blanks Level Questioning (Speech and Language)

Teachers and Teaching Assistants are also encouraged to seek out individualized CPD opportunities to support them in meeting the needs of the pupils within their class.

We also have staff trained in:

* Excellence in mathematics
* Supporting disaffected learners in gaining GSCE’s in English
* Team teach: Staff focus on de-escalation when pupils are in times of crisis and are trained in physical intervention
* Mental health first aid
* Restorative practice
* Anti-bullying
* Person centered planning
* Safeguarding pupils with disabilities
* CAMH’s led training: Getting to grips with anxiety and worry
* Understanding low-mood in young people

**5.10 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 (IEP’s)
* Reviewing the impact of interventions after each half term
* Using pupil questionnaires/pupil voice
* Monitoring by the SENCO
* Holding annual reviews for pupils with EHC plans
* Following the assess, plan, do, review cycle, through intensive intervention reporting

**5.11 Support for improving emotional and social development**

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

* Emotional Regulation charts are used across schools by both pupils and staff to promote emotional literacy. This supports pupils in understanding their emotions and developing strategies to self-regulate. **See behavior policy for more information.**
* Pupils are encouraged to be part of the school council; opportunities are provided at the beginning of each term for pupils to apply for roles within the school council
* We are aware that not all pupils have the same interest; at lunch at break times we offer a range of indoor and outdoor clubs to support pupils in socialising over shared interests e.g. sports, science, art etc.
* Pupils have regular opportunity to engage in regular reward trips off site e.g. fishing, climbing, ice skating etc.
* Pupils are able to access extra-curricular activity during lesson 5 each day e.g. ICT, animal care, art, sports etc.
* Risk assessments for all pupils are issued on admission, and updated by all staff throughout the year

We have a zero tolerance approach to bullying. For more information, please see **Anti-Bullying policy**. This can be located on the schools website.

**5.12 Working with other agencies**

To ensure we have a holistic approach to meeting individual pupil needs, we work closely with the following additional agencies:

* NHS Speech and Language
* Bernardo’s – Anger management
* Health Service in Schools, Youth worker (NHS)
* School Nurse (NHS)
* Child and Adolescent Mental Health Services (CAMH’s)

The SENCO meets half-termly with the pastoral lead, Ann Baird and the school nurse, to share concerns regarding individual pupils, and follow up on progress regarding referrals and appointments.

The SENCO meets half-termly with our allocated CAMH’s primary mental health worker to discuss any concerns and referrals for individual pupils.

Referrals to outside agencies such as those listed above follow concerns shared with the SENCO via school staff and/or parents/carers.

Agencies such as the above will carry out an assessment for individuals where this is deemed necessary, sharing reports outlining identified strengths and areas for development and offering advice for further provision. The school will ensure any advice is acted upon, in the best interests of the child.

**5.13 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. Where applicable, you may be directed to the SENCO/Pastoral Team/Deputy Head teacher/Head teacher. If your complaint cannot be rectified, you will then be referred to the **school’s complaints policy.** This can be located on the schools website.

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 child. 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

**5.14 Contact details of support services for parents of pupils with SEN**

Please access the following links for help and advice services available in Wirral.

Information, support and advice services: <https://localofferwirral.org/listingcategory/information-advice-and-support/>

Health care services:

<https://localofferwirral.org/local-services/health-services/>

Social care services:

<https://localofferwirral.org/listingcategory/social-care/>

Leisure activities:

<https://localofferwirral.org/listingcategory/leisure/>

**5.15 Contact details for raising concerns regarding my child/wards SEN**

You may contact school on **0151 652 7093** or **schooloffice@theobservatoryschool.wirral.sch.uk****.**

SENCO. Miss S O’Sullivan

Head Teacher. Mr. G Chiswell

# 6. Monitoring arrangements

This policy and information report will be reviewed by the Senior Leadership Team **every year** before being approved by the Governing body. It will also be updated if any changes to the information are made during the year.

# 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
* Anti-bullying policy