

**Outcomes
First
Group.**

SEN Report Local Offer

**Policy Folder:
Safeguarding**



Document History

Version	Comments/amendments	Name	Date
1.0	Version 1	Lyndsey Jeffries	September 2021
1.0	Version 1 – no changes	Lyndsey Jeffries	September 2022
2.0	Change to Leadership Structure	Rob Fauvel	January 2024

INTRODUCTION

Our Special Educational Needs (SEN) policy and information report aims to:

- Set out how our school will support and make provision for pupil/students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupil/students with SEN
- Provided a curriculum within a structured and supportive environment and is planned to meet the personal, academic and pastoral needs of the pupil/students at each stage of their schooling.
- Offer an education which exposes pupil/students to a broad, balanced, differentiated and relevant curriculum, presenting them with challenges and fosters creativity.
- Deliver a structured programme of education, tailored to each pupil/student's individual needs and taking into account their Education, Health and Care Plans. Students are taught in small cohorts and individually, by fully qualified teachers and instructors.
- Provide an excellent adult to pupil/student ratio with class sizes that are small and proportionate to needs.

Teaching and Learning Aims

- Outstanding Teaching and Learning
- Learning free from Anxiety
- Engagement for progression
- Happy Learners
- A culture where we learn from mistakes

We aim to prepare each pupil/student for their future life.

- We teach pupil/students the skills, knowledge and understanding to enable them to gain greater confidence to demonstrate as much independence as they possibly can.
- We help pupil/students to make choices, and provide opportunities for them to become part of the wider community.
- We work with pupil/students to manage challenges that get in the way of their learning.
- We aim to support and encourage pupil/students' present and future happiness and well-being.
- We strive to make learning fun and enjoyable. We support pupil/students' emotional, social, and spiritual development and try to ensure that they understand right from wrong.
- We try to ensure that pupil/students understand and adopt healthy lifestyles.
- We aim to give our pupil/students an education that meets the highest expectations of all. We provide pupil/students with an exciting and challenging time in school.
- We give pupil/students a curriculum that meets individual needs.
- We give pupil/students the same curricular opportunities (at a level they understand) so they are commensurate as peers in other mainstream schools.
- We aim to make pupil/students time in school interesting, exciting, and challenging.

Values

Our therapeutic values are based around understanding;

- Attachment
- Containment
- Respect
- Communication

- Interdependence
- Relationships
- Participation
- Process
- Balance
- Responsibility

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

DEFINITIONS

A pupil/student 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.

ROLES AND RESPONSIBILITIES

The SLT will:

- Work with governance 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 pupil/students with SEN, in line with EHC plan specification
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupil/students 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 pupil/students' 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 pupil/students and their parents are informed about options and a smooth transition is planned
- Work with the 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 pupil/students with SEN up to date

- Work with the governance 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

The School Governance

The governance provides specific contact with our in-house therapy team and 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 of Service and SLT to determine the strategic development of the SEN policy and provision in the school

The Head of School

The Head of School will:

- Work with the SLT and governance 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.

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil/student 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 SLT to review each pupil/student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

SEN INFORMATION SUPPORT

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

- Social, emotional and mental health difficulties, for example, attachment and trauma conditions.
- Diagnosed conditions 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
- Moderate and multiple learning difficulties

Consulting and involving pupil/students and parents

We will have an early discussion with the pupil/student and their parent/carers when the initial referral is made. These conversations will make sure that:

- Everyone develops a good understanding of the pupil/student's areas of strength and difficulty
- We consider the parent/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Assessing and reviewing pupil/students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SLT to carry out a clear analysis of the pupil/student's needs. This will draw on:

- The teacher's assessment and experience of the pupil/student
- Their previous progress and attainment and 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/student's own views
- Advice from external support services, if relevant

This information will be used to inform the pupil/students educational plan which is reviewed termly.

All teachers and support staff who work with the pupil/student 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/student's progress.

Supporting pupil/students moving between phases and preparing for adulthood

At the referral stage a member of SLT will endeavour, where possible, to meet the child. Before pupil/students are offered a place at Manor House School they are given the opportunity to visit. Once a placement offer has been made and accepted we then liaise closely with the current setting and ensure transition plans are made.

If pupil/students are moving on we will share information with the school, college, or other setting the pupil/student is moving to. We will agree with parent/carers and pupil/student's which information will be shared as part of this.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupil/students in their class.

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

The four part cycle:

Assess: We will ensure that we regularly assess all pupil/students' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil/student. We will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: The teacher will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil/student as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil/student will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil/student will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil/student on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan

and monitor the progress being made. The SLT will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SLT, parent/carer and the pupil/student. This will inform the planning of next steps for a further period.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil/student's needs and what supports the pupil/student in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupil/students' needs are met:

- Differentiating our curriculum to ensure all pupil/students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Individual timetables matching the pupils needs and interests.
- 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.

Additional support for learning

- Teaching assistants will support pupil/students on a 1:1 basis when needed
- Teaching assistants will support pupil/students in small groups in each classroom
- We work with the following disciplines to provide support for pupil/students with SEN:
- Occupational Therapist
- SALT
- Art/Play Therapy

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupil/students with SEN by:

- Reviewing pupil/students' individual progress towards their goals each term
- Reviewing the impact of interventions.
- Using pupil/student questionnaires
- Monitoring by the SLT
- Using individual plans to measure progress
- Holding annual reviews for pupil/students with EHC plans
- Termly LAC and PEP reviews.

Support for improving emotional and social development

At Manor House School we aim to meet the needs and aspirations of the pupil/students within the school through the building of strong relationships with our pupil/students. We promote equality of opportunity, high quality learning, and a concern for individual pupil/students and a respect for diversity.

We seek to meet the additional education and other needs of pupil/students and to help them overcome barriers to learning by having small class groups of no more than six and offering individualised learning programmes. We believe in and support pupil/student participation and involvement in decisions about school life. We do this through, pupil/student voice, and pupil/student questionnaires.

Manor House provides support for pupil/students to improve their emotional and social development in the following ways:

- Social Emotional Aspects of Learning underpins everything we do
- School rewards system promotes good behaviour and respect for others
- Tutor Time promotes team work
- Assigned tutors offer a sense of well-being and stability
- Pupil/student voice, promotes a sense of ownership and pride in our environment

Working with other agencies

Manor House School works in partnership with outside agencies; including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head of Service in the first instance. They will then be referred to the school's complaints policy.

The parents of pupil/students 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(ren). 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

Contact details for raising concerns

Rob Fauvel (Head Teacher);

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The local authority local offer

Our contribution to the local offer is: We are a special school take SEN children with EHCPs

MONITORING ARRANGEMENTS

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

It will be approved by the governing board.

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We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world

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