

Special Educational Needs and Disability Policy including Mental Health

This policy should be read in conjunction with the school's vision, values and aims.

Definition of SEN and Disability SEND Code of Practice (2015)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Definition of Mental Health <https://www.mentalhealth.gov> (Last Updated: 04/24/2023)

Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.

Over the course of your life, if you experience mental health problems, your thinking, mood, and behaviour could be affected. Many factors contribute to mental health problems, including:

- Biological factors, such as genes or brain chemistry
- Life experiences, such as trauma or abuse
- Family history of mental health problems

Headway: The Brain Injury Association - <https://www.headway.org.uk>

"Sometimes brain injury can result in the development of a mental health condition. Research indicates that people who have experienced a brain injury are more likely to develop a mental health condition than the general population, particularly the conditions of schizophrenia, bipolar disorder and clinical depression. The exact reason for this is unclear, although some suggested causes are damage to the brain itself, changes in neurotransmitters (chemicals) in the brain and the psychological trauma of brain injury."

As set out in the statutory SEND 0-25 years Code of Practice 2015, “schools need to be alert to how mental health problems can underpin behaviour issues in order to support pupils effectively, working with external support where needed. They also need to be aware of their duties under the Equality Act 2010, recognising that some mental health issues will meet the definition of disability. Mental health and behaviour in schools”. DfE (2018)

We aim to:

- Enable every pupil to achieve the best progress possible in all aspects of learning
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a motivating curriculum that is relevant and differentiated, and that demonstrates coherence in their individual learning.
- Give pupils with SEN equal opportunities to take part in all aspects of the school’s provision
- Ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them and are supported as far as possible to do this regardless of their disability
- Identify, assess, record and regularly review pupils’ progress and needs
- Involve parents/carers in planning and supporting at all stages of their child’s period of rehabilitation
- Work collaboratively with parents, other professionals and support services
- Ensure that the responsibility held by all staff and members of the management committee for SEN is implemented and maintained.

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the curriculum, equalities, working with parents, assessment, recording and reporting.

Admission and specialist SEN provision

Admission is restricted to children admitted to The Children’s Trust; many are admitted from acute hospitals. The school is a temporary educational placement and all pupils should transition to mainstream/special schools or colleges. The school is registered for pupils in the age range from 2 – 19 years. All our pupils have special educational needs including complex medical needs and the need for intensive therapies; most as a result of a recently acquired brain injury. We aim to address the specific special educational requirements of the children and young people providing strategies to help address the particular difficulties that this type of injury can cause. It is likely that many of our pupils will need to be assessed for an Educational, Health and Care plan while they are resident at the Children’s Trust. If long-term pupils are admitted from a special school or they already have an EHC plan, we liaise with their main school to transfer information.

Requesting an Educational, Health and Care (EHC) needs assessment

Many of our pupils will require a greater level of support than that provided from a mainstream school's own resources or may benefit from transfer to a specialist provision. For these pupils a request will be made to their local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided although this is rarely in place until the pupil is in their next placement. This brings together the child's health and social care needs as well as their special educational needs.

Roles and responsibilities of headteacher, staff and management committee

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The management committee, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative (the SEN member), who takes particular interest in this aspect of the school.

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including SEN provision
- keeping the management committee informed about SEN issues
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to the management committee.
- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with The Children's Trust

The **SENDCO** has responsibility for:

- helping staff to identify SEN
- initial liaison with pupils' schools prior to admission
- co-ordinating the provision for pupils with SEN
- maintaining the school's SEN register and records
- in-service training of staff
- in association with the Follow Up Lead liaising with the SENDCOs, inclusion leads and class teachers in receiving schools or colleges to help provide a smooth transition from one placement to the other

The **management committee** will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- they have regard to the requirements of the *SEN Code of Practice (2015)*
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- the quality of SEN provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy

The **Follow Up Lead, as part of Outreach, is responsible for:**

- leading the development of a coordinated follow up service
- monitoring and evaluating the effectiveness of the school's follow up provision
- in partnership with the Headteacher evaluating the knowledge and skills of the school's workforce required to match follow up developments – training, delivery strategies and staff recruitment

The **Assessment Lead, (Head teacher), is responsible for:**

- the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. The Early Recovery Model, Pre-Key Stage Standards, National Curriculum requirements, Entry levels

Class teachers are responsible for:

- providing an appropriately adapted curriculum for all pupils with SEN
- devising strategies, setting Personal Learning Goals appropriate to the needs of the pupils, and using appropriate resources and materials for use with pupils with SEN and on the effective deployment of personnel in the classroom
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN
- liaising closely with parents so they are aware of the strategies that are being used and are involved as partners in the process
- liaising with TCT, outside agencies and attending meetings
- carrying out detailed assessments and observations of pupils

- tracking the progress of their pupils
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. The Early Recovery Model, Pre-Key Stage Standards, National Curriculum requirements, Entry levels
- taking part in internal SEN moderation
- contributing to ABI training in receiving schools
- providing ongoing follow up support for pupils in their next placements when requested

Teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Process of identification of SEN and putting effective special educational provision in place

A cycle of *assess, plan, do, review* with the child/young person at the centre of the process.

- **Assess:** we comprehensively assess all pupils' needs on admission so that each child's progress and development can be carefully tracked compared to their peers and national expectations.
- **Plan:** the teacher plans curricular learning, strategies and support which will be put in place for the pupil as well as the expected impact on progress and outcomes. Personal Learning Goals are drawn up using cross curricular targets, usually ABI related, with clear success criteria and where relevant, extra challenges. Progress towards targets is recorded with evidence kept electronically using Evidence for Learning.
- **Targets** for the pupil are shared with her/him using child friendly language in an appropriate format and with parents/carers through Initial Education Reports. All staff who work with the pupil are made aware of the plan.
- **Do:** the class teacher is responsible for working with the pupil on a daily basis. She/he also liaises closely with TAs or therapists who support the plan.
- **Review:** the PLGs, including the impact of the support and interventions, are reviewed on an ongoing basis by the teacher; curriculum progress is reviewed daily as part of ongoing assessment for learning practice. The reviews inform the planning of next steps. Education reports summarise achievement as well as potential barriers to learning and strategies that are useful.

Process of identification of mental health problems and putting effective provision in place

A wide range of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming or eating disorders.

Strategies to support pupils who are experiencing high levels of psychological stress

- PSHE curriculum focusing on developing children's resilience, confidence, self-esteem and ability to learn
- Positive classroom management and small group work
- A trauma informed approach

Children with more complex mental health problems

- One to one therapeutic work with the pupil, delivered by mental health specialists, e.g. TCT clinical psychologists
- Medication may be recommended by TCT visiting consultant psychiatrist

Support services and links with outside agencies

- Ophthalmology clinics now taking place on site for referred pupils.
- SCC service for children with a visual or hearing impairment.
- The Children's Trust multi-professional team provides support and advice to teachers and pupils: medical staff including consultants, doctors, psychiatrists, nurses & care staff; therapy staff including physiotherapy, occupational therapy and speech & language therapy; educational and clinical psychology; social workers.
- Educational psychologists from pupils' LAs may provide support during transition for individual pupils.
- The Children's Trust will provide interpreting services when these are required.
- The pupils' home LAs, social services departments and health services; all of these agencies are invited to The Children's Trust reviews.

Resources

The PRU utilises specific equipment to additionally support the curriculum for individual children while they are resident, e.g. specialist hardware, software & peripherals, magazines, and books or music of particular interest, and resources to support personalised curricula. The Children's Trust organises the loan or purchase of equipment such as wheelchairs and standing frames. The Children's Trust provides 1:1 nursing/care support for pupils who are particularly vulnerable, e.g. children using ventilators.

Accessibility

- Purpose built therapy and teaching centre
- Pupils are normally resident in one of four residential houses run by The Children's Trust

- Wheelchair access to all areas with disabled changing and toileting facilities
- Spacious classrooms, with hoisting facilities, specialist furniture, computers with specialist software and access to outside areas
- Specialist facilities include a multi-sensory room, sensory garden, soft play room, hydrotherapy pool and kitchen for developing independent living skills

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the headteacher. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

Arrangements for monitoring and evaluation

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the senior leadership team
- analysis of pupil tracking data and achievement for individual pupils and for cohorts
- termly monitoring of procedures and practice by the SEN management committee member
- the school self-evaluation (SEF) and subsequent school development plan (SDP), used for planning and monitoring provision in the school
- visits from our external School Improvement Partner and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce PLGs and targets, revise provision and celebrate success.