Special Education Needs & Disabilities (SEND) Policy

Overley Hall School

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Introduction

Overley Hall School is an Independent Special School for children and young people with complex needs. It is a small provision supporting up to twenty-four learners between the ages of 8 – 19 years. Up to twenty-two of our learners may reside at Wellingtonia Children's home which is physically attached to the school and along with the school (and other provisions) falls under the Overley Hall Ltd umbrella. We are able to offer a limited number of day placements.

All learners attending Overley Hall School arrive with an Education Health and Care Plan (EHCP). Overley Hall School is committed to working with Local Authorities and parents to support the development of effective EHCPs to ensure the needs of learners can be fully met.

Many of our learners have a number of diagnoses which may include Autism condition, cognition and learning difficulties. Learners may have experienced Trauma in their lives and approaches are tailored to be sensitive and to develop emotional resilience. At Overley Hall we offer individual, person-centred plans of study, which are tailored to the needs of the individual. Our approach enables us to support learners with a diverse range of abilities and needs to make progress academically, socially and holistically. The approach is therapeutic, nurturing, and flexible with the PACE approach embedded in everything we do. This approach is integral to enable us to respond to emotional fluctuations and presenting needs in a proactive and reactive manner.

All policies, procedures and our day to day working considers the Special Educational Needs of our learners and all teachers and tutors teach are charged with meeting these needs. Our curriculum is broad and balanced and enables all our learners to participate and contribute fully in all aspects of school life. Overley Hall school offers all our learner's life, social and cultural experiences as these are woven throughout the formal and informal curriculum.

We are committed to measuring and celebrating the progress of young people and to using continuous qualitative and planned quantitative assessment to ensure needs are being met and can continue to be met.

Ethos

At Overley Hall School our ethos and vision is that:

- We will provide all learners with access to a broad and balanced curriculum.

- We are committed to making sure all our learners have the chance to thrive and support them to meet their full potential.
- We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of learners, no matter how varied.

At Overley Hall School, our ethos and belief is to encourage:

H	**H**igh reaching	**High expectations, aspirations, standards and goals** *A 'can do', 'finding out' culture,* *Personalised learning with 'engagement'* Learning that is driven by Individual Education Plans and personalised strategies.
A	**A**pproachable	**Listening with respect, valuing individuality with unconditional acceptance and positive regard** *Flexibility to adjust and enhance learning*
P	**P**rofessionalism	**Standards of practice in education and care at an outstanding level.** *Integrated approaches, people working together* *Research based curriculum* *Neuroscience used to inform learning pathways and strategies.*
P	**P**ositive outcomes	**Achievable and uniquely tailored goals preparing children and young people for their next stages of life** *Increased focus on life outcomes resulting in happy and fulfilling lives*
Y	**Y**oung people come first	**Decisions, activities and opportunities for growth are focused through 'child centred approaches' –** *A sense of 'family' across both school and care provision*

Aims

Our aim is that every learner in our school achieves their full potential and is prepared for life as an adult with the skills to achieve a good, happy and meaningful quality of life.

The school promotes Preparation for Adulthood outcomes, including employment, independent living, community participation and maintaining good health, in accordance with the SEND Code of Practice.

We aim, over time, to support our learners to develop the skills to be able to:

- Communicate their wishes and express their preferences
- Progress from their individual starting points, attaining accreditation across core and vocational subjects
- Show self-control by using strategies independently to regulate their behaviours
- Think independently, solve problems and reduce their reliance on others
- Be confident but reflective, self-aware but content and proud of who they are
- Attend to work, give joint attention and work as part of a team or individually
- Interact positively with others
- Cope with unexpected change in a positive manner
- Make transitions both small and large with minimal support
- Have the confidence to live a meaningful and full life where they can positively contribute to society to the best of the ability
- Be kind and accepting of the differences of others
- Feel a sense of belonging
- Achieve to their full potential.

Our aim is to:

- Make sure our school fully implements national legislation and guidance regarding learners with SEND
- Support and make provision for learners with special educational needs and disabilities
- Provide learners with SEND access to all aspects of school life so they can engage in the activities of the school alongside Learner who do not have SEND
- Help learners with SEND fulfil their aspirations and achieve their best
- Help learners with SEND become confident individuals living fulfilling lives
- Help learners with SEND make a successful transition into adulthood
- Communicate with learners with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the learner
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND

- Make sure the SEND policy is understood and implemented consistently by all staff

And provide:

- A provision that is well staffed with knowledgeable and experienced staff
- Equality of opportunity for all our learners to access both the formal and informal curriculum where barriers are broken down and assumptions challenged
- Opportunities for learners to explore their own religions, cultures, beliefs and values as well as those of others
- Opportunities for learners to interact and work alongside peers to develop respect for others and friendships
- Opportunities to explore ICT in a safe environment being mindful of Online Safety
- An environment where students can have a voice and talk about their concerns.

Legislation

This 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 learners with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for learners with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out the school's obligation to admit all learners whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Keeping Children Safe in Education (KCSIE) (Current version)
- Working Together to Safeguard Children (Current version)

This policy also complies with our funding agreement.

Inclusion and equal opportunities

At Overley Hall School we strive to create an inclusive teaching environment that offers all learners, no matter of their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all learners the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that learners with SEND are included in all aspects of school life.

Definitions.

Special educational needs

A learner has SEN if they have a learning difficulty or disability that requires 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 most 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.

Disability

Learners are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for learners with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of learners with SEND are grouped into 4 broad areas. Learners can have needs that cut across more than 1 area, and their needs may change over time.
Interventions will be selected that are appropriate for the learner's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Learners with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Learners who have Autism often have needs that fall in this category.
Cognition and learning	Learners with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Learners may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences • Trauma These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the learner becoming withdrawn or isolated. Neurodevelopmental differences including ADHD and autism may co-occur with social, emotional and mental health needs but do not in themselves constitute SEMH needs.

AREA OF NEED	
Sensory and/or physical	Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided. Learners may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These learners may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles & responsibilities

SENCO

The SENCO at our school is Lorna Deakin (lornadeakin@overleyhall.com).

The SENCO will meet the qualification requirements set out in the Special Educational Needs and Disability Regulations 2014. Where required, the SENCO will achieve the mandatory National Professional Qualification (NPQ) for SENCOs within the statutory timeframe.

She will:

- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that learners with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual learners
- Advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided

- Liaise with potential next providers of education to make sure that the learner and their parents are informed about options and that a smooth transition is planned
- When a learner moves to a different school or institution: Make sure that all relevant information about a learner's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school SAS Board to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all learners up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

The SAS board

The SAS board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Do all it can to make sure that every learner gets the support they need
- Make sure that learners with differing SEND engage in the activities of the school
- Make sure that the school has arrangements in place to support any learners with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- The school will provide regular progress information and contribute to statutory annual reviews of Education, Health and Care Plans.
- Record accurately and keep up to date the provision
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as a SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of learners with SEND
- Make sure that all learners from year 8 until year 13 are provided with independent careers advice

The SEND link board members

Due to the profile of our school all our board members champion SEND

Our Board members will:

- Monitor the quality and effectiveness of SEND provision within the school and update the whole board on this
- Work with the headteacher and to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENCO and SAS Board to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and SAS Board to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, the provision for learners with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual learners
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of learners
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access

Class teachers/ tutors

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet learner needs through a graduated approach
- The progress and development of every learner in their class
- Working closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each learner's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the learner and the school
- Listen to the parents' concerns and agree their aspirations for the learner

Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a learner on the SEND register will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided.

They will be invited to participate in discussions and decisions about this support. They may be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the learner's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the learner
- Given an annual report on the learner's progress

The school will take into account the views of the parent or carer in any decisions made about the learner.

The learner

Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the learner:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The learner's views will be taken into account in making decisions that affect them, whenever possible.

SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The SEN Information Report will be reviewed annually and updated whenever significant changes occur.

The graduated approach to SEN support

Once a learner has joined Overley Hall School an initial 12 week assessment period will commence. During this period we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The learner's class teacher, therapy team and the SENCO will carry out a clear analysis of the learner's needs. The views of the learner and their parents will be taken into account. The

assessment will be reviewed regularly to help make sure that the support in place is matched to the learner's need. For many learners, the most reliable way to identify needs is to observe the way they respond to an intervention.

Plan

In consultation with the parents and the learner (as appropriate), the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the learner will be made aware of the learner's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the learner's individual education plan.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The learner's class or subject teacher/tutor retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the learner. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the learner's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed in line with the agreed date.
We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and learners
- The level of progress the learner has made towards their outcomes
- The views of teaching staff who work with the learner

- The teacher/tutor and the SENCO will revise the outcomes and support in light of the learner's progress and development, and in consultation with the learner and their parents.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for learners with SEN by:

- Tracking learners' progress, including by using provision maps and CPG scores
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using learner questionnaires/ Talking Mats
- Monitoring by the SENCO
- Holding annual reviews for learners
- Getting feedback from the learner and their parents

Attendance

Many learners with SEND face complex barriers to attendance. Their right to an education is the same as any other learner and therefore the attendance ambition for these learners is the same as it is for any other learner. However, they may need additional support.

Our approach to supporting learners who are absent from school due to their SEND is set out in our attendance policy.

Safeguarding

We recognise that learners with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer learners with SEND, and the support we provide to help learners overcome any communication barriers they face, see our safeguarding/child protection policy.

Expertise and training of staff

The school have a stable dedicated team of classroom and therapeutic staff who work with passion to support our learners to make the most possible progress during their time with us.

All staff complete a comprehensive induction (please see Induction policy) and attend regular training, training updates and take part in self-learning. Training is available (as required) in

the interventions/ therapies listed below. Training is also available for parents and is offered either as 1:1 or group sessions.

The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

At Overley Hall School we offer:
Speech and Language Therapy
Aided language Stimulation
Total communication approach and environment
Aided Language Stimulation
Occupational Therapy and Sensory Integration
Attention Autism
Clinical Psychology
TEACCH
Lego therapy
SCERTS
Nurture group principles and Boxall
Comprehensive Autism Planning
Forest School
Zones of regulation
Principles of PACE
Principles and Practices of Theraplay
Functional Behaviour Analysis
Development through Play
Social Stories and Comic Strips
Debrief Packages using Talking Mats and comic strip conversation
Nurture Me Approach
Person Centred Development
Intensive Interaction
Positive Support Plan

Links with external professional agencies

Great emphasis is placed on building and maintaining good relationships with parents/carers and involved professionals.

Staff make regular contact with parents/carers either by email or telephone to keep them informed of progress and any changes.

Advice is received from a number of professionals on site (Speech and Language therapist, Occupational therapist and Clinical psychologist) and others as learners needs require.

The school recognises that it won't be able to meet all the needs of every learner. Whenever necessary the school will work with external support services such as:

- Specialist teachers or support services, including but not exclusive to Access to Communication and Technology (Birmingham), Sensory Inclusion team (hearing and visual impairments)
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Admission and accessibility arrangements

Admission arrangements

Please see our Admissions Policy

Accessibility arrangements

Overley Hall School is a single story building set withing 12 acres of woodland and horticulture land. The school and other buildings on site are all accessible to people with disabilities and those who need wheelchairs. The school itself is well resourced both in staffing, facilities and therapy support.

For further details please see our Equality Information and Objectives Policy and Accessibility Plan. The school maintains and reviews an Accessibility Plan in accordance with the Equality Act 2010.

Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or tutor. We will try to resolve the complaint

informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about headteacher in the first instance. They will be handled in line with the school's complaints policy (please see Complaints and Compliments Policy).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the learner themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy.
We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of learners with SEND
- Learners' progress and attainment
- Whether learners with SEND feel safe, valued and included in the school community
- Comments and feedback from learners and their parents/carers

Monitoring the policy

This policy will be reviewed by the SENCO **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.
It will be approved by the SAS board.

Links with other policies and documents

This policy links to the following documents:
SEN information report
Accessibility plan
Behaviour policy
Equality information and objectives
School medication policy
Attendance policy
Safeguarding / child protection policy
Complaints policy

Curriculum Policy

Positive Support Plan