

Witham Prospect School Special Educational Needs and Disabilities Policy

Relevant Legislation and Guidance

- The Education (Independent School Standards) Regulations 2014 (latest available, revised) – UK Gov.
- Children’s Homes (England) Regulations 2015
- DFE: Guide to the Children’s Homes Regulations including Quality Standards April 2015.
- EHRC – guide to protected characteristics July 2021.
- Equality Act 2010.
- Equality Act 2010 and Schools: Departmental Advice for School Leaders May 2014
- Special Educational Needs and Disability Code of Practice: 0 – 25 Years, January 2015
- Special Educational Needs and Disability Act 2001
- Children and Families Act 2014: Part 3 (pages 19 – 62)
- UN Convention on Disability Rights

Applies to:

The whole school, staff, volunteers and pupils. All activities provided by the school, including those activities outside the normal school day, off-site learning and residential trips. This policy also applies to residential care, residential staff and volunteers.

Related Documents:

- Disability and Access Policy
- Single Equality, Culture and Diversity Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Positive Behaviour Support Policy

Availability:

This policy is made available to parents/carers, staff and pupils via the School website or upon request from the school office.

Monitoring and Review:

This policy will be monitored and refined on a continuous basis and reviewed bi-annually by either the Directors, Registered Manager or a member of the Senior Leadership Team. This will take place earlier if changes in legislation, regulatory requirement or best practice guidelines so require.

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From October 1st 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It's aim has been to consolidate all previous legislation and provide some changes that schools need to be aware of, as per The Equality Act 2010 and Schools (departmental advice for school leaders).

Witham Prospect School fully adheres to, complies with and supports the value that pupils cannot be discriminated against because of their:

Disability	Gender re-assignment
Sex	Pregnancy and maternity
Age	Sexual orientation
Race (and culture)	Marriage or civil partnership
Religion or Belief	(protected characteristics)

Context

Special Education Needs and Disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

1. Behaviour or ability to socialise, e.g. they may struggle to make friends
2. Ability to read or write
3. Level of concentration
4. Physical ability

Witham Prospect School identifies pupils as having Special Education Needs if they meet the definition as set out in the SEND Code of Practice: 0 – 25 (January 2015).

This defines SEND as:

- A child or young person has SEND 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.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Witham Prospect School provides high quality special education in a bespoke setting for pupils who require "special educational provision, development and learning that is different from, or additional to, that which is normally available to pupils of the same age".

Pupil Profile

Witham Prospect School provides high quality bespoke education for pupils who have Severe Learning Difficulties and/or Complex Learning Needs, some will also have diagnosis for Autism/ASD. Pupils will have an Educational Health Care Plan (EHC Plan).

Pupils will be aged between 11 and 19 years of age. All pupils can remain at the school until they are 19, subject to planned preparation for adulthood (annual review).

The school provides for pupils whose special educational needs broadly fall into the 4 areas of need identified within the SEND Code of Practice:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Witham Prospect School will have clear guidelines on how to effect Positive Behaviour Support for pupils who can exhibit "challenging behaviour", so that all pupils are kept safe and any disruptive behaviour does not adversely affect the learning of other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

In practice, pupils at Witham Prospect School will often have needs that cut across all these above areas and their needs may change over time. For example, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements.

Guiding Principles

At Witham Prospect School, we believe that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Education at Witham Prospect School is rich and varied, yet continually challenges the young person to reach their full potential by setting small but achievable goals. The curriculum is designed to enable a young person to develop the skills that they will need in the future so that they can access “life-long learning” opportunities at college, progress to supported living and possible employment, develop the skills for future independence and contribute to and fully participate in their local community. All pupils will have access to the National Curriculum, which may be modified so that individual needs can be met. Through careful planning, differentiated learning objectives and personalisation, the curriculum is modified and adapted to suit the learning styles and abilities of each individual.

Ethos and Vision

At Witham Prospect School a fundamental belief is that all young people are entitled to achieve their full potential, at whatever level this may be. Pupils are supported to develop socially and emotionally, manage their behaviour accordingly and recognize the benefits derived from a physically active lifestyle.

School Mission Statement

“To enable the children and young people entrusted to us to reach their full potential within a safe and nurturing environment”.

SEND Policy Aims

- To provide access to a curriculum that is relevant, challenging and will enable each pupil to develop to their full potential in all areas of their social, emotional, physical and educational development.
- To promote equal opportunities for all pupils regardless of their intellectual or physical disability; gender, race, culture or background; sexual orientation; religion or belief.
- To ensure that the views and opinions of pupils are Witham Prospect School are listened to and taken into account.
- To listen to the views, opinions and experience of parents/carers so that an atmosphere of mutual support is created to support the Young Person with their learning and development.
- To ensure that pupils with SEND will have their needs met through a robust programme of information sharing, assessment (teacher and external), planning, doing and review.
- To meet individual needs through a wide range of educational provision, therapeutic input and external partnership collaboration.
- To regularly review the provision and progress of all pupils at Witham Prospect School.
- To ensure that EHC Plans are reviewed in line with regulations and that all Looked After Children/CIC have a PEP (Personal Education Plan), which is part of their Care Plan.
- To ensure a high level of staff expertise to meet the needs of pupils in our care, through targeted training and continuous professional development.

Coordinating SEND Provision

Each class teacher at Witham Prospect School works in partnership with the school's SENDCo in order to ensure that all needs are met for pupils in their class. The SENDCo and Headteacher, will proactively support class teachers to ensure that pupils with SEND receive appropriate support and high quality teaching.

Key responsibilities of the Headteacher and/or SENDCo

- To act as whole school SENDCo and oversee the day to day operation of the School's SEND Policy.
- To coordinate SEND provision.
- To coordinate EHC Plans and Annual Reviews.
- To act as a Designated Teacher for any Child In Care (CIC) Pupils and coordinate PEPs.
- To be a point of contact and liaise with local authorities, any external agencies, social and health professionals who are named in EHC Plans.
- To advise on the school's budget and how best to deploy financial and other resources to meet pupils' needs effectively.

SEND Provision

All pupils who are on role at Witham Prospect School will have an EHC Plan. Well differentiated, high quality teaching and where appropriate small group or 1:1 provision is paramount in responding to the various barriers to learning that our pupils face. Staff will also undergo relevant training and continuous professional development to support them in understanding strategies to overcome pupils' barriers to learning.

Assess

On initial entry to Witham Prospect School pupils will undergo an initial base line assessment which would assess both cognitive and social emotional aspects of learning. The class teacher, working with the Headteacher/SENDCo and on site therapy team will carry out a clear analysis of the pupil's needs. This should draw on the teacher's own assessment, their previous progress and attainment from other schools or educational settings and other information submitted by key health and social care professionals.

Plan

At Witham Prospect School, all pupils will have access to a curriculum that responds to their needs, which may be modified so that individual needs can be met. The school curriculum is specifically designed to meet the needs of pupils with severe and complex learning difficulties and disabilities, enabling them to access a programme of bespoke learning and development at a level that is appropriate to them.

Through careful planning, differentiated learning objectives and personalisation, the curriculum is modified and adapted to suit the learning styles and abilities of everyone. Having reviewed a pupil's assessment data teachers will set ambitious targets. Lessons will be planned to ensure that individual barrier(s) to learning are addressed. Where identified, targeted support from other professionals, such as Speech And Language Therapy support, Occupational Therapy support, Behavioural support and additional intervention strategies will be incorporated into individual pupil timetables throughout the school day.

Do

The class teacher at Witham Prospect School is responsible for working with pupils on a day-to-day basis. Where targeted interventions involve small group or 1:1 teaching away from the main class, they will still retain responsibility for the pupil. Class teachers will work 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 and pupil learning. The Headteacher and SENDCo, along with members of the therapy team, will continue to support the class teacher in any further assessment of a pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of targeted interventions and support.

Review

Pupil progression at Witham Prospect School will be assessed, monitored and then reviewed on a termly basis. Pupils who join Witham Prospect School may well be working at level that is significantly below their chronological age. Here progression is anticipated to occur in small and graduated steps. Progression can be measured in terms of "vertical progression"

i.e. the next level up, or “horizontal progression” i.e. the learning and consolidation of a “new skill” which is at the same level of other learned skills. Staff will aim to capture the evidence for either vertical or horizontal progression by using a variety of assessment tools. EHCPs must be reviewed every twelve months and as part of this process Witham Prospect School will hold an annual review for a pupil on behalf of a local authority.

All pupils have an Individual Holistic Education Plan, (IHEP) which is reviewed and updated on a termly basis. These IHEP’s link academic, social and therapeutic targets to areas of development and targets set within EHCP’s. The IHEP’s ensure that the long-term and short-term targets identified within the individual EHCPs are broken down into small, measurable, achievable and robust steps enabling every individual to make progress against these areas. These IHEP’s are collated by class teachers and become part of the evidence base supporting progress against educational outcomes identified within the EHCPs.

Our Curriculum Implementation

The curriculum at Witham Prospect School is bespoke to all our young people. It varies from class to class, young person to young person. As a school we strive to achieve a curriculum that balances our core principles and supports our young people to develop into adults. Our curriculum is highly differentiated and designed to meet the needs of young people with severe and complex learning needs. Within the day-to-day lessons at Witham Prospect school, you will see a range of sensory activities, practical and engaging lessons alongside bespoke and well-planned off-site activities. Our young people have access to a timetable that is created to suit their individual needs, with time to experience being out in the community, and access regular sensory and physical experiences. Witham Prospect aims to deliver a high-quality curriculum, teachers follow a Long-Term Plan and create Medium Term Plans that are bespoke to their classes. The Medium-Term Plans use the IHEPs to inform these, to ensure all our young people are accessing the personalised curriculum to suit each individual learning style.

Within each classroom, you will find a range of strategies and learning styles incorporating the range of needs within each classroom. Teachers plan and deliver a curriculum that supports the young people to develop holistically, which is further supported by the PBS plans and advice from onsite therapists and external agencies.