



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND ADMISSIONS POLICY

May 2016

Governor approval received 11th July 2016

Policy to be reviewed: Summer Term 2017

Special Educational Needs and Disability Policy

Parayhouse School is a Non-Maintained Special School for students aged 7 to 16 years of age, who have Language and Learning needs.

The Special Educational Needs and Disability Code of Practice: 0 – 25 Years (2015) states the following as a definition of Special Educational Need (SEN):

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.

Under the SEND Code of Practice (2015), students identified as having a SEN are considered within one or more of the following broad categories of need:

- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties;
- Communication and Interaction Needs;
- Sensory and/or Physical Needs.

All learners at Parayhouse have Learning Difficulties with Speech, Language and Communication Needs (SLCN) identified as a significant part of their SEN profile. Students may also be identified as having associated Social, Emotion and Mental Health Difficulties and Sensory and/or Physical Needs; however these are secondary to their Cognition and Learning Needs and SLCN.

The school fully subscribes to the principles underlying the SEND Code of Practice 2014 (updated January 2015). The Code of Practice sets out the principles that should be followed by all professionals working with children and young people who have SEN or disabilities.

The principles of the code of practice include:

- Taking into account the views of children, young people and their families;
- Enabling children, young people and their parents to participate in decision making;
- Collaborating with partners in education, health and social care to provide support;
- Identifying the needs of children and young people;
- Making high quality provision to meet the needs of children and young people;
- Focusing on removing barriers to learning;
- Helping children and young people to prepare for adulthood.

Referrals by Local Authorities and Privately Funded Students

Usually, students who attend Parayhouse School have a Statement of Special Educational Need or an Education Health Care Plan (EHCP) and are placed and funded by their Local Authority (LA). However, as a Non-Maintained Special School, Parayhouse is able to accept privately funded students who do not have a Statement or EHCP. An example of this would be a family relocating to London from overseas for a specified amount of time and who are not permanent residents.

Students placed by their LA, usually indicates that the LA recognises that the student's needs can best be met at Parayhouse; although this can also be the result of parental preference. In order to be placed at Parayhouse, the school will determine if a child's needs can be best met within the school under the following criteria:

- A Learning and SLC need that will respond to and develop within a differentiated curriculum;
- A willingness to be part of a peer group with different levels of SEN;
- A level of behaviour that will respond to support, but does not hinder the learning of self or others and is compatible with health and safety within the school;
- A level of social and emotional development that will respond to appropriate support that the school can provide;
- A level of developmental, sensory or physical impairment that can be supported within the school.

Whilst we do have a small number of students who are identified as being on the Autistic Spectrum, we are unable to meet the needs of students who have a primary diagnosis of Autistic Spectrum Disorder.

Identification and Assessment of Students

When we are contacted by a LA, parent/carer or other professional as to the suitability of a student's placement at Parayhouse, we consider the needs of the student and our ability to meet those needs. For those parents/carers and professionals who are unfamiliar with the school, they are invited to attend a 'Visitor's Morning'. This is an opportunity to look around the school, meet with the Headteacher and some of the students, and to have any questions answered. If we believe that we may be able to meet the student's needs, we will then make an arrangement for the student to attend the school for a minimum of two consecutive days. For those children with more complex needs, our Family Support Manager and one of our Speech and Language Therapists and/or Teachers will initially make arrangements to visit the child in their current school. This process allows teaching and therapy staff to make an evaluation as to the suitability of any potential placement.

If it is felt that the school could meet the needs of the student, a decision concerning suitability is then communicated to the parents/carers, and where appropriate to the student's LA. The LA then decides whether they will name Parayhouse School as the student's school.

The Educational Provision at Parayhouse School

Our Mission:

Parayhouse School is committed to ensuring that each and every student reaches his or her full potential.

This is delivered in three essential ways:

- Firstly, we provide a safe and nurturing environment where students feel secure and are confident and eager to learn;
- Secondly, we create a highly specialized and individualized curriculum with speech and language at its heart;
- Thirdly, we establish close working relationships between parents, carers, students and staff to support learning and behaviour at home as well as at school.

Class Groups and Approach to Support and Curriculum

When a student starts at Parayhouse we will have already discussed and identified the level of support required and the class group most appropriate for the student's level of need. We have three broad ability groups of students spread between five classes. The classes are Pluto, Saturn, Jupiter, Neptune and Mars. These classes are broadly grouped by students' academic ability and learning need, their level of language use and understanding, plus their level of social and emotional development.

Throughout their time at the school, a student's placement within a particular class is monitored and assessed, ensuring that each student's needs are being met. Where it is identified that a student would be better placed in another class, arrangements can be made at any point in the year to facilitate a move.

Through standardised and non-standardised assessment, we identify the level of need and learning opportunities that each student requires. Students then follow one of the three 'curriculum pathways' that we offer:

Curriculum 'A' - This curriculum is for our students who require a life-skills based and small steps curriculum. This cohort of learners require the greatest level of support and are working well within the P Scales. These students will go on to have their work accredited through the AQA Unit Award Scheme ([web link to Unit Award Scheme](#)).

Curriculum 'B' - Students on Curriculum 'B' follow an adaptation of the National Curriculum. This curriculum generally follows the Key Stage 1 Primary National Curriculum Programmes of Study, at a level that best meets their learning needs. These students will go on to follow courses for examination at Entry Level 1 and 2 in English, Maths and P.E. In addition, students have their work accredited through the AQA Unit Award Scheme.

Curriculum 'C' – Curriculum 'C' is for our more able students. This curriculum is based on the Key Stage 2 Primary National Curriculum Programmes of Study, with elements taken from the Senior Key Stage 3 Curriculum where appropriate. These students will go on to follow courses for examination at Entry Level 2 and 3 in English, Maths, P.E, Art & Design, Food Studies and History. If appropriate, Level 1 Qualifications such as IGCSE and GCSE at grades G-D (levels 9-6 of the new GCSEs for examinations in

2017) may also be followed in specific subjects. Although a student will be following one of the three 'curriculum pathways', they are not confined to it. Students may follow another 'curriculum pathway' in a specific subject where it is relevant for them to do so.

Managing Students' Needs

Annual Reviews

The dates for Annual Reviews are set in the Spring Term. The responsible Local Authority (LA) is informed of the Annual Review schedule prior to the date of the meeting. Parents, Teachers, Therapists and the Local Authority receive an invitation to the Review at least four months before. All Reviews take place in the second half of the Summer Term. Reminders are also sent out nearer the time.

If a parent/carer or a LA representative is unable to attend the meeting and wishes to attend, we will arrange an alternative date, provided that enough notice has been given.

Where a parent/carer fails to attend the Review and there is no LA representative present, we will contact them by phone to establish if they are happy for the Review to continue without them, or if they would like the meeting to be rescheduled.

If a LA representative fails to attend the Review, the meeting will continue without them.

During the Review, the student's Class Teacher Chairs the meeting and the minutes are taken by the Headteacher or Deputy Headteacher. The student's Speech and Language Therapist also attends and if appropriate, the Family Support Manager and Occupational Therapist may also attend the Review.

Students are actively involved in the Review process through the use of questionnaires. Depending on the student's level of maturity, they may join in all of the Review or for only part of it. For those students with significant difficulties with communication, they will be supported by their Speech and Language Therapist to express their choices and views.

A pre-agreed agenda is followed at the meeting. The Chair of the meeting's role is to ensure that the statement/EHCP is reviewed and that new targets are set at the meeting.

Those present at the meeting will, in light of the issues raised in the report and discussion, consider the following:

- Do the contents of the Statement/EHCP remain appropriate?
- Are any amendments to the Statement or EHCP required?
- Should the LA continue to maintain the Statement/EHCP, or should the LA be recommended to cease it?
- The current targets will be discussed and any changes agreed;
- New targets set must meet the broad outcomes agreed in the EHCP;
- At the meeting, notes will be kept which detail persons present, their views about what is working well or not so well and a list of agreed actions.

A review meeting may make recommendations on any of the matters listed above.

Amendments to the EHCP are likely to be recommended if:

- Significant new evidence has emerged which is not recorded on the Statement/EHCP;
- Significant outcomes recorded on the EHCP are no longer present;
- The provision should be amended to meet the student's changing needs and the targets specified at the review meeting, or
- The student should change educational setting, either at point of transfer between phases, or when a student's needs would be more appropriately met in a different placement.

The meeting will consider all contributions including written contributions and any verbal contributions by those attending.

Action Following the Annual Review meeting:

Detailed notes are taken at the Review, typed up and form the Review Report. They are then scrutinised by the Headteacher and Chair of the meeting. Action points are collated and distributed along with copies of the report which support the Review. These actions are implemented, monitored and reviewed by those involved on a regular basis.

Additional Reporting to Parents

In addition to the Annual Review, there are two parents' evenings during the year. The first, the 'New Start Meeting' takes place at the beginning of the Autumn Term. This is the opportunity for parents/carers, teachers and therapist to discuss how targets from the previous Annual Review will be met. Additional targets can also be discussed and set at this time. This meeting also provides the opportunity to discuss how a new student to the school or class is settling in.

The second meeting takes place in the second half of the Spring Term and is the opportunity to discuss students' progress and to review and adjust targets.

A summative Annual Report is given to parents in June, commenting on progress made across the Parayhouse Curriculum.

Working in Partnership with Parents

At Parayhouse we understand the importance of family involvement and support for the development and education of our students. Our Family Support Manager [FSM] forms connections with parents to promote family learning activities, and to inform parents about their child's progress, achievements and well-being.

The FSM also helps parents to understand and implement strategies and programmes at home that are used successfully in the classroom as well as those designed by our Speech and Language Therapists and Occupational Therapist. All new students receive a home visit from our FSM and parents may request additional visits at any time, including evenings & weekends if required. Parents are also encouraged to attend the weekly assemblies on a Friday afternoon, where they will have the opportunity to meet the families of their child's classmates, and meet with the FSM should they wish to.

The FSM works closely with the Headteacher and Senior Staff to facilitate the best possible Transition Experience for our Y11 students and their families.

We further promote working in partnership with parents by:

- Encouraging all parents to be actively involved in their child's education;
- Listening to parents views and any concerns that they may have;
- Having an open door policy for parents to visit the school at any point in the day;
- By providing termly meetings with staff to discuss progress, either at school or over the phone;
- Inviting parents to all performances, celebrations, fundraising events, learning days and weekly assemblies;
- Producing a weekly newsletter that is available on the school's website, where parents can request to have it emailed directly to them, or sent home with their child;
- Communicating with parents either by home-school book, telephone or email if there are any queries or problems;
- Providing the opportunity for parents to talk or meet with any member of staff involved in their child's education;
- Having a joint approach to working through problems at either home or school or both;
- Allowing and supporting parents in their choice of whether their child receives homework or not, and whether the homework is completed at home or at school;
- Inviting all potential parents to visit the school and for our staff to visit a potential student at their current school;
- Offering the opportunity for our FSM to meet with parents and students at their home.

Working with Professionals and Other Agencies

Professionals employed directly by the school

Our Speech, Language and Communication Therapists work collaboratively with our Teachers and Support Staff, to meet the Learning and SLCN of our students. They spend the majority of their time in the classroom, delivering intervention programmes to individuals and groups of students, and deliver specific SLC focussed lessons across the school. Where it is needed, the SLCTs deliver one-to-one focused therapy outside of the classroom. This is usually to target specific difficulties with speech.

We have a part-time Occupational Therapist who provides individual and group support for specific students. She provides advice and training on matters such as tactile defensiveness, sensory seeking, sensory diets, gross and fine motor development, including handwriting and self-help skills.

Our Family Support Manager (FSM) is key in coordinating initial parental contact, student admissions and ongoing home school interactions. The FSM liaises closely with the Senior Leadership Team and is actively involved in supporting parents and students, through transition into and out of Parayhouse School.

Outside agencies

Multi agency work is important and we work in collaboration with all agencies, especially those concerned with education, health, welfare and social development to support the needs of our students. We have good working relationships with the following agencies both from health service providers and Local Authorities. The list is not exhaustive and we may work with other agencies where this is appropriate to meet the needs of our students.

Social Services;

Learning Disabilities Team;

CAMHS;

Educational Psychologists;

Visually Impaired Service;

Hearing Impaired Service;

Psychologists;

Additional Therapists and Teachers working for the family.

Medical Needs

We will accommodate all reasonable requests to administer medication, including controlled drugs, once specific staff members have been given all necessary information. Wherever possible, we aim to help students to take on an appropriate level of responsibility for administering their own medication.

We have a small number of students with significant medical needs, which require safety-critical monitoring and may require skilled intervention in the event of an emergency. These include diabetes, epilepsy and dysphagia. Training is provided for staff, so that there is always at least one person with the necessary knowledge and skills with the relevant class or group. This training is usually provided by medical personnel involved with the student, as well as medical bodies such as 'Diabetes UK' or 'Prader-Willi Syndrome UK etc.

First Aid training is provided to specific members of staff to ensure that there is always at least one member of staff on duty with first aid knowledge and skills.

Monitoring and Evaluation

The school monitors closely the progress and wellbeing of all students and the Leadership Team and Governors monitor the quality of teaching, curriculum and student progress. We evaluate progress and outcomes against individual targets, assessment statements and the impact of our interventions and support for students. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.