



**Elms Bank**  
School & College

Excellence for All

# SEN Policy

**Author:** Orienne Langley-Sadler

**Date of Sign Off:** 01.09.2023

**Date of Review:** 01.09.2024



Part of the

**Oak**



Learning Partnership

## **Information about the school's Special Educational Provision**

Elms Bank is a Secondary Special School with Specialist status for SEN covering Cognition and Thinking, Communication and Interaction, Social Emotional and Mental Health (SEMH) and Sensory and Physical . We have extensive provision for students with Special Educational Needs and Disability (SEND) aged 11-19 years. Elms Bank meets the needs of students with Generic Learning Difficulties (GLD). This policy is committed to the aims of the school.

All students enter Elms Bank with a Statement of SEN or an Education Health Care Plan (EHCP), after they and their parents have visited the school at the recommendation of the Area SEND Officer/s, and have requested a place. All students have access to the National Curriculum 2014. We disapply from Modern Foreign Languages.

We are committed to meeting the individual needs of all our students through detailed 'provision mapping' which identifies and assesses the:

- Additional and different needs of individual students
- Specialist interventions or provision needed

Elms Bank consists of a main building for Key Stage 3 students (aged 11-14) and Key Stage 4 students (aged 14-16), and a separate College building for Key Stage 5 students (aged 16-19) and the Fairfield Internship programme.

The school is a two story building with shared access to specialist Computing/ICT, Food Technology, Art, Drama, Music, and Independent Living facilities. College and, Fairfield Internship.

There are extensive school grounds. School has full accessibility to all students.

Elms Bank is committed to working across education, health, adult services & transitions for joint outcomes within the Education, Health Care Plan (EHCP).

### **Identification, Assessment and Provision**

Within Elms Bank there is a Senior Leadership Team (SLT) who share responsibility for SEND. It is the role of the SLT to meet the following objectives:

- Develop a SIP and 3 year plans to ensure high standards of SEND provision within school
- Assess all documentation to facilitate needs within current provision
- Facilitate the *Individual Support Plans for students*
- Monitor & update EHCPs for all students within school



- Carry out observation and monitoring & evaluation with a variety of focus on SEND of students ie: Personalised Learning Programmes, the use of a raft of specialist approaches to ensure provision meets the needs
- Create detailed provision maps which identify all SEND of all students in school and also any need which is 'additional & different' by way of resources, specialisms, equipment, individual support including those young people with life limiting conditions and young people who may need *Medical Care Plans* (see policy for supporting students with medical needs)
- Have oversight of all Annual Review documentation in all key stages
- Action any requirements and liaise with any Specialist Interventions from EP, Specialist teachers, Counsellor, OT, School nurse, CAMHS/ ELCAS, CSC, etc. for all students
- Develop any documentation to facilitate effective student participation
- Ensure that working documentation / ILPs / Curriculum Assessments are monitored and evaluated to ensure a high quality provision and individual progression
- Audit students for specialist support/ advice/ interventions annually and through: Annual Review, teacher request, observation outcomes, parental request, and liaison with paraprofessionals
- Ensure that teachers (the named person) carry out initial assessment in order to facilitate access at the appropriate level, sharing any medical or educational needs as necessary
- Ensure that accessibility of our school is audited along with a request for a place within the school and appropriate arrangements are made
- Ensure that the environment is suitable for individual learning needs through 'environmental audit'

### Partnership within and beyond the school

An annual programme of Inset is delivered or facilitated on current initiatives within SEND practice in school and through county and out of county training courses.

SEND policy and provision is monitored within Elms Bank by a designated SENCO and the QEB board.

Para-professionals linked to education and who support and work closely with our students are:

- Counsellor
- Specialist Teachers
- Educational Psychologist
- Careers advisors
- Transitions & Adult Services
- School Nurse
- Speech & Language Therapist
- Dentist
- Doctor
- Paediatrician
- Clinical Psychologists / Learning Disability Team
- CAMHS / ELCAS
- Occupational therapists
- Physiotherapists
- Bi-lingual Assistant
- Hydrotherapist

#### Links with other schools, colleges and training providers:

As part of our 'Reaching Out' School to School support service for SEND we regularly support students with SEND in mainstream schools within our local area:

- Students within key stage 4 and 5 have a college link and opportunities within local colleges
- Students in key 5 have extended work experience/internship opportunities
- Some students, when appropriate, can begin 'exit plans' and return to mainstream schools

#### Partnerships with parents:

We have two Parent QEB members on the board. Parents are encouraged to involve themselves with their child's education in a number of ways:

- Attendance at Annual Reviews
- Attendance at Parents Evening and/or Student Achievement Days
- Attendance at training and information workshops for parents
- Invited to Parents Group with Parent Liaison Officer
- Encouraged to liaise regularly with class teachers, SLT, Headteacher
- Invited to join 'PTA of Elms Bank'
- Invited to social events termly
- Working through Family Support to improve aspects of family living
- Home School Agreement

#### Partnership with students:

All students contribute to their Annual Review by way of a differentiated student participation activity prior to their meeting:

- All students are invited to attend all or part of their Annual Review

- All students have the opportunity to be nominated and voted on to the School's Council
- Students are all accepted with their learning difficulties without discrimination
- Students are encouraged to attend links with mainstream schools or to return to mainstream, if appropriate
- Students have opportunities for participation in development of ILPs, audits of need, all about me books, communication passports, learning journey documents, transition plans, progress files
- School will support young people in determining 'mental capacity' for important decisions in their lives
- Students meet with careers advisors and are involved in destinations and 'next steps' planning

This policy is reviewed annually.

