



Reddish Hall School

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SEN Policy 2020

Revised by Alexis Holt Garner-SENCO

Policy Number	
Reviewed	January 2020
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Owner	Alexis Holt Garner

Vision Statement

The school intends that every student should achieve their potential and develop an understanding of and respect for themselves and others.

The school's ethos will be embedded in the school policies and reflected in the culture of the school:

- To promote a climate where pupils learn and where behaviour changes for the better
- To promote each pupil's academic and social development
- To promote British values
- To ensure equality of opportunity for all pupils
- To develop, in all pupils, tolerance of and respect for others
- To raise the self-esteem of all pupils
- To raise the level of social competence of all pupils
- To maintain close working partnerships with all parents/carers and referring authorities
- To keep all pupils safe while they are at school
- To involve all pupils in their learning
- To monitor, evaluate and review the progress of all pupils regularly



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- To return pupils to a mainstream school whenever appropriate and practicable
- To provide pupils with the skills and knowledge to equip them for life after school
- To enable pupils to adapt readily to a changing environment

We believe Reddish Hall School enables its pupils to improve their academic performance, develop their social skills and raise their aspirations. Our pupils may have a history of negative attitudes towards school, as a result of previous experiences of failure and frustration. Through our positive structure of rewards and incentives, underpinned by a strong sense of boundaries, our pupils gain self-belief, display positive behaviours and have a strong sense of belonging to our school. By rebuilding their self-esteem and forging positive relationships, they replace failure with success.

At Reddish Hall School we provide a high quality learning environment and deliver an exciting and innovative curriculum which meets the needs of all pupils. The curriculum is underpinned by strong social and behavioural support, building self-esteem and giving pupils a platform to experience success. This, in turn, enables pupils to channel their energies into improving academically. The school has a strong ICT infrastructure, which aids learning and enriches curriculum delivery at all times.

At Reddish Hall we are committed to a policy of equal opportunities for all pupils, staff and others who come into contact with the school, regardless of race, colour, gender, sexual orientation, religion or disability. Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. All should feel valued and able to participate fully in the life of the school.

Introduction

This policy seeks to support the school ethos to strive to provide a caring, structured learning environment in which all pupils can develop academically, socially and emotionally, to their full potential and in which pupils and staff feel safe, secure and valued.

Background

Reddish Hall School is a co-educational school catering for pupils aged 5-18 with complex educational needs, communication difficulties and challenging behaviour- all of our young people have an Education Health Care Plan. The school accepts pupils with social, emotional and behavioural needs, though they may face additional challenges and diagnoses including ADHD, Asperger's, SpLD, MLD, OCD, Dyslexia, Dyspraxia, Dyscalculia, Foetal Alcohol Syndrome or a variety of other conditions. Additionally,



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many of our pupils have serious social issues and very difficult home lives resulting in complex emotional difficulties.

All pupils attending Reddish Hall School have individual needs that have proved too complex to be addressed within a mainstream setting. The school provides effective support and a suitably differentiated curriculum, enabling them to progress and succeed to the best of their ability.

The aims and values of the school emphasise a commitment to provide a high quality provision for all our pupils.

Aims:

- To identify all pupils with special educational needs, to assess the extent of their difficulties and to plan appropriate strategies and programmes to meet their needs
- To ensure that all teachers and LSAs are aware of pupils' difficulties and are provided with strategies and individual programmes to use with those identified pupils
- To monitor and review the progress across the curriculum of pupils with special educational needs, thereby ensuring that those pupils achieve their potential by being able to function fully and confidently in the classroom
- To fully involve the pupil and parents/carers in decision making and monitoring processes

As well as specialist provision for pupils with SEMH, provision is also made for pupils with literacy and numeracy difficulties. Specialist teaching is available for these pupils in addition to the support provided in the classroom. Pupils with specific learning difficulties also benefit from individual programmes to address literacy, numeracy and communication difficulties.

Specific interventions for literacy and numeracy are targeted based on data gathered each half term and small groups (either 1, 2 or 3 students) are created based upon ability and relationship building.

IEPs are written for targeted/specific students; those who received additional 1:1 funding, Looked After Children and any students who receive additional intervention. Each term, IEPs are annotated by teachers and support staff and returned to the SENCo to help with the monitoring and updating process, ensuring all staff are involved in driving forward



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progression and attainment. Copies of IEPs are provided to parents and carers and any agencies that might be involved with each individual pupil.

Baseline Assessment

Each new pupil has a baseline assessment in literacy and numeracy within 4 weeks of entering the school. Testing informs planning for teaching and learning, I.E.P targets, target setting and exam access arrangements.

Regular assessment will be carried out if and when required. Pupils are tested in November/December and May/June. I.E.Ps are updated by the SENCO bi-annually with annotated input from both teaching and support staff as collated by the SENCo.

IEPs

IEPs provide classroom strategies and suggestions of possible resources and techniques. Progress towards these targets is assessed by the SENCo as part of the termly reviewing process.

In accordance with the Code of Practice (2014) the Individual Education Plan will demonstrate:

- 1) The nature of the pupil's difficulties
- 2) Action involving provision, staffing, support, programmes, activities, materials, and equipment
- 3) Any relevant Home Liaison
- 4) Targets to be achieved, including time scale
- 5) Arrangements for monitoring and assessment
- 6) Arrangements for Review dates
- 7) Use of the traffic light system to support the monitoring of progress



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The Individual Education Programmes for each pupil will focus on specific areas of difficulty, identify appropriate strategies for intervention, and describe assessment methods and time scales for evaluation. It is presumed that each pupil's Individual Education Plan will include several targets.

EHC Plan monitoring

The SENCo liaises with the relevant authorities in relation to Education, Health and Care plan amendments and transition planning. The EHCP represents the educational requirements of each young person as relevant to their needs.

PEP meetings and Pupil Premium

The SENCo is the lead designated teacher for PEP meetings and attends in this capacity, providing current educational information and educational target information. The SENCo will also liaise with the relevant parties in relation to the use of Pupil Premium and evidence this accordingly. The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding.

The Pupil Premium

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. Pupil Premium funding is allocated on a case by case basis as we are an independent provision.



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The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Evidencing the use of Pupil Premium in our setting

The purpose of this section of the policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents, authorities and school community for how we are using this additional resource to narrow the achievement gaps of our pupils.

Pupil Premium allocation in relation to each eligible young person is decided through school advice, carer input and liaison with the providing authority, usually through the regular PEP meetings held in school. Allocation relates to SMART targets agreed during the meeting and outcomes are assessed termly in relation to current guidelines. Individual records are maintained to record spending in relation to any recommendations.

How we will make decisions regarding the use of Pupil Premium

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research on proven strategies which work to narrow attainment gaps and adapt these as necessary to meet the needs of our pupils
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium by the school
- Use high quality teaching and learning as the preferred way to narrow the gaps



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in attainment in the first instance. We will also use high quality interventions (Intervention groups, IEPs etc) with proven evidence of impact to assist our pupils who need additional support in a time limited way

- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year

National Curriculum

All pupils have access to the National Curriculum. Their learning is supported by Pupil Support Workers in the classroom. PSW's have copies of IEPs and help those pupils to work towards their targets. Pupils who are withdrawn from lessons for literacy or numeracy support or who have been absent for any other reason are helped by PSW's and teachers to catch up on missed work.

The school aims to ensure that, as a result both of effective programmes and support for identified pupils and the whole school approach to literacy, all pupils will leave school at least functionally literate. The school also aims to ensure that a significant majority of pupils will leave school with some higher order literacy skills. School literacy targets are set at the beginning of the school year and evaluated at the end of the year. All teaching staff receive regular training on how to develop and enhance pupils' literacy skills through the medium of their own subject.

Parents/carers are encouraged to discuss any concerns they may have about their child's/ward's progress at Annual Review meetings. They may also contact the school at any time to arrange an appointment to discuss their concerns.

The school works closely with the placing Local Authorities, Educational Psychologists, Education Welfare Services, Children's Services, Youth Justice, the Police and the Health Authorities. Close liaison with parents/carers and with these agencies helps the school to work with each pupil as an individual with regard to their circumstances outside school. Awareness of these circumstances can help the school ensure that they have as little detrimental impact as possible on their educational progress and that they achieve their full potential during their time at Reddish Hall School.

Positive Handling Plans



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Individual Positive Handling Plans (PHPs) are produced following a risk assessment indicating that there is a risk of physical intervention being required. They are also produced after any occurrence of physical restraint and are reviewed termly or after a restraint. A register of pupils with PHPs and copies of current PHPs are kept centrally. Copies are also kept with PSWs. All staff are kept aware of the contents of Individual Behaviour Plans (IBPs) for mutual health and safety purposes. IBPs contain the following information:

- Typical behaviours which may lead to confrontation;
- Strategies to defuse the situation;
- Recommended strategies and techniques when physical intervention is unavoidable;
- Typical behaviours during physical restraint if known;
- Strategies/techniques to be avoided during physical restraint;
- Essential medical or other information.

Annual Reviews

A statutory review of each pupil's progress towards meeting the objectives written in the EHCP is held each year. In addition, a Transition Plan is prepared at each review from Year 9 onwards. An Annual Review report is produced reporting on progress in subject areas, social and emotional development and learning style.

Before each review a report of the pupil's progress in each subject is written by their teachers for Key Stages 3 and 4 and by their class teacher for Primary.

Before the review the pupil has the opportunity to discuss their progress with a member of staff and to complete a form recording their own views.

Parents/carers and pupils are encouraged to attend the reviews. Newly agreed targets and recommendations are sent to the LA following the review. The relevant LA are invited to the reviews and usually attend in a transition year (Year 2, 5, 9 and 11).

Reviewed and revised January 2020