



Special Educational Needs Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Governor's Committee Responsibility: Full Governing Body

Date Approved: Summer June 2018

Review Period: Annually

Next Review Date: Summer June 2019

The Limpsfield Grange Values:

At Limpsfield Grange we believe in working together to make a difference.

We are a tolerant community; we accept, value and understand others.

We care for all members of our community without judgement.

We are responsible for our own learning, behaviour and actions.

We accept that sometimes things go wrong. We work together to take responsibility for our mistakes and for putting things right.

We are a respectful community and we treat others as we would like to be treated, even if they have different views and opinions to our own.

We understand that good behaviour helps us to prepare for life beyond Limpsfield Grange.

We are positive and resilient. We celebrate difference in everything that we do.

We are all proud to be part of the Limpsfield Grange community.

July 2017

Limpsfield Grange School – Special Educational Needs Policy

Background and rationale

We at Limpsfield Grange believe that “together we make a difference.” We work together on the areas of wellbeing, achievement, communication and independence so that our students can be fully active members of society. We are ambitious for all of our students, and we work with them to help them succeed. Limpsfield Grange respects the unique contribution which every individual student can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible aspirations and accepts individual differences in ability, aptitude and level of skills. At Limpsfield Grange School every teacher is a teacher of every student, including those with SEND.

We offer:

- a differentiated approach based on individual needs and preferences
- a full and rich curriculum accredited through GCSEs
- an emphasis on independence skills and developing real world knowledge
- a 24 hour curriculum focused on meeting the individual needs of the student
- an ethos of mutual respect, support and understanding
- an engaging, supportive and friendly school where everyone is valued
- an environment where we celebrate of diversity and difference

Definition of SEN

At Limpsfield Grange School we use the definition for SEN and for disability from the SEND Code of Practice (2014)

SEN: A child or young person has special educational needs if she has a learning disability or a disability which calls for special educational provision to be made for her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

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

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2014
- The National Curriculum 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Headteacher Standards 2015

Aims of the policy

At Limpsfield Grange all students, regardless of their individual needs are provided with inclusive teaching that will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all students with SEND will meet or exceed the high expectations set for them based on their age and starting points. Ambitious educational and wider outcomes will be set for all students. We want all students to become confident individuals who will make a successful transition to their next educational placement at 16 and into adulthood.

We are committed to:

- **empowering** our learners to understand their needs; identify when they need support and ask for it
- **implementing** good practice that promotes and sustains the wellbeing of young people
- **delivering** a consistent approach that enables all students to learn and make progress
- **creating** opportunities for interaction, social inclusion, independence, and self-reflection
- **training** and supporting staff, parents, carers and stakeholders so they can best meet the needs of our young people
- **communicating** clearly and appropriately with our community
- **providing** a physical environment that is responsive to the sensory needs of our young people
- **working** with other professionals to meet the needs of learners and their families
- **promoting** opportunities for all
- **celebrating** difference

Scope

This policy applies to all Limpsfield Grange permanent and bank staff; Governors; students; parents carers and family members; the Limpsfield Grange Outreach Team and visiting professionals who work with students at the school.

Mission Statement

Limpsfield Grange School exists to meet the needs of girls aged 11 - 16 who will benefit from the breadth of the full mainstream curriculum, but due to the anxiety arising from their sensory, social and communication difficulties are unable to manage the mainstream school environment. We are a maintained school, designated by the Local Authority as a school for students with Communication and Interaction Needs. We are a day school with 71 places and also offer a residential experience. All of our students have an Education, Health and Care Plan

Key roles and responsibilities

We at Limpsfield Grange School believe that it is the responsibility of all staff to assist in meeting the individual needs of the students to the best of our abilities.

SENCO

The Special Needs Co-ordinator has strategic and day to day responsibility for the operation of the SEN policy and co-ordination of specific provision to support students with SEN. The SENCO sits on the school's Senior Leadership Team and matters relating to how we meet individual needs and how we spend the Pupil Premium are discussed at a weekly meeting.

SENCO Name: Emma Phillips

Contact details: deputy@limpsfield-grange.surrey.sch.uk

All Governors at Limpsfield Grange have a responsibility for SEN, so we do not have one specific named Governor. However if you would like to discuss SEN please contact Jackie Tanner, Chair of Governors, via the school, in the first instance. All Teaching Assistants support students with SEN. The SENCO, is responsible for managing Pupil Premium funding. The Head of the Residential Provision, Natasha White, is responsible for managing the schools' responsibility for meeting the medical needs of students.

Identification of needs

These four broad areas give an overview of the range of needs of the students at Limpsfield Grange. Our students often have needs that cut across all these areas and their needs may change over time. The support that we provide to an individual is always based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary, specialist equipment or software.

Communication and interaction

Children and young people with ASC, 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. 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.

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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

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.

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, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Managing the needs of students

All students at Limpsfield Grange have an Education, Health and Care Plan. These documents outline the needs of the young person and recommend the provision, resources, approaches and multi-agency involvement required to meet those needs. All teachers are responsible for providing differentiated expectations for all students and delivering good quality personalised teaching. This is the first step in

responding to the needs of all students at Limpsfield Grange. All teachers are responsible and accountable for the progress and development of the students that they teach. Student's academic progress is monitored by the Assistant Headteacher on a termly basis. We fully expect that all students will have their needs met through the standard provision at Limpsfield Grange. Additional intervention and support cannot compensate for a lack of good quality teaching. The quality of teaching and learning at Limpsfield Grange is regularly monitored through a combination of formal lesson observations, learning walks, drop ins, book looks and through careful analysis of student progress data. Students at risk of underachievement are monitored closely by all staff and this is overseen by the Assistant Headteacher. Regular INSET and training is provided to all staff to help them develop their understanding of strategies to support our students and improve their knowledge of the range of needs that are most frequently encountered at Limpsfield Grange.

All students receive additional support for their SEN. The curriculum at Limpsfield Grange is adapted to suit student's individual needs. Teaching approaches incorporate strategies for students with ASC, SpLD, SLCN, SEMH, HI and VI. If additional support is required, the teacher and SENCO will consider all of the information gathered from within school about the student's progress based on their age and starting points and against national expectations of progress. At Limpsfield Grange we work with other professionals, including a Speech and Language Therapist (employed by Surrey County Council). We will work with other professionals, including Surrey County Council's link Educational Psychologist, as the need arises and in conjunction with their availability.



We will ensure that we regularly assess all students' needs so that each student's progress and development is carefully tracked, from their start points. We will listen to the views of the students and their parents/carers. In some cases we will draw on the assessments and guidance from other educational professionals, e.g. an Educational Psychologist or Speech and Language Therapist and from health and social services where appropriate. Where further SEN Support is required, the teacher and SENCO will put together

a plan outlining the adjustments, interventions and support which will be put in place for the student as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the student will be shared with her. All staff who work with the student will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning. The subject teacher is responsible for working with the student on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher. The plan, including the impact of the support and interventions will be reviewed each half term by the teacher, SENCO, parent/carer and the student. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

An Annual Review of an EHCP is held annually for all students and this meeting is chaired by Sue Sealey, SEND Adviser and Annual Review Lead. Parents/carers are invited to attend the meeting and it is expected that all students will attend at least part, if not all, of the meeting. Annual Review meetings take place throughout the year. The aim is to review an EHCP no more than 12 months from the date of the final plan or from the date of the previous review. Parents/carers are given two weeks' notice of the date of the review meeting.

SEN Provision

Upon entry, the standard Limpsfield Grange provision identifies what every student is entitled to through their time with us. If there is any additional support/provision required, this will be identified and recorded on SIMS.

All day students at Limpsfield Grange will receive the following package of support:

Communication and Interaction

- Specific/targeted and visual strategies to enhance the communication environment throughout the day.
- Language enriched adapted curriculum to meet the needs of pupils with complex communication and interaction difficulties differentiated through presentation, pace of delivery and recording mechanisms.
- Intervention to support social communication in unstructured times.
- Opportunities for reinforcement/learning enrichments to apply skills learnt, support with organisational and problem solving skills.
- Access to an inclusive peer group to facilitate social and emotional development.
- Focus on promoting social interaction and social communication skills.
- Support to understand social situations and opportunities to apply skills learnt within the school setting and wider community.
- Access to a structured visual environment to reduce anxiety and promote independence.
- Support to facilitate effective communication, interaction and curriculum access / personal development and to ensure understanding of instructions and tasks and to modify language through a specified programme covering several areas of communication throughout the day.
- Support to develop attention and concentration skills throughout the day.
- Support for students to understand and participate in social situations and transfer skills across settings / contexts.
- Core on-site speech and language therapy through the Speech and Language Therapist provided to us by Surrey County Council for three days a week and a Speech and Language Therapy Assistant for two days a week. However, Surrey County Council are currently only providing one day of a Speech and Language Therapist. For Surrey students, any SaLT provision outlined on their EHCP will be delivered in school by the Therapist. Students placed here by other Local Authorities will receive an assessment on entry to the school and may, if capacity allows, receive 8 x 30 minute sessions annually if this is identified as a need. However this is not guaranteed, as Surrey students have priority and capacity often does not allow for

this. It therefore remains the responsibility of the placing Local Authority to source and fund the SaLT provision, if it exceeds what is outlined above or cannot be delivered due to capacity.

- An opportunity for work experience to build discrete communication and interaction skills.

Cognition and Learning

- Significant modification of the curriculum through presentation, timing and recording methods.
- Assistance with and alternative recording for a number of curriculum areas.
- Opportunities for reinforcement/learning enrichments to apply skills learnt, support with organisational and problem solving skills.
- A differentiated National Curriculum (with the exception of Modern Foreign Languages) through presentation, pace of delivery and recording mechanisms.
- Access to GCSE qualifications.
- Comprehensive baseline on entry and ongoing assessment.
- Bespoke progress targets in each curriculum area – reviewed termly.
- Small class sizes (approximately 10 per class) with support from 1 Teaching Assistant in most lessons
- Resources, learning and teaching approaches/strategies to support learning styles for pupils with a range of learning difficulties, e.g. visual, kinaesthetic and opportunities to over learn, with practical and sensory-based activities
- Targeted and bespoke personal safety and sex education package.
- Qualified and trained staff committed to meeting the needs of all students, with regular opportunities for training.
- Personalised learning activities.
- Small group teaching as routine within each class.
- Multi-sensory input and delivery.
- Working with parents to enable students to transfer skills and knowledge across settings (home/school/residential/college).
- Applications made to Joint Council of Qualifications (JCQ) for Access Arrangements for exams.

Social, Emotional and Mental Health

- Support to develop a combination of:
 - social skills using adult intervention to structure learning and social situations
 - specific programmes/small group opportunities to develop empathy and awareness of others
 - strategies to enhance attention control
 - programmes/approaches to develop emotional regulation and management
 - a range of coping strategies for dealing with difficult situations
 - independent learning strategies
- Structured un-taught times (lunchtimes).
- Access to a safe area at break.
- Access to a quiet / safe space where they can go if they feel anxious or overwhelmed.
- On-going opportunities to develop empathy and the awareness of the needs of others.
- Mental Health strategies in place as part of our approach (holding in mind / attachment items/ agreed phrases used with some students by all staff to relieve anxiety or distress and to ground them in the moment).
- Opportunities to look after the livestock.
- The use of calm boxes to help students regulate their mood anxiety levels.
- Where necessary access to visual prompts /task checklists/ timetables/reminders to enable students to reduce their levels of anxiety and develop independence.
- Access to Bronze Duke of Edinburgh Scheme.
- Close liaison with home to ensure pupils are supported in the best possible way at home and school.

- Values-based reward system embedded across the school supported by Behaviour Policy.

Physical and Sensory

- Access to specialised equipment to support fine-motor skills.
- Care Plans in place where appropriate.
- Calm spaces are provided around our site, and students are encouraged to use them when they feel overwhelmed or over stimulated to enable students to regulate their emotions.
- Visual timetables.
- Implementation of health related programmes on a daily basis.
- Support for mobility and healthcare plans.
- Multi-sensory delivery of some of the curriculum.
- Strategies to maintain fine and gross motor skills.
- Guidance and support to develop self-help and independence skills.
- Specialist teacher advice and frequent input from qualified teachers of HI/VI/MSI/PD
- Daily access to a trained adult to ensure correct functioning of audiological equipment.
- Specialist equipment and/or specially adapted equipment in order to access the curriculum
- Assistance with self-help and independence skills.

All residential students will receive the following package of additional support:

Communication and Interaction

- Focus groups run by the Residential Team that support students in developing language for travel.
- Focus groups run by the Residential Team, in consultation with the SaLT, that support students in developing language for personal care, independence and emotional awareness.

Cognition and Learning

- Supported homework sessions.
- Working with the Pets as Therapy organisation through weekly visit from our “Reading Dog.”
- Access to a personalised Rainbow Curriculum to develop communication; independence and self management skills; and support the development of self esteem.

Social, Emotional and Mental Health

- Focus groups that work on needs identified in the EHCP such as turn taking skills, raising self esteem and self awareness, positive mental health, positive body image and labelling and managing emotions.
- NSPCC “Protect and Respect” workshops, together with workshops on staying safe and exploitation issues.
- Access to an Independent Advocate for residential students.

Sensory and Physical

- Bespoke group for developing travel skills. This is delivered with the input of an OT, trainee OT and a member of the Residential Team.

Supporting parents/carers and young people

At Limpsfield Grange we offer a high level of support for parents/carers, this may include:

- Parent support groups
- Training
- Individualised guidance
- Advice from the teacher or SENCO
- Weekly contact from the form tutor

We can also signpost parents/carers to other sources of additional information or help:

- The SEN Information Report (14 questions)
- Surrey's Local Offer (www.surreysendlo.co.uk) which includes other agencies who provide a service
- Family Voice (www.familyvoice.org)

Supporting students at Limpsfield Grange with medical conditions

- Limpsfield Grange recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. At Limpsfield Grange support is based on the individual needs of the pupil. Individual healthcare plans will be written with the support of medical professionals. Relevant staff training will be regularly provided. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Monitoring and evaluation of SEN

At Limpsfield Grange School we regularly monitor and evaluate the quality of provision we offer all students and this informs future developments and improvements. This may include the following aspects:

- Governor visits
- Monitoring and review of SEN funding
- School Self Evaluation
- SIP Priorities
- Questionnaires and surveys of parents/carers and students

SEN is kept under regular review through the various governor committees and Full Governing Body Meetings

Training and development

At Limpsfield Grange School we ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND. This is achieved through:

- INSET and training for all staff delivered by a range of staff and external professionals, including weekly staff training sessions
- Individual staff specialisms
- The SENCO's own professional development
- Bespoke and personalised CPD opportunities for all staff
- The Autism Accreditation framework

Comments, compliments and complaints

The school is always keen to receive feedback on all aspects of its work. Please use the normal methods of communication. Should you have a specific complaint, please contact the office for a copy of our complaints procedure.

You can get a copy of our policy in a number of ways. It is available on our school website and a hard copy can be requested from the school office.

Related Policies

Child Protection and Safeguarding Policy
Complaints Policy
Homework Policy
Teaching & Learning Statement

Equality & Diversity Policy
Behaviour Policy
Anti-Bullying Policy

Review

The Governing Body of Limpsfield
Grange School adopted this policy on:

It will be reviewed on:

Signed

Dated
