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## 1.0 INTRODUCTION

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Options Trent Acres School is an independent, special school which provides education for girls and boys aged 8-18 who have autism, moderate learning difficulties and social, emotional and mental health needs.

**Implementation:** It is the responsibility of the Head Teacher to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

## 2.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

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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:

- a. has a significantly greater difficulty in learning than the majority of others of the same age, or
- b. 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

Special education provision means: educational provision which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Taken from the SEN Code of Practice (DfE, 2015)

All of our pupils and students attend Trent Acres School because it has been identified that their needs cannot be met within their Local Authority provision.

### **3.0 THE SEN AIMS OF THE SCHOOL (INTENT)**

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Our aims are:

- To ensure that all pupils and students have access to a broad and balanced curriculum appropriate to their individual needs
- To make sure all staff have a clear understanding of the needs of all pupils
- To provide a differentiated curriculum appropriate to the individual needs, ability and interests of each student.
- To ensure that all pupils and students take as full a part as possible in all school activities
- To ensure that parents/carers of all pupils and students are kept fully informed of their child's progress and attainment
- To ensure that all pupils and students are involved, where practicable, in decisions affecting their future provision
- To ensure that all students are prepared for life beyond Trent Acres and their future aspirations
- To ensure all pupils who have SEND achieve their best possible outcomes
- To make sure the curriculum is successfully designed, adapted and developed to be ambitious to meet the needs of all pupils who have SEND
- To develop pupils' knowledge, skills and abilities to apply what they know and can do with increased fluency and independence
- To provide pupils with the knowledge and cultural capital they need to succeed in British Society

Whilst many factors contribute to the range of difficulties experienced by our students, we believe that much can be done to overcome them or lessen their effect, by parents/carers, teachers and students working together.

### **4.0 ROLES & RESPONSIBILITIES**

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The School has two named SENCOs and Designated Teachers (Luke Bell and Natalie Coley) who are completing the NASENCO qualification. Their role is to ensure that the Options Trent Acres School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015).

The SENCO is fully supported by a wider clinical team including speech and language therapists, clinical psychologists and art and drama therapists.

Provision for the students is a matter for the school as a whole. The Head teacher and all other members of staff have important day-to-day responsibilities.

The Head teacher has responsibility for the day to day management of all aspects of the school's work.

All education staff are involved in the development of the school's policy and are aware of the school's procedures for making SEN provision, and monitoring and reviewing that provision in line with the guidance in the Code of Practice.

The school has a team of skilled teaching assistants. Teaching assistants are allocated to classes to make sure children are supported consistently. The role of the teaching assistants is to provide support at the point of learning. This can be within the classroom, the grounds or during off site activities. They are expected to know the needs of their pupils and their EHC targets and evidence progress towards these outcomes. This evidence is recorded alongside pupils' Person Centred Plans (PCP).

## **5.0 SCHOOL ADMISSIONS & INCLUSION**

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Trent Acres School is set up to meet the specific needs of learners with Autism and Complex Needs and children who have experienced early childhood trauma. Trent Acres School believes that the admissions criteria should not discriminate against students with SEN and has due regard for the practice advocated in the Code of Practice, in that all schools should admit students with already identified special educational needs. Please refer to our Admissions Policy and Procedures for more information.

## **6.0 PARTNERSHIPS WITH PARENTS**

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Trent Acres School firmly believes that partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, Local Authorities and others. This is important in enabling our students to achieve their potential.

Parents should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special education provision

When pupils and students attend Trent Acres School on a residential basis or are "looked after" by the Local Authorities and living away from home, every effort is made to ensure that parents/guardians are encouraged to continue to play an active role in their child's education.

SEN provision and pupils' progress towards EHC aims are also discussed at half-termly parent carer conference meetings.

## **7.0 STUDENT PARTICIPATION**

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Where possible, pupils and students at Trent Acres School participate in all the decision making processes that occur in education, including the setting of learning targets and Personal Centred Plans (PCP.) Students are encouraged to contribute to review meetings and any transition processes. As pupils at Trent Acres School might have severe communication difficulties, ascertaining their views may not always be easy, but the principle of seeking and taking into account the ascertainable views of the young person is important.

## **8.0 ASSESSMENT & PROVISION**

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Provision for pupils with Special Educational Needs (SEN) is a matter for the school as a whole. At Trent Acres School teachers and tutors deliver the National Curriculum, BTEC, GCSE, Functional Skills and ASDAN Programmes of Study in ways that meet the particular learning requirements of the students. Assessment for each subject enables the school to consider individual student attainment and progress. Learning is therefore personalised to meet the individualised needs of pupils.

All students at Trent Acres School have short-term targets set as part of their PCP. The strategies to meet these targets are clearly set out and additional support identified through specific interventions. PCPs are reviewed every half term and discussed in parent carer conferences.

Teachers can at any time request additional SEN support using the referral system within the school. The SENCO and allocated teaching assistants will hold weekly intervention sessions, based on specific needs. These sessions are monitored and reviewed regularly in order to evaluate the effectiveness and impact of planned intervention strategies.

For more information, please refer to our Planning, Assessment, Recording and Reporting Policy

## **9.0 ANNUAL REVIEW**

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All statements (SEN) or Education Health and Care Plans (EHC plans) are reviewed at least annually. These reviews focus on what the pupil/student has achieved as well as on any difficulties that need to be resolved (for more information please refer to our Planning, Assessment, Recording and Reporting Policy).

The Annual Review aims:

- To assess progress towards meeting the objectives specified in the statement
- To assess progress towards the targets in the PCP set at the previous review
- To review any special provision made.
- To provide a profile of current levels of attainment in literacy, numeracy and life skills, and a summary of progress achieved in other areas of the curriculum
- To consider the continuing appropriateness of the statement/EHC plan.
- To set new targets for the coming year

The Head teacher and/or SENCo initiates the review process upon receipt of the termly list of annual reviews for the Local Authority. The Head teacher can delegate to a qualified teacher at the school any or all of the duties and functions given to them in the regulations.

In preparing for the review meeting, the Head teacher must request written advice from:

- Student's parents
- Anyone specified by the authorities
- Anyone else the Head teacher considers appropriate

The Head teacher or SENCo must also circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting.

The Annual Review meeting is chaired by the Head teacher or SENCo (Designated Teacher.).

The Head teacher or SENCo provides the Local Authority with a report following each Annual Review meeting before the end of the term, or 10 school days after the meeting takes place if that is any earlier. The report summarises the outcome of the review meeting, setting out the assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

### **Annual Review in Year 9**

The annual review held in year 9 is particularly significant in preparing for the student's transition to the further education sector, work-based training, and adult life.

The aim of the annual review in year 9 and subsequent years is to:

- Review the young person's statement/EHC plan
- Draw up and subsequently review the Transition Plan

The annual review of the statement held in year 9 should involve the agencies that may play a major role in the young person's life during the post-school years including the Careers Service (ENTRUST) from the placing Authority.

The Head teacher or SENCO must ensure that a Transition Plan is drawn up, which draws together information from a range of individuals within and beyond school in order to plan coherently for the student's transition to adult life.

#### **10.0 LINKS WITH EXTERNAL AGENCIES/ORGANISATIONS**

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The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for our students.

Important links are in place with the following organisations:

- Local Authorities
- Social Services
- CAMHS
- Staffordshire ENTRUST Careers Guidance.