



## **SEN POLICY**

### **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**

All pupils attending Calder Lodge School have additional needs including social, emotional and mental health difficulties, Autistic Spectrum Disorder and Attention Deficit Hyperactivity Disorder and Attachment issues that have proved too severe to have been successfully addressed within mainstream schools. Many of the pupils also have additional learning difficulties, sensory impairments and/or physical difficulties to varying degrees. The school makes every effort to identify and assess pupils with special educational difficulties and to provide effective support and a suitably differentiated curriculum, enabling them to progress and succeed to the best of their ability.

Should there be students at the school who have English as an additional language, the school's senior leadership team is committed to inclusion and would be willing to put in place all reasonable provisions to enable such learners to develop. This would be discussed at the referral stage and would take into account the views of the student, parents / carers and the placing authority. Specific, specialist help would be put in place and this would form part of the student's Individual Education Plan.

### **Aims**

- To identify the specific special educational needs of all students, to assess the extent of their difficulties and to plan appropriate strategies and programmes to meet their needs.
- To ensure that all teachers and support staff 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.

As well as specialist provision for pupils with emotional, social and behavioural difficulties extensive provision is also made for pupils with literacy and numeracy difficulties through in class interventions.

Each new pupil has a baseline assessment in literacy and numeracy within six weeks of entering the school. The literacy baseline provides baseline information of each individual child's reading ability. The testing shows letter sound recognition, early word recognition isolation ability, deletion ability and phoneme recognition in early reading before moving on to reading accuracy, reading rate and reading comprehension. Numeracy baselining is managed in class by the class teacher after an initial teacher assessment to determine where to pitch the baseline assessment.

All students have an Individual Education Plan which responds to the student's statement objectives and key targets related to them. Typically, these targets would be concerned with behaviour and progress in basic skills but may also refer to attendance.

All pupils have access to the National Curriculum. Their learning is supported by Key Workers in the classroom. These support staff 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 support staff and teachers to catch up missed work.

The school aims to ensure that, as a result of both effective programmes and support for identified pupils and the whole school approach to literacy, all pupils will leave school at least functionally literate.

Calder Lodge employs the services of a SENCO whose role includes:

- Support with baselining of each new pupil.
- Testing and identifying curriculum needs which are included in the IEP.
- Liaising and advising colleagues.
- Overseeing each child's Individual Education Plan via a system of formal review meetings three times per year with each class teacher.
- Assisting class teachers to teach individuals successfully by providing in-class support.
- Ordering resources that will aid all staff in their ability to support the children with their individual needs.
- Overseeing the ongoing assessment of children with learning difficulties.
- Contributing to in-service training and pupil focused weekly staff meetings.

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 has a Home School Liaison service. The Home Liaison Officer maintains regular contact with all parents through telephone calls and/ or visiting home at least once during the year.

The school works closely with the placing Local Authorities, Educational Psychologists, Education Welfare Services, Children's Services, 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 by staff 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 Calder Lodge School.

### **Individual Behaviour Support Plans**

Individual Behaviour Support Plans are produced following a risk assessment indicating that there is a risk of physical intervention being required. A register of pupils with BSPs and copies of current BSPs are kept centrally. All staff are kept aware of the contents of BSPs for mutual health and safety purposes. IBSPs contain the following information:

- Management strategies for the classroom which maximise the pupils potential to learn.
- Typical behaviours which can lead to confrontation.
- Strategies to prevent confrontation and defuse the situation.
- Recommended strategies and techniques when physical intervention is unavoidable.
- Typical behaviours during physical restraint if known.
- Strategies / techniques to be used or avoided during physical restraint.
- Essential medical or other information.
- Staff relationships which are particularly positive.

### **Annual Reviews**

A statutory review of each pupil's progress towards meeting the objectives written in the statement of special educational needs is held each year.

Before each review a report of the pupil's progress in each subject is written by their teachers and the key worker writes a summary report of their social and behavioural progress. This school report is circulated to parents, carers, the LA and other agencies two weeks before the review takes place.

The review also includes a review of the student's progress in terms of learning behaviour, conduct behaviour and emotional behaviour. This information is taken from the school's behaviour improvement tracking system- CPOMS.

During the week before the review the pupil has the opportunity to discuss the report and his progress with a member of staff and to complete a form recording his 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.

**Next review date:** April 2026

**Member of staff responsible for implementation and review:** Kelly Farnworth

**Position:** Head Teacher

**Approved by:** Dan Creed (Director)

**Date:** 15/04/2025