

Produced By:	ATH
Last amended	Jan 2020
Approved by Management Com.	Feb 2020
Date for Review:	Jan 2021



SPECIAL EDUCATIONAL NEEDS POLICY

The School's values, vision and broader aims around SEN

The Key Education Centre is a Pupil Referral Unit split over two sites, providing a temporary alternative education to a wide range of pupils who are not able to access the curriculum in a mainstream school. We work in close partnership with secondary schools in the Fareham, Gosport and Havant area and with HCC Education Inclusion Service.

Pupils can be referred to The Key for many reasons. Some students may have been permanently excluded whilst others may be in danger of permanent exclusion. The Centre also offers education to pupils who are emotionally vulnerable and/or with medical needs which prevent attendance at a mainstream school.

Our core purpose is to maximise the academic progress of our pupils while addressing their individual social and emotional needs, often with the additional support of external agencies.

Our main aim is to re-integrate pupils successfully back into school at the earliest opportunity, or if they are Year 11, to prepare them fully for post-16 opportunities. During the time they attend here they are taught by experienced staff who promote high expectations of behaviour and academic performance.

For those students who cannot attend onsite, fully qualified staff deliver a personalised curriculum at the pupil's home or another suitable venue. We also provide an Outreach services to support reintegration to Mainstream, prevent referrals into the Centre and facilitate managed moves between schools

Policy Introduction

The aim of the SEND Policy is to ensure that the needs of all students are met. All students should have access to an appropriate curriculum with teaching and learning strategies that maximise achievement.

Many of the students that are referred to The Key have already made little or no progress due to difficulties with their behaviour in a mainstream setting. The students have persistent social, emotional or mental health difficulties which have not been managed. They also have complex backgrounds and have experienced difficulties in their home environment. Many of the young people will have poor communication skills and require specific adaptations to be made in order to access learning.

The Key adheres to the SEN Code of Practice 2014 and we endeavour to build positive working relationships with parents/carers, students and colleagues. We also work closely with outside agencies and try to use their skills and resources to enhance the student's education.

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Policy development and implementation

The SEN Policy has been developed and tailored specifically for the students who attend The Key by the SENCO and the Leadership Team. The majority of the students have special needs and the centre has to manage a variety of challenges with every individual student.

According to the SEN Code of Practice 2014, a young person has a special education need if, '*he or she has educational provision that is additional to or different from that made generally for other young people of the same age by mainstream schools*'.

According to the Children and Families Act 2014, a child has a *learning difficulty* or disability if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age, or
- Has a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities*.

A physical or mental impairment includes:

- Learning difficulties
- Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema
- Specific learning difficulties, including dyslexia
- Autism
- Speech, language and communication impairments

Children are identified as having SEN if they are not making progress within a curriculum that:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning.

SEND provision falls under four broad categories as per the SEN Codes of Practice 2014

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Emotional and Mental Health (SEMH)
- 4) Sensory or Physical need

We work closely with external agencies to provide additional, specific support to our pupils and their parents/carers. These include:

- EPS (Educational Psychology Service)
- Children's Services
- YOT (Youth Offending Team) and YCP (Youth Crime Prevention)
- School Nurse
- CAMHS (Child, Adolescent, Mental Health Service)
- Specialist Teacher Advisors

- Catch 22
- Motiv8

Identification of SEN

- All teaching staff, in collaboration with the SENCO are responsible for identifying students that require additional support.
- The Key has an induction process which can identify students with SEND. Tests include reading and spelling age assessment, emotional literacy, self-esteem, LASS, anger management and the British Picture Vocabulary Scale (BPVS) and dyslexia screening. These assessments enable staff to have a better understanding of individual needs and how best to manage their learning experience.
- Information from their previous school.
- Information and concerns from parents/ carers, a home visit is made for any new pupil referred to the service and parents are asked to share information and concerns.
- Reports from external agencies
- Monthly assessment data, which highlights students working at significantly low levels which are below their chronological age.

Staff Training

All staff professional development needs are identified through the school's performance management system and the school improvement plan. The Headteacher oversees the professional development of all teaching staff and support assistants. She is supported by the Assistant Headteachers. All staff are informed of LA, national and regional training courses, seminars and networks that relate to SEN and inclusive educational practice. Members of staff attending any courses are expected to disseminate and share their knowledge with other colleagues within the school. Members of staff are also encouraged to observe good inclusive practice in other schools and share findings, in order that we can adopt best practice. All LSAs take part in all Staff Training Days and All Staff Meetings.

Monitoring and evaluating the policy

The Policy is reviewed annually and the SENDCo will report to the Management Team who monitor and evaluate the impact of the identification, assessment and provision for the students in the school.

The SENDCo will meet the SEN Governor regularly to ensure the policy and the needs of the students are being met.

For further information, please contact:

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