



Redbridge Alternative Provision

SEN Policy

Written by

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Reviewed

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Due for review

Sep 19

The Context:

RAP is an educational provision within The New Rush Hall Group. The service is a registered Pupil Referral Unit and provides education to children of statutory school age who are not attending a mainstream school. The service brief includes making full time provision available for secondary age children who have been permanently excluded from school; working with children with attendance issues or on the verge of exclusion; and providing home tuition for permanently excluded primary age children awaiting a longer term placement. These pupils are referred to the service by the RIP panel.

The service also provides home tuition for children with medical needs. Children whose medical needs prevent them attending school are taught in their homes.

The service operates from a centre in Barkingside. The centre is equipped to provide full time, on-site provision for up to 40 pupils at Key Stages 3 and 4, and also houses the Home Tuition Service office and resources. RAP also provides a Short Stay Provision for mainstream secondary schools in the London Borough of Redbridge to refer pupils to. Pupils can be referred to the SSP for up to 15 days within one school year.

This policy refers to all pupils receiving education from our provision.

Our Goal:

The goal of Redbridge Alternative Provision is to provide an enabling environment in which all pupils, regardless of any SEN, have the opportunity to experience success, to fulfil their potential and to receive a broad and balanced curriculum which is differentiated to meet their individual needs.

We believe that for the majority of our pupils this involves enabling them to return to education in a mainstream setting when they are ready. However, we recognise that this is not always in the child's best interests, and we then work with the relevant agencies to secure appropriate longer-term educational provision. The Home Tuition service often plays a vital role in providing education and assessment in the home as part of this process. We recognise that a return to mainstream may not be in the best interests of many pupils who arrive late in Year 10 or in Year 11. They are likely to be better served by completing a KS4 course at RAP or at another alternate provision.

Both the RAP centre and the Home Tuition service are short-term provisions, and so always involve a transition process for pupils as they join us and then leave. To ensure positive outcomes, it is vital that everyone involved works to establish and maintain a positive, but realistic, engagement with individual pupils. We know that partnership between the home, the service, mainstream schools and external agencies is essential in meeting our pupils' SEN.

Aim of the SEN Policy:

- To recognise and address pupils' SEN, in line with the Special Educational Needs Code of Practice 2014 and with guidance provided by the Local Authority.
- To ensure that we take the views of the child into account when planning and evaluating their SEN provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.

Identifying Children with SEN:

We believe that every child has the right to have their SEN recognised, assessed, identified and provided for.

Identification of known SEN is a crucial part of the intake procedures both in the homes and at the centre. This involves gathering and disseminating relevant information about our pupils' SEN, in partnership with parents and carers, the LA, the RIP panel, other schools and educational establishments, and other external agencies.

However, as a pupil support service working with children whose education is at risk, we anticipate that **all** the pupils we work with will have experienced **some** difficulty in one or more of the following categories of Special Educational Needs, whether or not they have previously appeared on a school's SEN register

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In addition to making use of any school records that are available to us, we undertake baseline assessments, risk assessments, a reading test, as well as informal observation to help us identify barriers to learning for all our pupils. There is a daily briefing in the centre, which provides an opportunity for staff to raise specific concerns about a child, and to share information.

Education, Health and Care Plans:

When we believe that a child's needs meet the relevant criteria, we will provide any information the authority needs to enable it to carry out a statutory assessment for an Education, Health and Care Plan. We will involve the child and their parents/carers at every stage of the assessment process.

Working with the Educational Psychology Service:

We have in place a service level agreement with the Educational Psychology Service to provide access to advice, support, information and training. Our educational psychologist also helps us to access special exam arrangements for pupils who are entitled to them. The agreement is reviewed annually.

Annual Reviews:

We organise Annual Reviews for all pupils with EHC Plans who are not on a school roll, whether they are being taught at the centre or in the homes. Where a pupil with an EHC Plan is on roll at a mainstream school, we contribute to planning, and attend, Annual Reviews at the school.

Helping Pupils with SEN in the Classroom:

Helping pupils with SEN is a whole service responsibility. We aim to

- Show pupils that we believe they can learn, that we value their work and that we recognize their achievements
- At the centre, provide teaching in small groups, with a support member of staff available when needed
- We adopt the graduated approach and four-part cycle of "assess-plan-do-review" as recommended in the SEN Code of Practice 2014. In successive cycles the SEN support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes.
- Provide an appropriate curriculum, with schemes of work that take account of SEN and provide opportunities to acquire, develop and practise basic skills across the curriculum
- Provide differentiation, matching materials, activities and tasks to individuals
- Develop pupils' literacy by targeting literacy across the curriculum
- Develop pupils' literacy and numeracy through Essential Skills lessons for pupils in KS3 and Year 10.
- Involve pupils in discussing their own learning and reviewing their own progress

Planning for Transitions:

Planning transitions for pupils with SEN is a whole service responsibility. We aim to

- Keep pupils abreast of their school work as far as possible and return them to mainstream settings, where appropriate, as soon as possible.
- Maintain good contact with a child's mainstream school, when a return to that school is anticipated
- Maintain good contact with destination schools or alternate providers when planning a child's transition to a new setting
- Help our pupils to achieve recognised qualifications or accreditation whenever possible, regardless of their SEN

Roles and Responsibilities:

Senior Management Team:

The school's senior management team are responsible for admissions, intake interviews and admissions procedures. They gather views from the family about possible SEN, and provide information about any special educational needs that have been identified in the past.

The Head of Service, in consultation with appropriate staff, is responsible for pupil transitions, whether they involve reintegration of pupils to mainstream, special school, or another alternate provision. In consultation with other staff, he also has overall responsibility for liaison with outside agencies, including Social Services, the Local Authority, the RIP panel, YOS, and the other members of the New Rush Hall Group.

There is a named member of staff with responsibility for attendance who liaises with the Educational Welfare Services.

SENCO:

The SENCO's main responsibilities are

- Maintaining the Centre's SEN register and having an overview of SEN pupil records
- Helping to keep staff informed about the nature and severity of pupils' SEN
- Liaising with and advising teachers and support staff
- Liaising with the outside agencies as required about SEN pupils, e.g. educational psychology service, SEN panel, etc.
- Liaising with parents on SEN matters, as required
- Writing reports when required by LEA and outside agencies
- Organising, contributing to and attending annual reviews and case reviews as required; helping to complete Statutory Referrals for Education and Health Care Plans.
- Liaising with form tutors and Connexions staff regarding Careers Education and Guidance
- Liaising about identified SEN with the home co-ordinator when pupils transfer between Home Tuition and attendance at the centre, or between attendance at the centre and Home Tuition.

Form Tutors:

- Establishing relationships with all members of their form,
- Maintaining close contact with families, and monitoring overall progress.

Subject Teachers:

Providing Quality First Teaching for all pupils, raising concerns, differentiating work, embedding opportunities to improve literacy and numeracy skills within the curriculum, monitoring progress and providing information and assessments for reports, including Annual Reviews and Statutory Referrals when required.