



### Circulation

This policy is addressed to all Trustees, teaching and non-teaching staff, including school medical and nursing staff and will be supplied to Placing Authorities and OFSTED. Copies are available to parents and students on request and the policy is published on the School's website. Admission is through completion of the School's Admissions Procedure. As a school which caters for children and young people with special needs, all students at Cotswold Chine will generally have a Statement of Special Educational Needs (SEN).

### Curriculum

The aim at Cotswold Chine School is to enable all young people to achieve their potential through a fully inclusive curriculum. The Educational Curriculum at the school is based upon the National Curriculum. All students with Statements have access to the full National Curriculum unless they have specific exemptions from a subject specified within their Statement of Special Educational Needs.

#### **An inclusive curriculum is one where all learners:**

- See the relevance of the curriculum to their own experiences and aspirations.
- Have sufficient opportunities to succeed in their learning at the highest standard.

This is achieved by each student having their own personalised learning objectives for each lesson. Therefore the whole class will usually work around a common focal point in which all students have opportunities to succeed at their own level. The activities and tasks that are planned respect the range of abilities and interests of all students in the class. For students in Key stage 4 and 5 there is a range of accreditation available that meets the full range of abilities and aptitudes of all the students at the school. Opportunities are also available for students to pursue individual interests through a range of additional curriculum opportunities that include gardening, pottery, cooking, woodwork, drama, sport, art, textiles and music. Each student has an individual timetable that details their core subjects and the 'optional subject' choices they have made.

### Responsibility

The person responsible for co-ordinating the provision of education for students with Statements of Special Educational Needs is the Head Teacher who also acts as the School's SENCO.

#### **The SENCO is responsible for:**

- Ensuring the appropriate educational provision, including resources, is available to support the needs identified in the Statement of SEN;
- Liaising with, and advising fellow teachers and learning support assistants;
- Maintaining school systems and records;
- Liaising with the Head of Care, Registered Managers, School Nurse, unit managers and School therapists as appropriate to ensure any welfare needs are met;
- Liaising with parents as necessary;
- Liaising with external support agencies, including the educational psychologist health and social services and voluntary bodies.

The people responsible for delivering the day to day provision for student with a Statement of SEN are the students' class teachers.

#### **Class Teachers are responsible for:**

- Ensuring the emotional and social needs of each student within their class group are met. Class teachers act as mentors for each student in their class group and are responsible for supporting them throughout the school day;
- Planning lessons that meet the needs of students with statements of SEN. This includes setting individual learning objectives, differentiation of tasks, providing appropriate resources and support for each student;
- Writing Individual Education Plans (IEPs) in consultation with each student and ensuring that progress towards targets is monitored;
- Ensuring records of progress including academic attainment are kept according to the School's Assessment Policy;
- Liaising with the Head Teacher/SENCO, Care staff, regarding each student's academic progress and welfare needs;
- Providing information as required, including written reports, for external professionals such as Advisory Teachers, health service, social services, connexions and others with specialist knowledge;
- Providing written reports detailing progress and attainment for Annual Reviews of Statements of SEN.

### Monitoring of Progress

The aim at Cotswold Chine School is that all students make progress in both their academic, social and personal skills. Adequate progress can be defined in a number of ways (SEN Code of Practice 2001).

- Closing of the attainment gap between the child and their peers;
- Prevention of the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or better the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstration of an improvement in self help, social or personal skills;
- Demonstration of improvements in the child's behaviour.

The School uses a commercial software programme called CASPA to record and monitor both academic, social and personal skills. Each student's progress is also monitored through achievement of IEP targets and progress towards their statement objectives.

## Provision for Annual Review of Statements of Special Educational Needs

The aim at Cotswold Chine School is to create a welcoming environment in which both the young person and their parents/carers feel comfortable to express their views. Annual Reviews usually take place in the School's Visitors' Centre. There is a car parking area immediately outside which includes a disabled parking area if required, and toilet facilities are also wheelchair accessible. Refreshments of tea, coffee, water and fruit juices are available before and during the review if required. Parents/carers may bring a friend or an independent supporter with them to the meeting if required, who could take notes on their behalf. However, please inform the School in advance that this person will be attending the review. Invitations are sent out at least 12 weeks prior to the review date to all those involved in the student's education and care. The educational report and any other written contributions are sent out 14 days prior to the review.

Annual Reviews of Statements are held at least every 12 months. However, an Annual Review may be called earlier by the placing local education authority or the School should this be thought necessary. Year 11 and post 16 reviews for students may also be held earlier in order to allow sufficient time to resolve issues relating to funding or transition planning.

Students are encouraged to take an active role by contributing to the Annual Review Report and are invited to attend at least part of the review.

Minutes of the Annual Review are sent out to all the people invited to the review regardless of whether they were able to attend the actual meeting. These minutes are sent out 10 days after the meeting date or before the end of term if this is earlier.

### **The aims of the Annual Review are to:**

- Assess the young person's progress towards meeting the objectives specified in the SEN and to collate and record information to help in planning support for the pupil;
- Assess the young person's progress towards meeting the targets set at the previous review;
- Review the special provision made for the pupil, including the appropriateness of any special equipment provided;
- Consider the continuing appropriateness of the statement in light of the young person's performance during the previous year, and any additional special educational needs which may have become apparent during that time;
- Consider whether to cease to maintain the statement or whether to make any amendments;
- Set new targets for the coming year, if the statement is to be maintained.

## Transition Planning

The Annual Review held in Year 9, and all subsequent reviews, include the drawing up and review of a Transition Plan. All 13-19 year olds have a Connexions Service Personal Adviser from their home authority and they are also supported by the School's local connexions service that provides the School with a named advisor. Both the Connexions Personal Advisors from the home authority and the local Connexions Advisor are invited by the Head Teacher to the Annual Review meeting in Year 9 and all subsequent reviews. A transition plan including action plan and a summary of each person's views regarding transition planning are included within the Annual Review Minutes.

Additional planning to meet the needs of young people/families with English as an Additional language or communication difficulties.

If a young person or their family has English as an additional language or a communication difficulty, the timescale for planning the annual review is taken into account. The School would ensure that documents were translated or made available in an appropriate format. It would also consult with the placing authority regarding the need for appropriate bilingual support to be available at the review.

## Children looked after by the Local Authority

Where the young person with a Statement of SEN is also a Looked After Child (LAC) the Annual Review may be held jointly with their Looked After Review. Where a review is held jointly, the first part of the review will be chaired by the School's educational representative and the LAC review will be chaired by the Independent Reviewing Officer. Where it is not possible for the reviews to be held jointly the young person's social worker is invited to attend the separate Annual Review meeting to help ensure a holistic approach.

## Individual Education Plans (IEPS)

All students with Statements of SEN have an IEP that details their current educational targets. New students at the School have an IEP within 20 days of beginning their placement. The targets are aimed at helping the student make progress towards the long term objectives set out in their Statement of Special Educational Needs. In line with the guidance contained within the Special Educational Needs Code of Practice (2001) each student's IEP records only provision that is additional or different from the general provision that is in place for all students.

Students are encouraged to take ownership of their IEP by taking an active role in setting their own targets and monitoring their own progress. The class teacher is the person responsible for setting targets and monitoring progress. Targets are written in positive language that clearly explains what they need to do. Clear success criteria are given, which may be further broken down into smaller steps to help ensure that the students experience frequent success. Generally the IEP will detail three or four targets that have been chosen from the following areas:

- Communication;
- Literacy;
- Numeracy;
- Behaviour and social skills.

Progress towards each target is monitored at least weekly and in some cases more frequently. For example, progress towards a numeracy target may be monitored at the end of each maths lesson, whilst with a target related to behaviour it may be more appropriate to assess progress over a longer period of time. Students are encouraged to take responsibility for recording their own progress and a range of methods may be used for this purpose. For example, some students keep a written record in a record book while others prefer a chart such as a star or tick chart.

Overall progress is reviewed every term and new targets are set. Progress is reported to parents and professionals involved in the student's care and education at each Annual Review and Looked After Child Review. Parents and professionals attending the review have an opportunity to discuss the targets set in the student's current IEP.

## Speech and Language Therapy

All students who have speech and language/communication needs identified in their Statements have access to the School's Speech and Language therapist. The Speech and Language therapist assesses the speech and language needs of each student. From these assessments, a detailed programme of speech and language therapy is derived and delivered as needed. This may involve individual sessions, group sessions in social skills or support within the classroom environment. The Speech and Language therapist assessment reports and details of progress are reported at each Annual Review of Statement. The speech and language therapist also supports with the use of resources and staff training in order to improve the language and communication needs of students

## External Examinations and Access Arrangements

Students with Statements of SEN are encouraged to gain externally recognised qualifications and examinations. A wide range of courses and examinations are available to suit individual needs and interests. These include GCSE and Entry Level Certificates in many subjects and Individual Unit Awards. Individual Unit Awards recognise achievement and are moderated by an external body. Unit Awards generally involve students completing a range of practical and skills based activities and tasks. A folder of work is then submitted for assessment once all the required tasks have been completed. Unit Awards can also build into Entry Level Certificates if the student concerned wishes to complete the externally set assignments. Where appropriate, the School ensures that appropriate access arrangements are made through the Joint Board for Qualifications (JBQ). This process is coordinated and overseen by the Head Teacher.

## Additional Support for Welfare Needs

The Head of Care and School Nurse also have responsibility for supporting young people with health and welfare issues. Each student at the school has an allocated house group which is managed by their Unit Manager. The Unit Manager is available to liaise with parents and other professionals regarding welfare issues and offer support as appropriate. Additional therapy staff are also available to advise and support through individual sessions or through staff training and guidance. The School's clinical psychologist offers both individual and group sessions on particular issues as required.