



Courtlands Special Education Needs Policy

Policy Information	
Policy Owner	Headteacher
Issue Version	1
Approving Committee	Education & Outcomes Committee
Adopted Date	June 2021
Review Cycle	Annual
Last Review Date	June 2021
Next Review Date	June 2022

Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

A handwritten signature in black ink, appearing to read "A. Jones", with a horizontal line underneath.

Signed
(Chair of Trust)

Date: 07.07.21

Introduction

- 1.1 Courtlands is committed to providing our children with an outstanding educational experience regardless of their individual learning, social, emotional or mental health challenges. We will provide a sanctuary in which individuality, independence and the joy of learning are celebrated. Learning the skills for a happy and prosperous life will be at the heart of all we do. We will teach our children the value of the relationships between all members of the school family, the wider community and our environment and provide them with a truly special curriculum. We will support all our children to build bridges over any barriers and overcome their difficulties in learning through innovation and application of industry best practice. And most of all, we will put everyone at the centre of their own 'Learning Journey' which will prepare them for an independent life in the 21st century.

Definition of Special Educational Needs and Disabilities (SEND)

- 1.1 The Children and Families Act 2014 and Revised SEND Code of Practice (Last issued January 2015) state:

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school."

Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.

- 1.2 The Equality Act 2010 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.
- 1.3 It is therefore possible to be disabled under the Equality Act and not have SEND, and vice versa. It is also possible to be both disabled under the Equality Act and have SEN. As advised in the, SEND Code of Practice 2015, the school

accepts that a medical diagnosis may mean that a child is disabled but not necessarily have SEN. In this case DfE statutory guidance on 'Supporting Pupils with Medical Needs', April 2014 will be followed (refer to 'Medicines & Supporting Pupils at School with Medical Conditions policy').

- 1.4 Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.
- 1.5 Pupils with SEN and/or disabilities could have difficulties with one or more of the following categories of need:
 - a) Cognition and learning;
 - b) Communication and interaction;
 - c) Social, emotional and mental health;
 - d) Sensory and/or physical.
- 1.6 Our main designation is cognition and learning (specifically moderate learning difficulties) and social, emotional and mental health needs, however we do also cater for children with communication and interaction needs and physical and sensory needs.
- 1.7 Courtlands is committed to supporting pupil's individual needs through a range of personalised opportunities and curriculum offers, thereby allowing them a positive experience to encourage successful learners, confident individuals and responsible citizens.

Aims of Provision at Courtlands

- 1.1 To provide the best possible experience for all pupils, within a safe, caring and stimulating environment to reduce barriers to learning.
- 1.2 To ensure maximum access and progress for all children.
- 1.3 For **all** practitioners to be teachers of pupils with additional needs and to differentiate according to the needs of the children in their care.
- 1.4 To meet the physical, emotional, mental health and learning needs of all our children.
- 1.5 To involve parents and carers in the implementation of programmes of support.

- 1.6 To involve external agencies as part of the school community in meeting the needs of the whole child.
- 1.7 To monitor progress of all children in order to enable appropriate action to be taken.
- 1.8 To use early identification, assessment and intervention as the key to meeting the needs of individual pupils.
- 1.9 To meet the diverse needs of all pupils ensuring they can access and contribute to the social and cultural activities of the school.
- 1.10 To involve children in decision making and problem solving in order to develop appropriate target setting through a person centred planning approach wherever possible.
- 1.11 To have due regard to the Revised SEN Code of Practice 2015, the Disability Discrimination Act, the Children and Families Act 2014, and other statutory guidance, and that these requirements are implemented effectively within the school.

What Courtlands Can Offer - Summary Information for Parents

- 4.1 Identification, Assessment and Monitoring Progress for Pupils with SEND.
 - 4.1.1 All children at Courtlands have SEND needs that are identified in Education, Health and Care Plans. We know that pupils need additional help if:
 - a) A child asks for help;
 - b) Concerns are raised by parents/carers;
 - c) Concerns are raised by teachers;
 - d) Concerns are raised by outside agencies;
 - e) There is lack of progress in any academic or wellbeing area of the curriculum;
 - f) There is a change to the pupil's behaviour and/or communication.
- 4.2 Courtlands carries out an assessment cycle three times a year. Teachers gather assessment evidence on both academic and wellbeing areas of the curriculum and report this to the assessment leader. The assessment leader meets with

class teachers to challenge the progress made and support teachers to plan appropriate provision for the upcoming term. This is then reported to parents via the IEP/report which also gives information on progress made towards specific targets. In addition to this, each child has an annual review of their EHCP where progress over the past year is evaluated and additional targets are set where needed. Three times a year, we offer parents and carers the opportunity to meet with class teachers and review learning and progress at formal parent/carer-teacher meetings. On a daily basis, you will be able to see support provided and progress made through our home/school apps; Seesaw and Tapestry. Additionally, parents and carers are able to request additional appointments at any time.

4.3 An Education, Health and Care Plan will include:

- a) The pupil's name, address and date of birth;
- b) Details of the pupils areas of needs and strengths;
- c) Identify the desired outcomes and special educational provision necessary to meet these needs;
- d) Identify the type and name of the school where the provision is to be made;
- e) Include relevant information on the social and/ or health needs and provision

4.4 The EHCP is reviewed annually in line with the SEND Code of Practice (2015). The annual review should focus on what the child has achieved as well as on any ongoing difficulties.

What Support Can Courtlands Provide

- 1.1 Courtlands believe in an inclusive approach towards education for all children regardless of their abilities ensuring they have a sense of positive well-being and above all feeling safe and happy.
- 1.2 Courtlands believe that every child has the fundamental right to access a broad, creative and enjoyable education experience thus enabling them to foster a love for learning.
- 1.3 The school offers a continuum of provision to meet a diversity of pupils' needs.

- 1.4 We assess and identify each pupils individual needs and an appropriate personalised programme is put in place and reviewed regularly.
- 5.5 Class support is available in all classes across Courtlands which is provided by teachers and teaching assistants. This support is sometimes targeted at individual pupils as well as whole groups of pupils
- 1.5 Lessons will be appropriately planned and differentiated to meet the ability and potential of each pupil.
- 1.6 Suitable interventions and additional support (school based and external) will be put in place as needed to meet a pupil's needs and enable progress to be made. There may be waiting times for some of these services.
- 1.7 We work closely with a wide range of external providers and services to offer pupils appropriate support to meet their varying needs. We have a dedicated pastoral support manager who supports families as needed.
- 1.8 We continuously review and adapt provision and interventions as needed in order to best support the child or young person's needs. This is formalized three times a year during IEP reviews which also includes individual provision maps, and once a year during the EHCP annual review.
- 1.9 We offer an extensive transition package for new pupils and support the transition to other settings.

Access to Further External Support

- 1.1 Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children, although there may often be a waiting list to access these.
- 1.2 Regular contact is maintained with a variety of outside agencies and professionals to discuss pupils who are deemed to be a cause for concern either socially, emotionally or academically.
- 1.3 As a direct result of this, many of our pupils may receive additional outside support from services such as; CAMHS, Social Services, the Educational Psychology Service, Education Welfare Service, and Therapists. We also regularly access advice and involvement from SEND Strategic Advice and Support (SENDSAS), Sensory and Physical Outreach services, Occupational

Therapy and The Children's Speech and Language Service. These are just some examples.

- 1.4 Parents may also be encouraged to contact independent advice and support services if this would be beneficial for them.
- 1.5 When we seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved.
- 1.6 The external specialist may act in an advisory capacity towards staff and parents, provide additional specialist assessment or be involved in teaching or observing the child or young person directly.

Involving Parents and Pupils

- 7.1 Partnership with parents plays a key role in enabling children and young people to achieve their potential. Courtlands recognises that parents hold key information and have valuable knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
- 7.2 All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.
- 7.3 The majority of our parents/carers have daily contact from key members of staff involved with their child.
- 7.4 Parents/carers are invited to participate in regular review meetings (at least every term) to discuss progress and support Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the reviews and transition processes when appropriate.
- 7.5 Courtlands use a person-centered planning approach whenever possible when working with a young person.

Appropriately Trained Staff

- 1.1 Courtlands work to the principle that all teachers are responsible for meeting the individual needs of all pupils that they work with, therefore all teachers and staff are equipped to deal with a diverse range of needs.
- 1.2 All members of staff attend relevant training to meet the specific needs of the children within their cohort or particular role. Specialist training is delivered on a regular basis by appropriately qualified staff (i.e. the SENCo) or specialist external support services as required.

What If You're Not Happy?

- 9.1 Any formal complaints or concerns that you as a parent may have regarding the provision available and in place for your child should be made in line with Courtlands complaints policy.
- 9.2 Further details and a copy of the complaints policy can be found on the school website.
- 9.3 Parents should feel free to contact the school to discuss any concerns which will be dealt with appropriately and promptly.
- 9.4 Please contact the main Courtlands office (on 01752 776848) if you wish to arrange an appointment to see a specific member of staff, or the Headteacher directly.

How Do I Get More Information

- 1.1 The SEND coordinator (SENCo) for Courtlands is Caroline Kearney. The assistant SENCO is Siobhan Bunce. The SENCo is responsible for supporting, coordinating, monitoring and evaluating the SEND provision as well as supporting and liaising with staff and parents as needed.
- 1.2 The Pastoral Manager for Courtlands is Kirsty Thistlethwaite. The Pastoral Manager supports families with any concern.
- 1.3 If you would like to speak to the SENCo or Pastoral Manager directly please contact the main office on 01752 776848 to arrange an appointment or email courtlands.school@transformingfutures.org.uk

- 10.4 Please also look on our website: [Courtlands School - Home \(transformingfutures.org.uk\)](http://transformingfutures.org.uk) for more information.
- 10.5 Our SEND information report can be found here: [Courtlands School - SEND \(transformingfutures.org.uk\)](http://transformingfutures.org.uk)
- 10.6 Our latest inspection report: [Courtlands School - OFSTED \(transformingfutures.org.uk\)](http://transformingfutures.org.uk)

The Local Authority's Local Offer

- 11.1 The Local Authority (LA) are obliged to set out their local offer regarding the special educational provision that all early years providers, schools, post -16 providers and other institutions across the LA area are able to provide to children and young people with SEN. The local offer can be accessed here: <https://www.plymouthonlinedirectory.com/kb5/plymouth/directory/lopage.page;jsessionid=3F582F7803BB8E3D393F41B1229C4E7D?id=SV3QVT5dWiU>

Appendix 1 – Version Control Amendments

Version No	Date	Summary of Changes