



Odyssey House School - Highgate Provision for SEN

(Including English as an Additional Language)

Author / reviewer:	Simon Reynolds	Designation:	Chief Operating Officer (COO)
Date:	May 2022		
Approved by:	Charu Kashyap	Designation:	Founder and Chair
Review date:	November 2023		

1. Introduction & Aims

The purpose of this document is to set out the school's policy and procedures for the identification and assessment of and ongoing provision for pupils with learning difficulties & disabilities/special educational needs 'SEND' (the School Offer).

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
 - Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Odyssey House School was founded as a school for children who need to be nurtured through their education journey. Each student's personalised programme of study will include areas of learning that meet their particular needs.

2. Legislation and guidance

This policy has regard to:

- The Equality Act 2010;
- The Children and Families Act 2014;
- SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015) (DFE); and
- The General Data Protection Regulation 2016 (GDPR)

3. Definitions

Disability

A pupil is disabled within the meaning of the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term effect on their ability to carry out normal day-to-day activities. Long-term is defined as lasting, or likely to last, for at least 12 months. A substantial disadvantage means "more than minor or trivial". Not all pupils who have special educational needs are disabled. Not all disabled pupils have special educational needs. Pupils may present with particular needs at any point during their school career.

These needs may be of a short term or of a more long-term nature and can include:

Communication and interaction difficulties

These pupils have speech, language, and communication difficulties, which may be associated with the autistic spectrum, and include conditions such as Asperger's syndrome.

"A child does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught in, is different from a language (or form of language) which is or has been spoken at home" (Children and Families Act 2014 Section 20.4).

Cognition and learning difficulties

This includes pupils with specific learning difficulties (SPLD) which incorporate a range of conditions including dyslexia, dyscalculia, and dyspraxia.

Social, emotional and mental health difficulties

This may include pupils who have a wide range of social and emotional difficulties, from behaviour issues like Attention Deficit Disorder and Attention Deficit Hyperactive Disorder (ADD and ADHD) to those which can manifest themselves in a variety of ways including depression and/or anxiety, eating disorders, self-harm, substance misuse or physical symptoms that are medically unexplained.

Sensory and/or physical needs

This includes pupils with a physical disability (e.g., vision impairment, hearing impairment). Those pupils may need additional on-going support and equipment to access the curriculum. It should be noted that some children may have SEND that exist within more than one of the categories above.

4. Principles underlying Practice

The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN and/or disabilities.

The school aims to:

- Focus on inclusive practices and removing barriers to learning;
- Identify early the special educational needs of young people;
- Make high quality provision to meet the needs of young people and to ensure equality of opportunity;
- Consider the views of young people and their families;
- Enable young people and their parents to participate in decision-making;
- Collaborate with partners in education, health, and social care where appropriate;
- Ensure that appropriate resources are available for pupils with temporary or long-term special needs; and
- Provide support for teachers to meet the learning needs of all pupils, making reasonable adjustment to provision to meet such needs.

The school takes a positive and professional whole-school approach to pupils with SEND.

Pupils with SEND are the shared responsibility of all staff. All staff are expected to have an understanding and awareness of the impact of specific learning profiles on teaching and learning.

To ensure the needs of pupils with SEND are addressed, the SEN Support Team (SENCO, Academic Intervention Leads, SEN Teachers and SEN TAs) will:

- Identify and assess pupils with SEND, and where necessary, refer for further assessment by other professionals such as Educational Psychologists, Specialist Teachers and Therapists;
Develop and monitor support measures where a need is identified;
- Develop and update the SEND Register and ensure that these are circulated amongst teaching staff;
Work in close liaison with teaching staff to ensure confidential communication on learning needs and progress of pupils;
- Teach pupils according to their specific needs, recognising their particular strengths and learning needs to promote achievement of their academic potential;
Communicate effectively with parents/guardians on the learning needs of pupils and provide a Learning Plan for those pupils on the Learning Support Register and ensure that these are circulated to the staff of specific pupils; and
- Collate evidence to support applications for additional funding and access arrangements in examinations.

5. Identifying Special Educational Needs

Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age-appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible.

Quick and accurate identification is extremely important.

A child's needs may become apparent through the following:

- Admission procedures: children who join the school are screened in their first term to ensure that their development is on track
- The parents of a child with an identified SEND should provide relevant reports to the COO, CEO, School Director, and SENCO in advance of applying for admission, so that following discussion between the school and the parents a

decision can be made as to whether the school can cater well for their child's needs

- Concerns raised by a member of the teaching staff or classroom assistant from reading or spelling tests, or through other ongoing formative and summative assessment throughout the school
- Through expression of parental concerns
- Initial concerns, by any member of the school community may then be followed up with an assessment by the SENCO and/or external educational psychologists

6. SEN information report

6.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

6.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.3 Consulting and involving pupils and parents.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

6.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SEN teacher to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant the assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

6.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

6.6 Our approach to teaching pupils with SEN.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

6.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

6.8 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SEN Teacher and SENCO

- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

6.9 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

6.10 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We have a zero-tolerance approach to bullying.

7. Roles and responsibilities

7.1 SENCO

The School's SENCO will:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the SENCO to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Work with the COO, the CEO & School Director along with the SLT to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

7.2 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

8. EAL Provision

Pupils with EAL do not necessarily have Special Educational Needs but they do need special provision.

To ensure that we meet the needs of EAL students, staff will:

- Assess the pupil's fluency level as soon as possible
- Show differentiated work for EAL pupils
- Employ a range of strategies within each lesson to reinforce understanding and meaning to develop language in context
- Have high expectations, expect pupils to participate in all classroom activities/tasks
- Monitor progress carefully and ensure that EAL pupils are set appropriate and challenging tasks, including the setting of appropriate extended tasks
- Recognise that EAL pupils need more time to process answers and to complete extended work
- Allow pupils to use their mother tongue to explore concepts when appropriate
- Give newly arrived pupils time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they do
- use group pupils so that EAL pupils hear good models of English
- use collaborative learning techniques

9. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the COO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and service