

TRACKS-Education Policy for
TRACKS (PRU) School, Education in Hospital 1 (Airedale), Education in Hospital 2 (BRI)
And
Home Tuition
Special Educational Needs and Disability (SEND) Policy

Manager/Co-ordinators/Leader/Owner (delete or change as appropriate)	Jayne Tidwell SENCo
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Prepared by	Jayne Tidwell SENCo
Next Review	September 2018
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Signed by Sally Birkbeck MC Chair	-----

This policy encompasses the strategies and procedures in three schools ‘TRACKS (PRU) School’, ‘Education in Hospital 1 (Airedale)’ and ‘Education in Hospital 2 (BRI)’. Unless an action, procedure or strategy is linked to a specifically named school all elements of this policy will apply to all settings known collectively as TRACKS-Education.

Definition of Special Educational Needs and Disability

Pupils have special educational needs if they have a difficulty accessing the curriculum, on a temporary or more long-term basis, which calls for special educational provision to be made for them.

Pupils have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability or identified additional need which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

The Equality Act 2010 gives the following definition of disability:

‘A person has a disability for the purposes of this ACT if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.’

This definition of disability includes children and young people with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child or young person may therefore be covered by both SEN and disability legislation. This is therefore relevant to the **TRACKS-EDUCATION** teams working across the **TRACKS (PRU) School** and Education in Hospital 1 (Airedale) and Education in Hospital 2 (BRI) who all adhere to the same approach to meeting the needs of pupils with SEND.

How School Support Provision is achieved:

The **TRACKS-EDUCATION** School Offer is informed through the Assess, Plan, Do, Review model explained in the SEND Code of Practice 2014. It is also supported by the Local Authority SEN Ranges Guidance information, which gives specific actions to be taken for each primary need; at Ranges 1 to 3 for quality first, and from Range 4 to 7 for pupils with Education Health & Care Plans.

This information includes guidance on the following:

- Identifying and assessing individual student's needs as soon as possible and in partnership with other school settings and parents.
- Providing an appropriate and where necessary, a bespoke curriculum.
- Delivering a significantly differentiated curriculum with support for learning taking into account:
- Teaching materials and interventions delivered by trained staff including external agency teams
- A supporting learning environment
- Intervention actions to encourage a positive self-image and raise self-esteem and confidence, intended to reduce anxieties
- Effective, differentiated teaching strategies

- Working in partnership with external agencies where necessary and appropriate.
- Monitoring individual progress and reviewing practice to ensure consistent impact.
- Ensuring that parents/carers understand the processes involved at **TRACKS-EDUCATION** and involving them in the decisions for supporting their child's learning. And in the co-production of plans
- Encouraging pupils with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
- Making regular reports to the Management Committee regarding SEND practice to raise awareness and to strategically support the implementation of processes and procedures.
- All teaching teams collaborate effectively through school-led systems.

The Graduated Approach to SEN support explained in detail:

The 'graduated approach' of 'Assess, Plan, Do and Review' frames the support for children with SEND across the **TRACKS-EDUCATION** schools. The four stages of the approach are designed to operate in the following ways:

- **Assess**
The teacher and SENCO will analyse a child's specific needs in detail to identify and agree the level of need and provision required for SEND support. This will be informed from a range of supporting information available, including reports and advice from teaching and NHS colleagues involved with the pupil and their family. Hospital teaching teams at Education in Hospital 1 (Airedale) and Education in Hospital 2 (BRI) will liaise with the pupil's school and with the parents to ascertain information quickly.

- **Plan**
A plan will be produced detailing the child's needs and the provision required to address them. The plans at Education in Hospital 1 (Airedale) and Education in Hospital 2 (BRI) will for day or isolated stay pupils record details on the Electronic Daily Learning Record (EDLR) and parents will be included in supporting this recording where possible). For Regular and Recurring pupils plans will be made in conjunction with the pupil's Home School and will be recorded in pupil's folders and on their EDLR.

For **TRACKS (PRU) School**, parents will be invited to meetings to discuss the progress their child is making and will be kept fully informed on all partnership working and the impact this is having on their child. This could involve home visits, telephone calls, emails or letters detailing how their child accesses a personalised and appropriate curriculum or lessons and this will then inform the next stage (Do).

- **Do**

Teachers maintain the responsibility for ensuring continuity in learning for pupils accessing all **TRACKS-EDUCATION** provision. Where any intervention involves group or one to one teaching away from the teacher, responsibility for the learning and development of that pupil will be retained by the lead teacher.

- **Review**

The effectiveness of the support provided will be reviewed at appropriate and agreed intervals in partnership with all professionals involved. During the review process, new targets may be set or the provision adjusted to best meet the child's needs. The amended plan will include more details addressing the child's difficulties and will set out the agreed targets to help the child make progress. This plan will be shared with the child's parents and other school settings where this is appropriate.

This graduated approach will continue until it is agreed by all the parties involved that the pupil's needs have been met or no longer exist. Where the pupil continues to require support, the school may involve external professionals and outside agencies in making their own assessments, additional support and advice which they consider to be required. Any such provision will be agreed with the parents.

Communication between Pupil's home, Home Schools and TRACKS-Education Schools

Good communication between Pupil's home, Home Schools and **TRACKS-Education** Schools is vital.

Parents and representatives from pupil's Home School are encouraged to attend reviews at **TRACKS (PRU) School** and to contribute to individual learning plans and support and reinforce learning programmes. Parents and pupil's Home School are informed termly of pupil's attendance, learning, progress and attainment.

In **Education in Hospital 1 (Airedale) and Education in Hospital 2 (BRI)** parents and pupils are encouraged to contribute to the parent views records after each lesson. For all Regular, Recurring and prolonged Isolated Stay pupils Teachers make every effort to liaise with pupils Home School throughout the pupil's time in Hospital. Where schools share this information with the hospital schools Teachers take account of pupil's existing plans and targets. For Regular and Recurring pupils Teachers will liaise with pupils Home School, make Outreach visits to pupil's schools and invite pupil's Home School Teachers and/or SENCO to visit the Hospital School, take account of pupil's existing plans and targets and be released to attend review meetings held by pupil's Home Schools.

Roles and Responsibilities

The roles and responsibilities of school personnel with regard to SEND are given below. They are in accordance with SEND Code of Practice (2014) guidelines and school job descriptions.

Management Committee:

- In partnership with the Head Teacher, the Management Committee have responsibility for deciding the school's general policy and approach to meeting the needs of pupils with SEND.
- Ensuring, through the appraisal process, that the Head Teacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All Management Committee members are informed of the school's provision, including funding, equipment and

staffing.

- Reporting annually to parents on the school's policy through the website.

The Head Teacher

- Setting objectives and priorities in the School Actions for Improvement plan, which includes SEND.
- Having overall responsibility for the line-management of staff responsible for the day-to-day provision for pupils with SEND, including setting a budget for supporting pupils within the school's overall financial resources.
- Informing the Management Committee of all strategic actions with regards to SEND

Inclusion Lead / SEND Coordinator/ Assistant Head responsible for SEND

- Disseminating information and raising awareness of SEND practice, systems, performance and impact across the school.
- Is responsible to the Head Teacher for the management of SEND provision, including the daily operation of the policy.
- Deploying, managing and developing the roles of Support staff where appropriate, through timetabling, training and supporting their Performance Management.
- Organising or carrying out screening and identification of pupil needs.
- Co-ordinating provision for pupils.
- Supporting the teaching staff in understanding their roles and responsibilities with regards to teaching and learning for pupils with SEND.
- Monitoring the progress and keeping accurate records of pupils with SEND.
- Drawing up, reviewing and monitoring Individual Pupil Provision Maps that highlight the difficulties and classroom strategies as recommended by Educational Psychologists and other professionals.
- Monitoring the delivery of the SEND Policy.
- Being responsible and accountable for the whole **TRACKS-EDUCATION** schools' SEND resources and sharing with the Head teacher, and the Business Manager, responsibility for the allocation of funding devolved directly from the Local Authority.
- Liaising with parents and carers of pupils with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools for transition of pupils entering and leaving the school. Attending statutory review meetings including CAF and transition meetings where appropriate.
- Liaising with SENCOs, both locally and nationally.
- Liaising with outside agencies as required by the individual needs of pupils.
- Contributing to in-service training and external training (as appropriate).
- Leading the preparation of the School Information Report to support the Head teacher in sharing strategic information about SEND with the Management Committee.

Teaching Staff *'All teachers are teachers of special needs'*

- **Teachers and HLTAs**
- Devise strategies and identify appropriate differentiated methods of access to the curriculum, in-line with the Bradford Local Authority SEN Ranges Guidance.
- Follow the Assess, Plan, Do, Review model as identified in the SEND Code of Practice 2014.
- Ensure Pupil Passports (where used) and Provision Maps inform practice and lesson planning.
- Monitor the progress of pupils with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raise individual concerns through the school referral system as introduced by the Inclusion Leader/SENCO, .
- Work in partnership with the pupil's Home School Teaching team and NHS professional and support staff team to ensure that feedback is effective and supports the Assess, Plan, Do, Review model.
- Attend multi-disciplinary meetings, review meetings and parent meetings as required

- Support Assistant(s)
- Support for pupils with an EHCP and other pupils as identified through Individual Provision Maps or pupil

outreach information.

- Plan and deliver individualised programmes where appropriate.
- Support the monitoring of pupil progress against targets, in partnership with teachers and HLTAs.
- Contribute to the review progress either in person or through written records.
- Work with small groups in or out of the classroom, under the direction of the class teacher/Inclusion Leader/SENCO, .
- Support students on Educational Visits, if or as required.
- Jointly plan with teachers, where appropriate.
- Raise awareness of SEND information with teachers and Inclusion Leader/SENCO, as required.
- Keep classroom feedback documentation up to date.
- Attend meetings as required.
- Provide appropriate support for all pupils, including those with SEND.

Partnership Working

- **TRACKS Education All Staff:**
- As appropriate to their role and responsibilities work in partnership with all external agencies involved with the wellbeing of the pupils and the pupil's Home School Teaching team and NHS professional and support staff team to ensure that feedback is effective and supports the Assess, Plan, Do, Review model.
- Support parents to communicate with staff in school, with external agencies and other professional teams involved with the wellbeing of their child.
- Support the EHCP process as is required
- Support all transitions between **TRACKS-Education** provision and Home Schools.

- **TRACKS (PRU) School Mental Health Educational Social Workers**
- Liaise with parents, schools and external agencies
- Attend all CAMHS School Refusal Team meetings, Review meetings and Home School meetings and carry out home visits where required
- Monitor and respond to any needs identified around attendance and welfare
- Supporting pupils in accessing interventions linked to social development, building self-esteem and confidence
- Liaise with Local Authority specialist teaching teams as required.
- Support all transitions between **TRACKS (PRU) SCHOOL** provision and schools or colleges.
- Deliver travel training to pupils when required
- Ensure pupils are able to access **TRACKS (PRU) SCHOOL** provision through school transport where necessary and required.
- Support the EHCP process as is required
- Offers **TRACKS (PRU) SCHOOL** parent support groups in partnership with external agency colleagues.

- **Child and Adolescent Mental Health Team (CAMHs)**
- Refers pupils to **TRACKS (PRU) SCHOOL**
- Delivers family therapy where required and accepted
- Works with the Mental Health ESW to write and deliver interventions at **TRACKS (PRU) SCHOOL** to support pupils in building confidence, self-esteem and developing social skills all aimed at reducing anxieties
- Attends all meetings and reviews to continually support and review the progress of pupils
- Delivers one-to-one counselling sessions as required

Offers support to access a prescribing service and ensure pupils have access to appropriate treatment

- **Educational Psychologist – will this continue? AS-B to check**
- Offers weekly support to pupils both through group intervention on building self-esteem, confidence and reducing anxieties and through personalised one-to-one programmes.
- Conducts pupil observations, assessments and completes reports to support accurate provision in line with pupil need.

- Supports teaching through advice and recommendations to remove barriers to learning.
- **Connexions Worker**
- Leads on transition between **TRACKS (PRU) SCHOOL** and Post 16 settings
- Liaises with FE colleges and other providers
- Arranges meetings and accompanies pupils and their families to appointments and meetings
- Offers travel training where required.
- Delivers career guidance to pupils at key times.
- Offers one-to-one specific support linked to the pupil's needs and requirements.
- Deliver travel training to pupils when required

Inclusion

At **TRACKS-Education**, all pupils irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems and the arrangements made for pupils attending extra-curricular activities. Students with SEND are integrated and included as fully as their medical conditions and treatments allow into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- The needs, rights and entitlements of individual pupils should be considered across educational and social environments.
- All members of staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice.
- That Parental Engagement is essential to the success of supporting our pupils effectively and therefore the family, the NHS professionals and school community should work together in partnership to that end.

Complaints Procedures

Initially parents and carers who approach a member of staff to make or express a wish to make a complaint are advised to speak to the Inclusion Leader/SENCO. The person with first point of contact with a complaint will facilitate communication between the parent or carer and the Inclusion Leader/SENCO. All complaints from parents or carers about their child's provision are addressed by the Inclusion Leader/SENCO. The Inclusion Leader/SENCO will record the complaint, keep notes of all additional or following meetings about the complaint; investigate it with all relevant staff members and consult with SLT colleagues. The Inclusion Leader/SENCO will make an initial response to the parents or carers. If a parent or carer is not satisfied with the response given, the School's Complaints Procedure [[hyper-link](#)] will be followed.

Transition Arrangements

Whilst pupils are dual registered at any TRACKS-Education provisions all documentation about special needs included in a pupil's record is shared between schools

- **TRACKS (pru) School**
- All information special needs included in a pupil's record is shared with their next provider as part of their transition.
- To facilitate information sharing TRACKS (PRU) School will invite representatives from pupil's next provision/ setting to the pupil's final review meeting /Transition meeting
- The Inclusion Leader/SENCO, supported by the Mental Health Educational Social Worker and the Connexions worker deals with specific enquiries.
- The Mental Health Education Social Worker in partnership with the Connexions worker will arrange for additional

and personalised induction days prior to the pupil's transition to their next provision.

- The Mental Health Education Social Worker in partnership with the Connexions worker will provide post-transition support for pupils during the Autumn Term after they have left TRACKS (PRU) School.
- **Education in Hospital 1 (Airedale) and Education in Hospital 2 (BRI)**

The teaching team at BRI carry out transition of information and requests for information as part of their daily practice. Following a pupil's discharge they share EDLRs with updated information with pupil's Home School. They answer direct requests from schools and/or from Home School Outreach Teachers and they share information with pupil's Home School at Hospital School Outreach Meetings.

The Management Committee agreed this policy on:

Policy Review Cycle: Annual

Next Review: July 2017

Appendices: N/A

Related Policies:

Safeguarding Policy
Whistleblowing Policy
Complaints Policy
Accessibility Plan