



The Purbeck School

A Specialist Science College

Name of Policy:	DSEN POLICY
Date first adopted:	
How often to be reviewed:	Annually
Reviewed	2nd October 2013
Reviewed	8 th October 2014
Reviewed	23 rd September, 2015
Reviewed	21 st September 2016
Reviewed	10 th January 2018
Reviewed	January, 2019
Reviewed By	13 th January 2021
Reviewed By	Student Development Committee

The Purbeck School

Special Educational Needs policy

Policy to promote the successful inclusion of pupils with special educational needs and disabilities at The Purbeck School.

At The Purbeck School, we are committed to offering all pupils an education that enables them to make the progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them'.

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area'.

The specific objectives of our SEN policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities to join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEN policy will be judged against the aims set out above. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the 'Personalised Inclusion Plan (PIP)'.

The named SEN coordinator for the school is Carly Watson. A member of the Governing body, Anna Daniels takes a special interest in SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school does not have a special unit.

Identification and Assessment of special educational needs

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the SEN Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the form tutor will consult with the SENCO in order to decide whether additional and / or different provision is necessary (triggers for tier 1 to 4 intervention – appendix 1). There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

Provision/action that is additional to or different from that available to all

This will be recorded in a 'Personalised Inclusion Plan (PIP) (PIP – appendix 2) or an equivalent document. This will often be written by the SENCO but always in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies.

The PIP or equivalent document will set targets for the pupil and will detail:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- impact of interventions

The PIP will be reviewed regularly and the outcomes will be recorded. Pupils will participate fully in the review process. Parents / carers may also be invited to participate in the target-setting and review process.

If, despite significant support and intervention at tier 1 and 2, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals (triggers for tier 3 intervention). These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have 'Education, Health Care Plans', in addition to the review of PIPs, their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the Local Education Authority. If a pupil makes sufficient progress, an EHCP may be discontinued by the Education Authority.

The school will liaise with the Ansbury Service and other agencies to arrange Transition Plans for students with tier 4 needs (and other pupils with SEND who may benefit from Transition Planning) in Year 7 & 11, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process.) When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

The schools' **complaint procedures** are set out in the school prospectus. Your child's Form Tutor/ House Leader will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from Dorset County Council each year that it may use to meet identified needs. Particular support will be given to NQTs and other new members of staff. The SENCO takes responsibility for prioritising the training needs of staff.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. E.g.

- The school receives regular visits from the nominated Locality Social Worker and Educational Psychologist for the area.
- In addition, the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties
- Multi-agency liaison meetings, with representation from Social Services, the Ansbury Service, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- The Ansbury Service Personal Adviser is invited to attend all Annual Reviews in Year 9 in order to contribute to the first Transition Plan, and then to the subsequent reviews of the Transition Plan.

The policy will be monitored by the Governing body and the Head teacher and governors will set new success criteria.

Special facilities that enable or enhance access to the school site

The School makes reasonable adjustments to accommodate students' physical needs. At the present time, the following provision is available:

Access to all buildings for wheelchairs via ramps where necessary

- Lifts which provides access to Maths and Humanities
- Classroom changes to enable wheelchair users to attend all lessons
- Students who require regular physiotherapy will be accommodated
- There are toilets for the disabled
- The physical educational programme is tailored to meet individual needs
- Advisory Service

The school works closely with external agencies to assess individual needs and to ensure that appropriate support and resources are in place to enable equal opportunities for all our students.

You can find our school's accessibility plan on our school website:

Appendix 1 - Stages of Intervention: Tiers 1-4

Tier 1 - Quality First Teaching.

Tier 2 - as above but also some intervention in/from Aim High.

Tier 3 - the above and also intervention from an outside agency (such as SENSS).

Tier 4 - very complex needs equivalent to a statement of EHC.

Appendix 2 – Personalised Inclusion Plan

The Personalised Inclusion Plan (PIP) will look similar to the document below and outlines some of the support in place for students identified as on a particular Tier. These documents are working documents and are designed to be updated throughout the year to respond to changing needs.

1 Basic Details

Legal Forename Photograph 

Middle Name(s)

Legal Surname

Preferred Surname

Preferred Forename

Date of birth 

Age

Gender 

Birth Certificate Seen

 Quick Note

Young Carer

Assessment Key Indicators		
SENCO/TA email 	Exit Card Aim High Nest 14 Jun 2017	Exam Concession Need Rd/Scr/ExT +25% 14 Jun 2017
Previous Intervention/Support Lit, Elsa, Home Learning, SALT, SENSS 14 Jun 2017	Extraction Group Lit Num 14 Jun 2017	Additional information One page profile: SEN/provisions 12 Jul 2017