

What is SEN?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND Code of Practice 2014

SEN Provision at New Horizons

New Horizons School aims to provide high quality teaching that is differentiated and personalised to meet the individual needs of the pupils. Under the special educational provision under Section 21 of the Children and Families Act 2014, some children and young people will need educational provision that is additional to or different from this. The first response is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the SENCO will assess whether the child has SEN, gathering evidence and working with external agencies to assess and put in place extra teaching or rigorous interventions designed to secure better progress. The SENCO will also where required and if necessary, apply for an EHC plan in accordance with the SEND Code of Practice 2014 guidelines.

New Horizons will ensure that:

- Decisions are informed by the insights of parents and pupils themselves
- High ambitions and stretching targets are set for all pupils
- Progress towards these goals are tracked termly and pupils and parents are informed of this progress
- Regular reviews of additional or different provision are regularly undertaken
- Positive outcomes are promoted in the wider areas of personal and social development during lessons and enrichment activities
- The approaches used are based on the best possible evidence and are having the required impact on progress

How does the setting know if children/young people need extra help?

New Horizons School is committed to the identification of special educational needs. A range of evidence is collected through liaison with mainstream settings, assessment on entry to the school and monitoring arrangements. If this suggests that your child is not making the expected progress, we will use a personalised

learning programme which may involve additional and/or different provision along with any further assessment as deemed necessary.

Who are the best people in the school to talk to about my child's special educational needs, disability or difficulties with learning (additional needs) or if I am concerned about my child's progress?

First step is to speak to your child's key worker or lead teacher. If your concerns continue, you may wish to speak to the school SENCO, Joanne Taylor.

Who will help my child with their additional needs?

All pupils will be supported in their day to day activities by a key worker, who will oversee their day. Learners with additional needs will be supported by their subject teachers and teaching assistants and feedback will be given each day.

Depending on the intervention required, your child may be working at times in a one to one setting aimed at supporting literacy and/or numeracy. Some pupils may require input from a specialist teacher. This support for your child will be coordinated and evaluated by the school SENCO. All pupils in the school will be given support with their behaviour and emotions and opportunities will be given to work on social skills. Regular enrichment activities will be offered to pupils both during lunch time and after school sessions each week.

How will the curriculum be matched to my child/young person's needs?

All of our teachers are teachers of children with special educational needs. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Teachers have high ambitions and set stretching targets and track the child's progress towards these goals. Planning is monitored rigorously by the Senior Leadership Team. All relevant staff have access to information about your child, their needs and how best to support them. If necessary, your child may have a SEN passport which is monitored by the SENCO. When appropriate, additional specialist advice may be sought eg Educational Psychology or Speech and Language, which will become part of the child's personalised learning programme.

How will the school let me know if they have any concern about my child's additional needs?

If a subject teacher is concerned about your child's progress, they may call you to discuss this and consider more ways to support the child. Also, you will have the opportunity to discuss your child's progress in the regular progress day reviews. When pupils have not made the expected progress they will be targeted for extra support and a personalised learning programme will be put in place focussing on the relevant need and you will be informed at each stage of the programme.

If your child has an Education, Health and Care Plan, an annual review will be held in accordance to the guidance in the Code of Practice. At the current time pupils with educational, health and care plans are placed at specialist provision and do not attend New Horizons School.

How will the school consult pupils and Parents/carers about additional needs?

Regular reviews are held to discuss pupil progress, set targets and to review their placement. Parents are also invited to attend coffee mornings with the pastoral team where there is the opportunity to discuss any concerns in order to give Parents/carers the support they need.

Key worker sessions and form periods are used to discuss with pupils any changes to their educational provision and Parents are informed by key workers or the lead teacher.

If a pupil requires additional support from a Therapeutic Service or any external provider, we always contact parents/carers before making the referrals.

Our pupils and their Parents/Carers work in partnership with the school to facilitate their development in order to help them achieve the best possible educational outcome, preparing them effectively for adulthood. Learner and Parent/Carer feedback is regularly analysed.

How does the school ensure that teaching staff are appropriately trained to support my child's additional needs?

All staff undertake regular Continuing Professional Development (CPD) delivered In House or by external providers including training in Neurolinguistic programming. Our SENCO is a qualified teacher who has received a qualification in special educational needs and a post graduate certificate in Specific Learning Difficulties. All staff have undertaken training on the SEND Code of Practice 2014 and regular training is given to appropriate staff on intervention programmes such as Success@Arithmetic, Toe by Toe and IDL. Literacy and numeracy training is held termly.

What specialist services and expertise are available at or accessed by the school?

Your child will receive the highest quality teaching from his/her subject teacher but support may be given in the following areas:

- Literacy and numeracy interventions
- Social and Emotional Aspects of Learning (SEAL)
- Mentoring
- PSHE
- Art Therapy
- Counselling

We may also liaise with other professionals and specialist services:

- Educational Psychology
- Child and Adolescent Mental Health
- Social Care
- Speech and Language
- ASD Specialist nurse
- Sensory support service
- Careers, further education and training advice
- School nurse

How will you support my child to reach his/her learning goals?

New Horizons school will follow the SEND Code of Practice 2014 by following the Assess, Plan, Do, Review cycle. We will **Assess** your child's needs on entry and then termly thereafter, **Plan** the most effective and appropriate interventions and use this to create a personalised learning programme, **Do** the intervention, **Review** the impact on your child's progress towards their learning outcomes and review their learning programme, altering as necessary.

If appropriate we will provide specialist equipment to help your child access the curriculum, this includes coloured overlays, pen/pencil grips, hand writing pens, use of technology, mood cards etc.

What is an EHC Plan and who can request one for my child?

The SEND Code of Practice 2014 states that:

'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
 - establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcome'

You, your child (if aged 16 years and over) and/or the school, usually the SENCO, can request that the Local Authority conduct an assessment of your child's needs which may lead to an EHC plan.

How are the setting/school resources allocated and matched to children's/young people's special educational needs?

On entry into the school, pupils are required to complete a number of assessment tools eg NGRT (New Group Reading Tests), CATs (Cognitive Ability Tests), SDQ and behaviour analysis. This data shows the pupil's individual needs and support is allocated as necessary. We then monitor progress over time, this may include:

- Attendance
- Termly data tracking
- Behaviour watch
- Reports from specialists eg Educational Psychology/Speech and Language
- Boxhall Profile

Extra support is then put into place or phased out as necessary.

How will the school know that the support has made a difference to my child's learning and how can I and my child be included in the review process?

Your child's progress will be assessed within the class for each subject and with regard to any interventions using the assessment tools listed above. The impact of the support is carefully measured to ensure that the learning outcomes have been achieved and, if not, what adaptations are necessary. It may be decided that a further period of support would be beneficial for your child. You and your child will be kept well informed and encouraged to be actively involved at all stages including the use of data tracking reports, progress days and reviews of placement.

What support will there be for my child's happiness and wellbeing at school?

The happiness and wellbeing of all pupils is an integral part of the New Horizons ethos. Every pupil has a key worker who they can speak to about any issues, both in and out of school. Along with the key worker, all staff including subject teachers, lead teachers, senior members of staff and the pastoral team are all available to support your child to ensure they have a happy and productive time at New Horizons. We use the Family Support Model when necessary (CAF) and we have close links with health and other support agencies.

How will my child be included in all the same activities as his/her peers at school including school trips?

New Horizons is an inclusive school who are committed to providing equal opportunities for all of our children. Enrichment activities, educational visits and residential trips are available to all children. If an individual risk assessment is required we will write this in order to ensure that everyone is fully included. If necessary we will also help prepare your child for any changes in their school day.

How will the school prepare and support my child to join the next stage of education and life including reintegration into a mainstream school?

The staff at New Horizons understand that transitions at any stage can be difficult and stressful and so individual support packages are put into place. As part of the reintegration back into mainstream, the lead teacher will arrange a review meeting to plan a reintegration package which may include a slow reintegration, support from the New Horizons staff and regular reviews of progress.

Transition into further education is coordinated by the Pastoral team. Taster sessions, interviews open days and careers interviews are an integral part of the year 11 calendar.

How accessible is the setting/school environment?

New Horizons Orford Park is fully accessible to wheelchair users.

Who can we contact for further information?

Your first point of contact if you want to discuss your child is your child's key worker. If your concern is subject specific you should liaise with the subject teacher. If your concern is regarding your child's additional needs you should contact the school SENCO or the Pastoral support team. If you have further concerns you may contact a member of the school leadership team.

Where can I find additional information?

Further information may be found in the document 'Special Educational Needs, A guide for Parents.'