



Special Educational Needs and Disabilities Policy

Introduction

Ancora House School is a short stay hospital education provision; we provide education and support to young people who are admitted to Ancora House. Ancora House is the North West Tier 4 Psychiatric in-patient service for young people between the ages of 13 and 18 years old.

Access to the school provision is directly as a result of admission to hospital.

The team of teachers, teaching assistants, transition staff and administration staff work closely with home schools and colleges so that young people remain engaged with their learning despite their admission to hospital.

Ancora House School also provides education for children and young people at Key Stage 3 and 4 in the Cheshire West and Chester locality; this element of the school operates from our Learning Hub in Blacon; the Hub has close working partnerships with our locality schools.

Referral to the learning hub is via the local authority who commission places for children unable to access their home school because of medical needs.

Ancora House School aims to provide both students and staff with a positive, sustainable and supportive learning experience which promotes achievement in academic, social, emotional, moral and personal development.

At Ancora House School we offer specialist holistic support for students experiencing mental health, social and emotional difficulties.

In addition we are committed to supporting students with additional identified and previously unidentified needs. Our staff team works collaboratively with Tier 3 and Tier 4 services to support the needs of all students throughout the school day and strives to ensure that all students experience success.



We welcome all learners including those who may be identified as having Special Educational Needs and Disabilities. All young people including those with SEND are entitled to a broad, balanced and relevant curriculum and to be fully included in all aspects of school life.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

The guiding principle informing this policy is therefore, that all young people including those with SEND and disabilities are given equal opportunities to achieve, fulfil their potential and progress in their academic, social and emotional development.

Students are placed on dual role when attending our provision unless they are ‘not in education, employment or training’ (NEET). As their main education provider, each student’s home school or college retain responsibility for the Graduated Response and the monitoring and review of Education Health and Care Plans. Ancora House School is fully committed to close collaborative partnerships and wherever possible will fully support SEND processes through our assessment and observations.

The policy has been updated in response to:

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that a student may be described as having special educational needs if s/he has a

- Significantly greater difficulty in learning than the majority of others of the same age
- Disability or health condition which prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream settings

The policy also takes into account the Student and Families Act 2014 and has due regard to legislation including Health & Social Care Act 2012, Equality Act 2010 and the Mental Capacity Act 2005.

Many young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Young people with such conditions do not necessarily have SEN but where a student requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting young peoples with medical conditions (DfE 2014)

The following principles underpin this policy:

- The early and effective identification of students' needs
- The joint involvement of parents and students in identifying needs, discussing aspirations, setting targets and making decisions for their futures
- Collaboration between other education providers, health and social care services to provide high quality, personalised provision to meet the needs of young people with SEND
- Successful preparation for adulthood including independent living and employment

The SEN Code of Practice describes the following areas of difficulty and it is recognised that some young people will experience difficulties in more than one area.

- Cognition and Learning
- Communication and Interaction
- Social and Emotional Development
- Physical and Sensory

At Ancora House School we specialise in making provision for students who are experiencing social, emotional and mental health difficulties which have impacted on wellbeing, learning and engagement. We are experiencing a significant number of students who have unmet needs in terms of cognition and learning particularly around processing, understanding and inference. We make it a priority to identify if

students have additional needs in other identified areas to ensure that the appropriate support measures are in place when they return to mainstream/ post 16 education or, where appropriate, to specialist provision.

Aims

The overall aim of this policy is to ensure that the Special Educational Needs of young people are met whilst they attend Ancora House School. The policy will describe how we make high quality provision for these students.

Objectives

- to ensure that the School follows the national guidance on Special Educational Needs and Disabilities (SEND), which is set out in the revised SEND Code of Practice (0-25 years) (2014), The Young people and Families Act (2014), The Equality Act (2010) and the statutory guidance re supporting young peoples with medical conditions
- to provide a curriculum for all young people that is appropriate to their individual needs, learners will be offered full access to a broad, balanced curriculum including where appropriate the National Curriculum
- to identify young people with special educational needs and disabilities as soon as possible and ensure that their needs are met and that all procedures relating to the graduated response and statutory reviews are met to a high standard to ensure that students receive the correct support and provision while they are with us and when they move on
- to ensure staff are skilled in meeting the needs of young people with SEND
- use a variety of teaching styles, and cater for different learning styles to allow young people with SEND to access the National Curriculum
- to promote effective partnerships and liaison with the home schools/colleges, health services, social care, support agencies, specialist provisions

- to develop and maintain positive relationships with parents/carers and involve them in plans to meet their child's additional needs
- to ensure that learners express their views and are fully involved in decisions which affect their education by encouraging their contribution as much as possible
- to ensure that all learners make the best possible progress through assessing their daily achievements and looking at specific case studies and setting appropriate and individual targets. Tutorials and discussions with the student enable us to provide a personalised learning programme.
- to celebrate learners achievements with their parents/carers and school community through appropriate recognition and rewards

Responsibilities of the Governing Body

- to ensure that the necessary provision is made for young people identified as having SEND
- to designate an appropriate member of staff (SENDCo) as having responsibility for co-ordinating provision for students with SEND
- Appoint a designated teacher for 'Children Looked After' (CLA)
- to ensure that staff are aware of the importance of identification of and provision for SEND
- to have regard to the SEND Code of Practice when carrying out its duties toward all young peoples with SEN
- to report to parents/carers on the implementation of the school's SEND policy
- to ensure that young people with SEND join in activities with young peoples who do not have SEND as far as is possible
- publish annual information on the SEND policy and facilities available to support students with SEND, in the form of a SEND report, including a review of the accessibility plan every three years
- to ensure that Complaints/appeals procedures are made known to parents/carers and students
- The SEN appointed governor is Jenny Jones

Coordinating SEND provision

The **Head teacher** has a responsibility:

- to ensure that all teachers and appropriate staff are aware of the needs of SEND students and are fully competent in meeting these needs
- to ensure that teachers monitor and review the students' progress every half term
- to ensure that the SENDCo has sufficient time and resources to fulfil responsibilities
- to regularly and carefully review the quality of teaching for students for students at risk of disengagement or underachievement as a core part of appraisal arrangements
- to ensure that teachers are skilful in understanding the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered

The SEND Coordinator (SENDCo) must:-

- be a qualified teacher with an appropriate postgraduate qualification or working towards
- collaborate with the governing body and Head Teacher as part of the leadership team to determine the strategic direction of the SEND policy and provision, ensuring that Ancora House School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- undertake day to day responsibility for the operation of SEND policy and ensure all records are up to date
- coordinate the specific provision made to support individual students with SEND
- liaise with locality SEND teams, home schools/colleges, Educational Psychologists, health and social care professionals, as well as other appropriate support agencies
- liaise with parents/carers of students with SEND whenever necessary

- in collaboration with home schools/colleges, liaise with the potential future providers of education to ensure that the student and parents/carers are informed about options and a smooth transition is planned
- to provide professional guidance to colleagues and work closely with staff members, parents, carers and other agencies.
- To offer advice on the deployment of the delegated budget and other resources to meet students' needs effectively
- ensure that students with SEND are provided with equal opportunities and are able to participate in all activities
- advise on a graduated approach to providing SEND support
- to add specific information to students' personal learning plans which identifies areas of additional need
- to manage and deploy learning mentors and teaching assistants effectively
- keep up to date with national and local initiatives and regulations
- manage the SEND budget

Teachers must:

- create an accessible and engaging learning environment
- plan and review support for their students with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the student
- set high expectations for every student
- plan lessons using assessment data to address potential areas of difficulty and to ensure that there are no barriers to every student achieving.
- share expertise about specific needs when interventions are reviewed and to share resources and curriculum updates, through feedback from attended courses

Identification, assessment and reporting

Ancora House School will liaise with the home schools and other professionals in order to identify whether a student has any additional learning needs. Some students will have been identified as having a SEND within their mainstream/ specialist setting. Further information will be obtained using a range of evidence collected through normal assessment and monitoring arrangements. If these assessments indicate that the student is not making the expected progress, the SENDCo will be informed and consultation with student, teacher and family will take place. Evidence from these consultations and/or standardised assessments will help us to decide if additional provision is necessary.

- All teachers have a responsibility to find out whether a young person has been identified as having SEND and whether they have a Statement for Educational Needs or an EHCP (Education, Health Care Plan)
- Staff may recognise that a student has additional needs that are linked to their medical needs and therefore will need additional support whilst attending Ancora House School.
- Staff may recognise that a student has additional needs that are linked to their low attendance and therefore will need additional support whilst attending Ancora House School
- Staff at Ancora House School carry out assessment tasks and activities in order to set appropriate learning objectives.
- Reports are given to parents every half term and at the point of transition.

Graduated Approach

Students at Ancora House School have experienced difficulties that have resulted in them being admitted to in-patient services or in need of alternative provision due to their medical needs.

Ancora House School will contribute to a graduated approach to meeting each SEND students' needs. All support needs and provision will be reviewed half termly to determine the impact on progress, development and behaviour. This will take into account the half termly data analysis and will be discussed with the whole team at half termly review meetings.

Effective intervention should ensure that the student's level of engagement with education improves. Each student has access, wherever possible to a broad balanced curriculum that is differentiated to meet individual need. If further intensive support is required then support from the Educational Psychologist will be sought and where applicable an application will be made to the Local Authority for a statutory assessment of need. If it is agreed that the student will be supported with an Education, Health and Care Plan, Ancora House School will support the transition to an appropriate setting

SEND and Disability Tribunal

The Head teacher will meet any request to attend a SEND Tribunal and explain any departure from the duties and obligations under the SEND code of Practice (2014).

Preparing for Adulthood

Ancora House School ensures that it meets its duty to secure independent, impartial careers advice for students. Support is available to students and parents during decision making.

Working with parents and carers

- Staff and parents/carers work together to support learners identified as having additional needs.
- Parents and carers are able to meet staff informally, they are also welcome to make appointments to talk to staff.
- Parents' and carers' input is valued at formal and informal meetings.

Data and Record Keeping

Ancora House School will record all details of SEND, outcomes, teaching strategies and the involvement of specialists as part of our standard system to monitor the progress, wellbeing and development of all students. Ancora House School will maintain an accurate register of the provision made for students with SEND

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Liza Ashworth (Ancora Hub) and Sheila Kennedy (Ancora House) are our SENDCos; they will liaise with parents/carers to support applications for parental requests for EHCP requests and signpost them to independent advice and advocacy support services for further help if needed.

Signed on behalf of the Chair of Governors:

Ratified at Full Governing Body Meeting on: