



VENN
SULLIVAN
CENTRE

SEND Policy

Reviewed By	Approved By	Date of Approval	Version Approved
Mandie Blake	Governors	Sept 2022	1.2

The Sullivan Centre, is a short-term educational provision which supports young people within Hull and out of county areas who are unable to access their present school due to a diverse range of medical and mental health needs.

- Sullivan Centre short stay classrooms co-located with Venn Boulevard Centre, Hull
- Home Tuition/Outreach Service
- Hospital Education Service located at Hull Royal Infirmary, Hull (Floor 2)
- Education at the Inspire, inpatient unit

Our overarching aim is for each pupil to improve all aspects of their learning, emotional wellbeing, social development and employability, so that they can either return to mainstream school or be supported in accessing the most effective setting to enhance and improve their chances and opportunities in the future.

We promote a culture of high expectations within a purposeful learning environment which is happy, safe and secure. Through a personalised curriculum, pupils are challenged and inspired to achieve, despite the challenges which they may face. A combined curriculum of academic skills and creative learning opportunities, ensures that each pupil advances in their educational and personal development journeys'. Collaborative group tasks and therapeutic opportunities stimulate sociability and encourage positive attitudes towards self and school.

The ethos, **'Together, we achieve'** reflects the culture and drive of the provision that all pupils are supported in moving forward through a partnership approach including, pupils, parents/carers and other professionals.

Engaging, protecting and teaching 'our children' must be the starting point for all policies. This policy must be read in conjunction with our Safeguarding policy.

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1. Vision and Aims

The Sullivan Centre is committed to meeting the needs of all pupils including those with special educational needs and disabilities (SEND).

We firmly believe that all children and young people with special educational needs are entitled to an education which enables them to: -

- Achieve the best possible outcomes
- Make a successful transition through each stage of their lives
- Become confident individuals living fulfilling lives

The definition of special educational needs (SEN) and the definition of disability is contained within the schools SEN Policy on the website.

Identification and assessment of Pupils with SEN

Information is gathered from the pupils previous setting prior to admission.

Upon admission baseline assessments are made on levels of attainment and learning behaviours.

Targeted assessments are made on pupils with a suspected SEN need on school entry or when required.

Teachers are actively encouraged to raise concerns in relation to pupil progress or presenting behaviours with the SENCO in a timely manner. This supports the early identification of SEN within the setting.

All Teaching and Support staff receive regular training

If it is then identified that a pupil needs a significant amount of additional support then the SENCO, identified mainstream if dual registered and parent/carers will work together to submit a request to the Local Authority for an Education Health Care Plan (EHCP)

Provision for pupils with SEN

The policies outlined in this section apply to all pupils with SEN whether or not they have an EHCP.

The school closely monitors the progress of all pupils with Special Educational Needs. All pupils at The Sullivan Centre are on the SEN register. The effectiveness of the provision for these pupils is evaluated to ensure they make adequate progress. This is reviewed half termly with class teacher, parent/carer, SENCO and with the pupils themselves.

These pupils will be assessed in more specific terms using more detailed testing to evaluate their level of progress in their specific area(s) of difficulty.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCOs are Mandie Blake & Tanya Cole

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The SENCO will:

- Work with the Executive Head and SEN governor to determine the strategic development of the SEN policy and provision in the school
- 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
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 headteacher and governing board 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

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Executive Head and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Executive Head

The Executive Head will:

- Work with the SENCO and SEN governor 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

4.4 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

5. SEN information report

5.1 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

This includes social emotional mental health, speech, language, communication and the broad range of Autistic Spectrum Disorders.

5.2 Identifying pupils with SEN and assessing their needs

On admission to The Sullivan Centre we will assess each pupil's current skills and levels of attainment on entry, and use information from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and hold regular placement review meetings with pupil and family to 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 emotional and mental health needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether a special educational provision is required moving forwards, we will start with the desired targeted 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, whether we can provide it by adapting our core offer, or whether a support plan is needed.

5.3 Consulting and involving pupils and parents

We will have detailed discussions with the pupil (age/need appropriate) and their parents when identifying whether they need special educational provision after a

period of assessment at The Sullivan Centre, these conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account 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.

The majority of the pupils at The Sullivan Centre are on SEN support.

5.4 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 SENCO 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 in their mainstream setting.
- 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.

5.5 Supporting pupils moving between phases and preparing for adulthood

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

In the Health and Medical Needs Education Service some of the pupils will transition back to mainstream. This transition is supported by our staff in person and by phone, home visits as appropriate. We share our risk assessment which outlines strategies and de-escalation techniques which have been found to work for that individual pupil.

5.6 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.

We will also provide the following interventions:

In class TA targeted support
Small group and 1:1 work – Around literacy/numeracy/social skills
Targeted support in their specific area of need
Differentiated support within lessons
Specific identified interventions delivered by a trained member of staff
Well-being and pastoral support including ELSA delivered by our Personal Development mentor.
Increased supervision for some pupils during unstructured time

5.7 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 and learning, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when agreed as part of the pupil's EHCP educational provision.

Pupils with special educational needs may require access arrangements in order to take their exams.

When we have concerns that a Pupil will additional or external support to meet their child's special educational needs then a request can be made to the Local Authority /service provider and/or other professional support services or voluntary organization which may include:

Educational Psychologist
Speech and Language Service
Social and Communication Panel team
IPASS

National Autistic Society
Social Care
CAMHS
KIDS
School Nursing Team
Bereavement Support Team
Northcott Outreach
Tweendykes/Ganton Outreach
Barnardos

This list is not exhaustive. Advice may be sought from one or several service providers when considering the initiation of a statutory assessment. Throughout this process the local authority has a duty to request the opinions of parents the school and allied professionals.

5.9 Expertise and training of staff

Our SENCO has over 20 years' experience teaching and supporting pupils with a variety of Special Educational Needs, specialising in Autistic Spectrum Condition and Dyslexia.

In the last two academic years, staff have been trained in the following:

Executive Functioning Training
Mental Health first Aid
Brain Injuries
IPASS Training
Peer On Peer Abuse
Attachment Disorder
Promoting Positive Behaviour
Understanding Endocrine Deficiency
De-escalation and restraint
We use specialist staff for ELSA interventions

We work closely with trained Dyslexia Specialists, Occupational Therapists, Educational Psychologists, IPASS and SALT amongst others.

5.10 Securing equipment and facilities

The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Their EHCP clearly lays out the type of support needed as a recommendation. Other children will also receive support linked to their needs as indicated on their APDR. This support may take various forms:

In class support from teaching assistants

Small group support

Specialist 1:1 support

Support from external agencies

Provision of specialist resources

Tracking of progress and analysing individual pupil data highlights pupils who are not making the expected progress. Pupils are given additional and differentiated support and Interventions are put in place to support their learning and the impact of that provision measured.

If interventions are not having the expected impact, then the SENCO may refer to external professionals in discussion with parents to enable further support to be provided.

5.11 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 through the students Personal Development Profile
- Monitoring by the SENCO
- Preparing and submitting My Support Plans to HULL SEN requesting assessment for an EHCP.
- Receiving SEND reviews from the Trust and the LA.

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

All of our extra-curricular activities and school visits are available to all our pupils, following a review of each pupils risk assessment and having received parental consent. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. We are an inclusive setting and no pupil will ever excluded from taking part in these activities because of their SEN or disability. Because of the nature of our setting we would always review the pupils risk assessment prior to a decision being made.

5.13 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
- Pupils with SEN are also encouraged to be part of a friendship group to promote teamwork/building friendships etc.
- We promote Pupil Voice across the setting

- Life Coach work 1:1 and group work with identified pupils.
- Emotional Wellbeing staff and a sensory room.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

As a setting we work closely with external agencies including Health, Social Care, The Local Authority and with the Voluntary Sector including KIDS to meet our pupils SEN needs and to support our families.

Any Placement, Support Plan or Termly review meetings does include invitations for appropriate professions to attend and contribute.

We work closely with CAMHS and meet termly with them. The Virtual School are in regular contact in relation to our LAC pupils.

We also work across boundary with NE Lincolnshire, Lincolnshire, York and Doncaster Local Authorities.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be investigated using 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:

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

5.16 Contact details of support services for parents of pupils with SEN

- All support services available across the City of Hull are contained in the Local Offer.

<https://hull.mylocaloffer.org/>

5.17 Contact details for raising concerns

Claire Goodaire

Executive Head

The Sullivan Centre

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Hull

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5.18 The local authority local offer

Our local authority's local offer is published here: hull.mylocaloffer.org

6. Monitoring arrangements

This policy and information report will be reviewed by Claire Goodaire and Mandie Blake annually. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

Next Review Date: September 2023