



# Special Educational Needs and Disability Policy

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

Running Deer School operates as a full-time school placement for our young people on roll, or as a short-term therapeutic placement for young people on roll at other schools and settings.

The majority of the young people referred to Running Deer, either on roll or on short term placement, have social, emotional and behavioural issues; some also have identified conditions including ASD, ADHD, PDA, ADD, OCD, ODD, learning difficulties, mental health issues, are survivors of domestic abuse, and so on. Many of the young people referred to us are at risk of exclusion from school or have already been excluded or need therapeutic support in a nurturing outdoor environment.

We believe that positive relationships form the foundation of all that we do at Running Deer. We provide a bespoke, personalised package of education and therapeutic intervention to all young people who come to us, and believe strongly in working to our young people's strengths, whilst helping them to build confidence and self belief. We are firmly committed to reducing and removing barriers to learning and participation faced by our young people.



## 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 students 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 co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A student 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 SENCO

The SENCO is Rachael Knight.

They will:

- Work with the Head of School and SEN Governor / Director 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 students with SEN, including those who have EHC plans



- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' 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 students 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 students with SEN up to date

#### 4.2 The SEN Governor / Director

The SEN Governor / Director 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 Head of School and SENCO to determine the strategic development of the SEN policy and provision in the school

#### 4.3 The Head of School

The Head of School will:

- Work with the SENCO and SEN Governor / Director 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 Teachers and Case Workers

Each teacher / case worker is responsible for:

- The progress and development of every young person they work with
- Working closely with any specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching and other activities

- Working with the SENCO to review each student'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, processing difficulties, epilepsy
- Moderate learning difficulties

### 5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the young person
- Everyone is clear on what the next steps are

### 5.4 Assessing and reviewing students' progress towards outcomes

Most young people at Running Deer have an EHC plan. However, some may have been identified as needing SEN support or may be going through the EHCP referral/assessment process.

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The teacher / case worker (as appropriate) will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour



- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and case workers who work with the student 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 student's progress.

#### 5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

We are able to provide different levels of support during transition, including having a member of Running Deer staff present in the receiving school/college for an agreed period of time. As we always take an individualised approach, any transition arrangements will also be on a individualised basis.

#### 5.6 Our approach to teaching students with SEN

Teachers and case workers are responsible and accountable for the progress and development of all the students they work with.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for every student.

We will also provide the following interventions:

- All formal teaching is one-to-one, so can respond to individual needs at all times
- We provide therapeutic and health/wellbeing interventions, such as: equine assisted learning; art therapy; one to one counselling;

#### 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Every child has a case worker on a 1:1 or 2:1 basis, as appropriate
- All formal teaching is 1:1
- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

#### 5.8 Additional support for learning

We work with the following agencies to provide support for students with SEN:

- Devon MASH
- CAHMS
- Education Psychologists
- Occupational Therapists
- Counsellor

#### 5.9 Expertise and training of staff

Our SENCO has 3 years previous experience in this role and has also worked as a teacher, Assistant Headteacher in charge of inclusion, and a University Lecturer over the past 19 years.

They are allocated 2.5 days a week to manage SEN provision.

We have a team of case workers and qualified teachers, who have had relevant training and experience to work in a special school setting.

In the last academic year, staff have been trained in autism, safeguarding, equine assisted learning, and other individual training needs.

We also have a qualified counsellor working with our young people for one day per week.

#### 5.10 Securing equipment and facilities

Our facilities and equipment are reviewed regularly to reflect the changing needs of our cohort of young people. As we often accept students for short term placements, we can react quickly to provide additional equipment as and when needed.

#### 5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after the agreed number of weeks
- Using student questionnaires



- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans

#### 5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Running Deer is based in 16 acres of woodland, and all of our activities are predominantly outdoors
- We have a bespoke Running Deer Emotional Curriculum which is offered to all students, including working with them about positive relationships and developing skills of empathy
- We have access to a trained counsellor for one day per week, who can work alongside our young people in a way that suits their needs
- We can build in activities to the student's day which support their mental health needs, including working with horses

We have a zero tolerance approach to bullying.

#### 5.14 Working with other agencies

As a school for young people with SEN, we work closely with external agencies to ensure the needs of our young people are being met.

For young people who are with us for short term therapeutic placements, we also work closely with the referring body (e.g. school or local authority) to ensure the appropriate intervention is put in place and its success measured.

We aim to develop positive relationships with parents and carers in order to work effectively as a team, always with the young person's needs at the heart of what we do. We offer support and guidance to families when needed, as well as recognizing their expertise as the students' primary caregivers.

#### 5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO and/or Head of School in the first instance. They will then be referred to the school's complaints policy.

The parents of students 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 students with SEN

DIAS – Devon Information, Advice and Support:

Website: <https://www.devonias.org.uk/>

Phone: 01392 383080

Email: [devonias@devon.gov.uk](mailto:devonias@devon.gov.uk)

DPCV -Devon's Parent Carer Forum

Website: [www.devonparentcarersvoice.org](http://www.devonparentcarersvoice.org)

Phone: 07975 506069

Email: [office@dpcv.org.uk](mailto:office@dpcv.org.uk)

#### 5.17 Contact details for raising concerns

SENCO – Rachael Knight

Email: [rachael@runningdeer.org.uk](mailto:rachael@runningdeer.org.uk)

Phone: 07414490072

Head of School – Joanna Winterburn

Email: [info@runningdeer.org.uk](mailto:info@runningdeer.org.uk)

Phone: 01647 400201

#### 5.18 The local authority local offer

Our contribution to the local offer is: We are an independent special school for children aged 8-16.





Our local authority's local offer is published here: <https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Running Deer every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Board of Directors / Governors.

## **7. Links with other policies and documents**

This policy links to our:

- Admissions policy
- Behaviour policy
- Equal Opportunities policy
- Safeguarding policy

## **Contact Running Deer**

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