Policy approved & adopted by	Headteacher
Date	Sept 2023
Review cycle	Annual
Reviewed	Sept 2025, Sept 26
Next Review	Sept 2027

SEN POLICY

Aim

It is the aim of the Governing Committee to provide an excellent provision for all learners at Tor View School. This is reflected in the school's aims and mission statement.

Objective

It is the specific objective of the school to provide the education provision identified in the learners' Education, Health Care Plan (EHCP), including provision of equipment. It is the objective of the school to provide a broad, balanced, and relevant access to the National Curriculum for each learner. This is to be underpinned by an individual educational programme that will be formulated via:

- Learner EHC Plan
- The Annual Review process including interim reviews
- Full assessment based upon the school's curriculum, including the Early Development Curriculum.
- Input from relevant therapists and professionals. Continuous assessment and evaluation through individual termly plans.
- It is the objective of the school to provide the best possible accommodation: classroom, specialist resources, therapeutic equipment and physical provision for learners, including safe and appropriate play facilities and school grounds.
- Ongoing annual assessment, recording and reporting using the school assessment documents and external procedures such as SATs, published reading tests, and accreditation where this is relevant.

In the context of Tor View School, the SEN coordinator shall be the Headteacher.

The Local Governing committee will have a named SEN Governor who will liaise closely with the school to provide periodic reports to the governors.

It is the objective to provide an excellence of staff and expertise in the fields of Special Education Needs theory and practice. This will involve teaching staff, Additional Needs Teaching Assistants, non-teaching staff and welfare staff. The delivery of relevant INSET to ensure the development and maintenance of excellence will operate throughout the school.

Learner admissions

The learners on role at Tor View School will require an EHCP where the main difficulty is a learning difficulty falling within the MLD-PMLD Continuum. Learners may have additional sensory, physical or behavioural difficulties. In addition, the school will cater for learners with Autistic Spectrum Disorders (ASD).
Learners aged 4-19 will be admitted to the school up to a total of 190 days allowing for appropriate balances across all key stages and phases. Any exception to this will require permission (or instruction) from the area SEN Assessment and Educational Psychology Officer.

Resources

The school accommodation provides, and will maintain, a barrier free policy for all learners. All teaching and play areas should be fully accessible to all learners regardless of physical difficulty, including wheelchair users.

Toilets and changing facilities should be readily available to all in each departmental area.

Lifting equipment, hoists, and other specialist equipment should be available as required in each key stage or departmental area.

Resources will be allocated by the LEA and Governing Committee through the Headteacher via the Heads of Department and Class Teachers.

Physical resources will be allocated to class / subject groups, small groups or individuals through timetabling agreed appropriately by those coordinating the use of resources.

Where a learner's EHCP indicates the need for a particular resource the school will take every step to secure that provision as soon as is practicably possible. In addition, resources requested by those concerned for the education and care of a learner will be given careful consideration and acquired as soon as is practicably possible.

Where needs arise, following appropriate assessment and review, learners are able to benefit from enhanced staffing levels to cater for particular educational or care needs. This may be funded through the school budget or through LEA support.

Access to visiting education department advisors will be made on request in addition to regular visits including teachers for the hearing impaired, visually impaired, CLD (complex learning difficulties) SLD (severe learning difficulties), challenging behaviour teams and educational welfare staff.

All learners have access to Educational Psychology advice following admission to school, routinely at times of reassessment of EHCP.

Access to speech and language therapy, physiotherapy and occupational therapy, dietician, and Community Disability Service will be agreed with those professionals and relate to prioritised needs throughout the school and to the learner's EHCP. The school will liaise closely with health trust professionals routinely on a periodic basis and also in response to individual needs as they may arise. Access to the school's Speech and Language therapist will be organised according to the learner's needs.

In addition, the school will maintain and develop links with relevant Social Service Departments in relation to individual needs and generic issues affecting groups of young people or whole school issues.

Links with voluntary organisations will be fostered in order to develop the quality and relevance of the educational and care provision offered at the school.

Identification of Special Education Needs and Review

As a special school all learners on role will all have an EHCP i.e.- At Stage 5 of Code of Practice Stages 1 -5. During the time spent at school further needs will be identified by class or subject teachers, parents or carers, of the staff and related professionals.

Through the process of interim and annual reviews based on the process of assessment, recording and reporting action will be taken to incorporate these needs into the learner's, individual educational plan (Termly Plan) and provision.

Recommendations may also include an adjustment to, or the ceasing of, an EHCP (see Annual Reviews, Termly Plans and Code of Practice documentation).

Arrangements for National Curriculum

All learners at the school will have full access to the National Curriculum with

schemes of work being drawn from appropriate key stages to ensure an age-appropriate delivery. Schemes of work will be devised and developed by the school to meet the needs of the learner population. Some modification will inevitably be required in terms of learning outcomes, depth of study, and methods of recording the work and achievements of the learners. Modifications to the N C. will be reflected in the learner's EHCP and termly plan.

The implementation of National Curriculum tests and assessments will be dealt with on an individual basis with disapplication being considered only when deemed necessary and where no benefit will be gained from studying the National Curriculum. Additionally, to ensure an age-appropriate ethos and curriculum delivery, the school is divided into departments - Primary, Secondary, and Further Education.

School policy will be to maintain a distinctive departmental approach limiting contact across key stages and phases. Many activities will be organised discreetly in departments, as with issues of discipline, pastoral care, and play.
Some assembly, cultural activities and general school events will be conducted as whole school events to maintain and support a functional and appropriate educational community.

Links with other schools and transition between and beyond the school

Steps will be taken to discuss the relevance of, and opportunities for, inclusive learning. Learners attending Tor View School will be given opportunities to meet their mainstream peers on varying basis, regularly taking part in the life of another mainstream school on a weekly basis accessing the curriculum, periodic visits to mainstream schools and opportunities for mainstream learners to attend Tor View.

Particular notice will be taken of parental preference for inclusive learning opportunities or not and this aspect will usually be discussed during the annual review process.

The above will apply to learners in key stage 4 and beyond with links to post 16 education providers such as FE colleges and post school placements.
In the majority of cases learners attending other schools will do so with the support of additional staffing managed by Tor View School. This will ensure the appropriate nature of the provision, including monitoring and evaluation. The school inclusion policy will underpin this work.

Links with other schools and post school provision to effect transfer of learners to or from Tor View will involve the exchange of detailed documentation and wherever possible involve staff spending time in the relevant organisation to facilitate an induction of the learner. In the instance of a transfer to Tor View a phased induction/ sampling period will be arranged if at all possible to ensure a smooth

and appropriate transition. Similarly, a transfer to another school / destination will be supported by the school including the provision of staff.

Evaluation of the success of Special Educational Needs Provision

The Local Governing Committee will review the effectiveness of its provision on an ongoing basis through the following channels,

- Headteacher reports.
- SEN governor reports
- The annual report of the governing body and the annual parents meeting.
- Annual Reviews.
- School Inspections, visits from external advisors.
- Feedback from parents and carers.
- The school's procedures for assessment, recording and reporting.
- Analysis of learner work and achievements.
- Ongoing classroom observation by senior staff'
- Teacher and support staff development and review.
- Trust Peer to Peer reviews

Partnership with parents/carers

It is the policy of the school to work closely with parents/carers encouraging and respecting their input into the educational provision of their own children and also the life of the school in general.

Input from parents will take many forms;

- Annual review consultations and meetings with resulting recommendations.
- Parental consultation meetings twice yearly.
- End of year reports.
- Governors annual report to parents.
- Annual school development plan audit.
- Home visits by school staff.
- Interim meetings held at the request of parents or teaching staff as required.
- Set up of specialist provision / equipment.
- The school's willingness to develop contributions parents/carers might make to the school by helping in class, with particular projects and routines within the school.
- The school will support and develop parents' meetings organised by school staff, supporting agencies and parents themselves.
- Parent Teacher Association is 'Friends of Tor View'.

Wherever there is a need to support parents in the area of language, literacy or mobility, steps will be taken to provide practical support. The school will provide access to translation (written or verbal) or make home visits.

Parental dissatisfaction with Special Educational Provision.

Any parent or carer making a complaint to the school concerning the quality of provision will be dealt with firstly by the Headteacher. Should a resolution to any problem not be forthcoming parents may refer or be referred to the local governing body to assist in resolving the problem and or to the LEA through the Area Special Educational Needs Officer.

It is the objective of the local governing body to ensure that any complaints from learners, parents and carers be dealt with promptly, fairly and sensitively with the aim of achieving a satisfactory outcome to all involved. In the event of a complaint by a third party, it is the responsibility of the school to inform the parent and take appropriate action.