



DAWN HOUSE SCHOOL – STAFF HANDBOOK	
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DAWN HOUSE SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

SECTION 1

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(Both named members of staff are Senior Leaders in the school)

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advise for schools DfE Feb 2013
- SEND Code of Practice 0-25
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at the school with medical conditions (April 2014)
- The National Curriculum in England and Wales
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the schools SENCo, the Senior Leadership Group (SLG) Governors, staff and parents and is an open and freely available document to all stakeholders.

Dawn House School is a specialist residential special school whose proprietor is the national communication charity, ICAN. The school is set in a rural location close to the town of Mansfield in Nottinghamshire.

The school provides day and residential places for pupils age 5 – 19 years. Generally pupils are not admitted residentially until they are of secondary age.

Pupils are admitted to Dawn House School after being referred by their Local Education Authority. Nationwide LA's refer pupils to the school when a multidisciplinary assessment indicates that they have a specific speech, language and communication need which is preventing them from progressing at their current school or centre.

In addition to this need pupils may also experience poor attendance or be school refusers. In some cases pupils are out of mainstream school and either attending a Learning Centre or are being home tutored.

Pupils who attend Dawn House may have links with other agencies e.g CAMHS in which case their mental health needs may also have impacted on their capacity to learn.

SECTION 2

AIMS

The main aim of the school's SEN policy is to ensure that the school provides quality first teaching, comprehensive therapy and outstanding care for children with specific speech, language and communication needs as well as other associated difficulties.

- Enabling the pupils to develop their ability to communicate in spoken and written language so that they can take their place in society.
- Providing the spiritual, moral, intellectual and physical development of the pupils at the school.
- Providing a language focused environment which is the product of collaboration between members of our multidisciplinary team.
- Preparing the pupils for the opportunities, responsibilities and experiences of adult life.
- Understanding and meeting the special educational needs of the pupils which may include needs other than Communication and Interaction as outlined in the Code of Practice (2014):
 - Visual or Hearing Impairment
 - Physical Disability
 - Social, Emotional and Behavioural

- Increasing each pupil's knowledge and understanding of the world around them.
- Enabling each pupil to develop as much independence as possible.
- Enabling appropriate access to the immediate environment and the wider community
- Developing opportunities for students within community settings and within mainstream provision.
- Helping each pupil to achieve success regardless of disability, gender, class or race and to develop in all our pupils a spirit of understanding, co-operation and respect for all members of the community.
- Engaging the parents and carers of our pupils in an active partnership to the benefit of the social and intellectual development of the children.
- Listening and responding to pupil voice

OBJECTIVES

- To work within the guidance of the SEND Code of Practice, 2014
- To enable the pupils to access the National Curriculum and 16+ Curriculum through carefully planned and differentiated lessons as well as personalised programmes of study.
- To provide a language focused environment which is the product of collaboration between members of our multidisciplinary team.
- To integrate education and therapy in the learning environments providing a seamless service
- To offer highly personalised programmes of study, as appropriate, to meet the needs of every pupil. Personalised learning will involve contributions from key professionals including Senior Leadership
- To assess pupils' individual needs and provide for through the schools systems for curriculum planning and assessment. The core team (consisting of Teacher, Speech and Language Therapist, Learning Support Assistants) around the pupil are pivotal in this process.
- Pupil progress is carefully monitored through teacher assessment and the monitoring and analysis of data collected through Assessing Pupil Progress and the National Guidance for pupil attainment.

- Key staff maintain links with other learning providers to broaden the curriculum offer for all pupils enabling personalised planning and robust monitoring
- The Careers Advice and Guidance Team links with local businesses to secure opportunities in the local and wider community e.g the pupil's home town, for Employer Engagement and Work Experience and this is directly linked to the Gatsby Benchmarks.
- A Special Educational Needs Co ordinator (SENCO) works with all staff and adheres to other policies in school e.g the Inclusion Policy
- A Mental Health Practitioner is employed by the school to work with pupils, families and staff
- Training, support and advice is provided for all staff working in the school. This includes non-pupil facing staff

SECTION 3

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Primarily pupils attending Dawn House School have speech, language and communication needs and therefore experience problems in the following areas:

- Articulation (problems in producing speech sounds).
- Phonology (problems in processing and using speech sounds accurately).
- Syntax (problems understanding or acquiring grammatical sentences).
- Semantics (problems in understanding or expressing meanings).
- Pragmatics (problems in understanding or using language for social communication).
- Literacy (problems acquiring the skills to read, write and understand written language).

Some of the pupils who attend the school may have learning and behavioural difficulties associated with their language and communication problems. Many of our pupils require a signing environment or some support for Alternative and Augmentative Communication (AAC) devices. Pupils may also have additional needs other than Communication and Interaction as outlined in the Code of Practice (2014):

- Visual or Hearing Impairment

- Physical Disability
- Social, Emotional and Behavioural

Pupils may also present with:

- Social interaction learning difficulties
- Problems with attention and memory
- Motor dyspraxia
- Emotional problems
- Difficulties with friendships and social relationships
- Poor self-image
- Low self-esteem and behaviour difficulties.

It is vital that we consider the whole child and therefore staff, families and pupils work closely and collaboratively to ensure this is central to our planning and consideration for the pupils and their families. In addition, pupils' admission to school may be due to other additional factors which include:

- Attendance and punctuality
- Health and Welfare
- EAL, ESL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a Traveller
- Being a child of a Serviceman/woman
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Social communication difficulties

These difficulties may affect a pupil's ability to comprehend the language that they hear and to express what they want to say.

Making and monitoring relationships may be difficult. Pupils might find coping with the social and organisational aspects of a mainstream school difficult to manage.

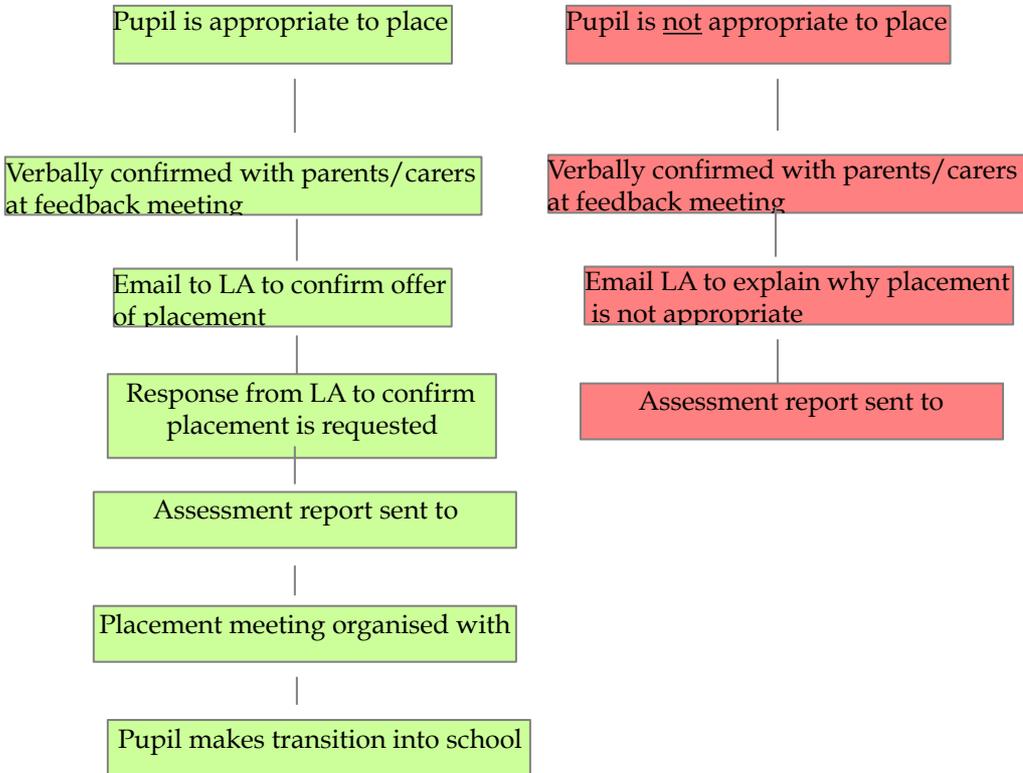
Pupils whose needs are met at Dawn House School have language development which is impaired, disordered or significantly delayed and/or have significant social interaction difficulties

The curriculum at Dawn House School is planned collaboratively in order to support the learning and development of all pupils with severe complex speech, language and communication needs, as well as other additional difficulties.

SECTION 4

A GRADUATED APPROACH TO SEN SUPPORT

Usually the pupils referred to Dawn House School have Education, Health and Care Plans (EHCP) prepared by their Local Authorities. These documents form the starting point for planning provision for each pupil. The EHCP outlines the pupil's needs and the provision required to meet those needs. Prior to admission pupils are assessed by the Dawn House a School Assessment Team. This team consists of The Head of Therapy, The Assistant Head Teacher, a Speech and Language Therapist and an Occupational Therapist. Other teachers, therapists, learning support assistants and residential childcare officers may also be involved when the child is assessed in the classroom or the residencies. The assessment involves formal and informal assessments, particular to each discipline, being conducted over a two day period. The process following assessment is:



Following admission, staff working with the pupil will further observe and assess in order to confirm a baseline for the pupil's individual education plan and programme of study.

Each pupil is placed in the appropriate tutor group to suit their chronological age, academic ability and peer group. The staff in this group are referred to as the 'core team' and they are responsible for monitoring pupil progress and development with the teacher at the heart of this process.. They collaborate to produce the pupils Annual Review report and to prepare feedback to parents /carers on parent's days. They are also responsible for producing and updating pupil's Personal Risk Assessments, All About Me Profiles and any relevant Behaviour Plans.

Senior and middle leaders conduct a work scrutiny every term and provide written feedback to teachers. Any issues from the work scrutiny are rigorously followed up with individuals

Senior Leaders and personnel from ICAN's central office monitor learning and teaching termly through lesson observations and feedback. Any issues are rigorously followed up.

In addition senior leaders conduct learning walks and/or formal observations 1/2 termly.

NQT's are mentored by a trained NQT tutor within the school who also conducts lesson observations and submits written reports to the Principal and the LA.

SECTION 5

MANAGING PUPILS NEEDS

The Annual Review (AR) or Person Centred Review (PCR) meetings allow pupil, parents and staff to set and agree targets for the coming year and to discuss any additional support or resources required to support the pupil to meet those targets.

If additional support or resources are identified prior to the AR or PCR the school will respond accordingly and if necessary arrange an interim review to discuss and agree the support /resources identified. If quality first teaching is not fully meeting the pupil's needs, it may be appropriate for the pupil to engage in a personalised programme which may involve wave 2 or 3 intervention.

If the school/family/LA feel that the pupils needs can no longer be met at the school an emergency meeting would be arranged to discuss and plan for the next steps when the school would support a managed move to more appropriate provision.

The school is organised in three departments. The primary department caters for pupils from 5 to 11, the secondary department which caters for pupils from 11 to 16 and the 6th Form department which caters for pupils from 16 to 19. In the primary department, pupils are taught in mixed age class groups for most subjects by a team of teacher, therapist and support assistant. Key Stages 3 ,4 and 5 may be taught in mixed year groups depending on the pupils area and level of study.

There are 2 classrooms in the Primary Department as well as a playroom, a small library, a quiet room and a therapy room. There are 12 classrooms in the secondary department - specialist rooms for Science, ICT, Design Technology, Food Technology, Drama, Music and Art, a hall, a swimming pool, a library, 6 speech and language therapy rooms and a quiet room. The 6th Form has 3 classrooms one of which is the Creative Industries room, a common room and a conservatory space. Chimes is split into two area comprising Prime Chimes (primary age pupils) and Chimes for

11-19yrs. It has multiple individual learning rooms, a resource centre, an IT area, a kitchen, a gym and a quiet room.

The school has extensive grounds with facilities for outside play, hard play areas and sports facilities.

Resources are allocated amongst the pupils according to their needs as outlined in their statements of special educational needs.

The school has residential provision for pupils which is organised across 3 houses. Residential pupils have their own bedrooms, some with en suite, and there are communal lounges, kitchens and study areas as well as a dedicated outside courtyard used for horticulture as well as leisure and social events. Residential staff deliver a programme of activities across the week, with input from residential pupils, and some accredited learning. Extended days and overnight stays are offered to day pupils on a needs basis.

The staff team consists of senior leaders, teachers, speech and language therapists, learning support assistants, therapy assistants, medical room officer, occupational therapists, administration team, well-being team, exams officer, learning mentors, residential child care officers, domestic, maintenance and premises staff. The team work collaboratively together to provide what is known as a 'Trans-disciplinary approach'.

In the secondary department, pupils are grouped in chronological year tutor groups. They follow a secondary timetable moving to specialist rooms and taught by subject specialists. They are supported by a core team which includes: form tutor, therapist, and learning support assistant. Other key members of staff may be involved for specific planning e.g Occupational Therapist.

Working Together to Safeguard Children

The school is committed to safeguarding all pupils (see the Safeguarding Policy)

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- **Health:** Pupils are taught about healthy life styles, including sexual health through SRE. The school has Healthy Schools Status. Residential pupils are registered with a local GP. The school employs a part time nursing auxiliary and several staff are trained first aiders. The school has a close relationship with local CAMHS offices.
- **Community Safety:** Pupils are taught about e-safety and are aware of the schools e-safety policy. The school has an anti- bullying co-ordinator and plans events for Anti- Bullying Week to raise awareness. (this includes discrimination based on gender, sexuality, religion or race) All pupils and families are aware of staff responsible for Safeguarding. 'Stranger Danger' is taught to all pupils but especially Primary and KS3. The Community Police

Officer maintains close contact with school and responds to any invitation to come into school to support individuals or small groups. The school site has CCTV cameras and keypad locks on all external doors. Staffing ratios are high (generally 1:3) this includes the boarding houses.

- **Achievement:** Pupils follow the National Curriculum and are offered study and qualifications appropriate and differentiated to their needs and skills. Special arrangements are applied for public examinations. Pupils are encouraged to participate in team and individual sports, drama and media productions and have opportunities to enter national competitions. Pupil attendance is well monitored and supported (e.g school refusers are supported by key staff to regain their desire to learn in a school environment. Outreach work/Virtual Learning, if appropriate bridges the gap very successfully).
- **Pupil Contributions:** Pupils are elected onto the School Council by their peers. There are 2 pupil governors. Pupils are nominated annually for the Shine A Light Award. Pupils are also invited to speak at events e.g conferences.
- **Economic Wellbeing:** Pupils are prepared for the world of work through employer engagement and work experience. Teaching and modelling of application processes and interview techniques. Breakfast club, after school club as well as extended days and some overnight stays provide pupils and families with much needed financial and respite opportunities. The school employs a Well-Being Team who may visit pupils' homes to offer support, advice and guidance.

ANNUAL REVIEWS

The annual review is a statutory requirement of the 1981 Education Act. It has been updated by the Code of Practice 2014.

The purpose of the annual review is fourfold:

- To review the progress of individual pupils in relation to their EHCP's, National Curriculum Attainment Targets and Individual Targets.
- To review the pupil's placement at Dawn House School and ensure that it is still appropriate.
- To review and recommend amendments to the EHCP.
- To set targets for the next year.

COMPLAINTS and PLAUDITS

The school has a separate complaints policy and complaints are dealt with in the first instance by the Principal. Parents and carers are made aware that they can also

make complaints directly to ICAN. ICAN and Dawn House School have a complaint, grievance and appeals policy.

Written complaints and appeals are filed in hard copy in a locked file room and are examined half termly during the unannounced monitoring visits by a Care Standards Officer

SECTION 6

SUPPORTING PUPILS AND FAMILIES

Admission arrangements for pupils are available on the school website and are contained within this policy.

Parents and Carers can live a considerable distance from the school and therefore the school has a variety of systems in place to ensure lines of communication remain open.

The school's communication with parent's policy sets out the arrangements for home/school contact.

Parents are made aware of links with other agencies who will provide further support and guidance e.g. CAMHS. This is addressed during home visits conducted by the Well-Being Team as appropriate and through arranged meetings, telephone calls and letters from the core team or from senior leaders.

All pre 16 pupils at Dawn House School have access to a broad, balanced and relevant curriculum including the National Curriculum, RE and personal, health, social and citizenship education. In order to meet the needs of our pupils, teachers and speech and language therapists and learning support assistants work together to plan and deliver teaching and therapy appropriate to each individual pupil. This may take place in whole class settings, small groups or individually.

At Dawn House School the class sizes are small, which allows for individual learning and teaching. Personal as well as academic skills are to encourage the development of confident, well-adjusted, sensitive and independent young people.

Currently all pupils at Dawn House School have an EHCP from their referring Local Authority, but it would only be in exceptional circumstances that a student would be excluded from full National Curriculum entitlement.

Should an exceptional or alternative curriculum be necessary for a pupil, the form teacher should first discuss this with the Education Team who will advise before initiating discussion in school with the Senior Leadership Group, with parents and with the LA. The annual review process should be used for this dialogue or interim meetings should be agreed with the LA.

In the 6th Form department, students follow a programme that supports their chosen pathway. All pupils follow an academic or vocational qualification. Some students undertake this at West Nottinghamshire College, some students access a work placement with local businesses. Dawn House School support the achievement of the qualification wherever it is taught. In addition students follow literacy, numeracy and independence skills at DHS.

EVALUATION

The school's self-evaluation policy sets out how evaluation of the school's work is undertaken.

External consultants are employed to support I CAN in monitoring the quality of the work and the school OFSTED inspections are carried out entirely and routinely by respective bodies.

LA's conduct monitoring visits to the school when policies and procedures are scrutinised. Termly meetings with Nottinghamshire Local Authority also monitors and evaluates pupil placements. This authority also requires the school to complete a Quality Assessment Framework which is completed by the SENCo and presented by the SENCo and Principal.

SECTION 7

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including off site visits and P.E. Some children with medical conditions may be physically impaired and where this is the case the school will comply with its duties under the Equality Act 2010.

Pupils will also have an EHCP which brings together health and social care needs, as well as their special educational provision as outlined in the SEND Code of Practice (2014).

Pupils with medical conditions and pupils who have regularly prescribed medication are supervised and monitored by the school nursing auxiliary. Full details can be found in the school's Medical Policy.

SECTION 8

TRAINING AND RESOURCES

In-service training needs are identified by staff through annual performance management reviews.

The training plan aims to meet the training needs throughout the year and is delivered to the whole school or targeted groups as appropriate.

Staff training is ongoing throughout the year and staff are welcome to apply to their line manager for external training opportunities. In order to maintain and develop the quality of teaching, therapy and care and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development and this is monitored through the performance management cycle

All staff undertake induction on taking up their post and this explains the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The staff induction process is monitored by the appropriate line manager. Specific training is part of the induction e.g Introduction to Speech, Language and Communication Difficulties. The school has attained Investors in People status.

The schools SENCo regularly attends network meetings through Edge Hill University and the local SEND network and keeps up to date with national agendas in SEND.

The school is a member of NASEN and the Communication Trust.

SECTION 9

ROLES AND RESPONSIBILITIES

The Senior Leadership Group are responsible for ensuring that this policy is secure in all aspects of school life. They ensure this with regard to other relevant policies.

- The Principal has overall responsibility for the pupils and the school as well as management of the budget including PPG/LAC funding. She is also the Safeguarding Lead.

The Principal is Jenny McConnell.

- The Deputy Principal has responsibility for all curriculum development across the school, specifically Primary and Chimes, Behaviour management and Staffing.
The Deputy Principal is Kelly Fedun
- The Assistant Head is responsible for accreditation and developing the curriculum for KS 3 and 4
The Assistant Head is Jacinta Burke
- The Head of 6th Form and school SENCo is responsible for SEND provision in the school, maintaining and reviewing the EHCP's, LAC provision, developing the 6th form curriculum and liaising with other providers and employers.
The Head of 6th Form and SENCo is Heather Benjamin
- The Residential Care Manager is responsible for all residential provision and the staff and is a Safeguarding Deputy.
The Residential CARE Manager is Rebecca Baxter
- The School Business Manager is responsible for monitoring school finances, recruitment, staff absence monitoring, health and safety and premises.
The School Business Manager is Karen Linley

SECTION 10

ACCESSIBILITY

- The ethos and principles of the school is to remove barriers to learning for all pupils.
- Teachers and therapist differentiate the curriculum, as needed, for all pupils
- All pupils are included in off site visits and staffing and transport is organised appropriately
- The school is arranged on one level making physical access available for all
- The school currently holds Dyslexia Friendly Status
- The school's SENCo is also qualified in multi-sensory impairment and currently maintains links with LA's visual/hearing impairment teams for additional advice and guidance.
- Teachers and therapist are skilled in using Communicate in Print and Clicker 5 programmes to differentiate resources as required
- Pupils are provided with any additional resources they require to manage their sensory processes e.g ear defenders, wobble cushions
- The school has an OT who is fully qualified in Sensory Integration and the school has a dedicated Sensory Integration room
- The school employs a Psychotherapist to work with pupils and their families as well as staff
- The school maintains links with other agencies e.g CAMHS, Social Services, in order to meet all of a pupils needs
- Information going out of the school can be sent in a preferred format to any recipient
- Parents can contact key staff in school by email or telephone at any time. The school does have an open door policy and therefore parents can turn up to

- school and ask to meet with a member of staff. If they are not available, or cannot be made available, another member of staff will meet with the parent
- Further information is available in the Accessibility Policy

SECTION 11

DEALING WITH COMPLAINTS

The school has a separate complaints policy and complaints are dealt with in the first instance by the Principal. Parents and carers are made aware that they can also make complaints directly to ICAN. ICAN and Dawn House School have plaudits, complaints and grievance policies.

Written complaints and plaudits are filed in hard copy in a locked file room and are examined half termly during the unannounced monitoring visits by a Care Standards Officer

Pupils have an appropriately formatted booklet which advises them on the process of making a complaint

SECTION 12

BULLYING

The school has a comprehensive Anti Bullying policy which is available to all pupils, parents and staff. The school recognises the difficulties and misunderstandings our pupil population can encounter which makes them vulnerable and the Anti- Bullying policy addresses ways in which pupils can employ strategies to protect themselves. This policy is also available to pupils, parents and staff.

The school also has an e safety policy which is available to pupils, parents and staff.

SECTION 13

REVIEWING THE POLICY

Reviewed: November 2020
Next Review: November 2021