



**CSS**

Children's  
Support  
Service

# **Children's Support Service SEND and Inclusion Policy**

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Updated – September 2023

Ratified by Management committee - 21<sup>st</sup> September 2023

Review - annual

## SEND and INCLUSION POLICY

### DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

“Children and young people have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. They have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school”

### MISSION STATEMENT

The Children’s Support Service engages every student in their academic, social and personal development, enhancing their skills and increasing confidence in themselves and their future.

### PHILOSOPHY

By the very nature of our task we are inclusive as we provide education for all students out of school for whatever reason.

This includes:

- All genders
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Students who need support to learn English as an additional language (EAL)
- Students with special educational needs and/or disability
- Gifted and talented students
- Children Looked After by the local authority (CiC, LAC, CLA)



- Other children, such as young carers and those children from families under stress.
- Students who are at risk of disaffection and exclusion
- Students affected by medical or health conditions
- Students identifying as LGBTQ

Working with parents and students CSS endeavour to ensure that all students get the best opportunities which meet their academic, social, emotional and behavioural wellbeing.

All students at CSS are classified as either

K – SEN Support

E – EHCP (KS1-KS3) including CSS Pathways (KS4)

## AIMS OF SERVICE

- To provide a caring, safe, welcoming environment within which students can learn and develop to their full potential and to expect good standards of behaviour based on respect and responsibility.
- To give all students access to a broad, balanced, and differentiated curriculum, taking into account their age and aptitude; their social, medical and psychological needs and any special educational needs.
- To give all students equal opportunities including Access Arrangements and adjustments to provide equity as well as equality
- To reintegrate students back into school/alternative education and society, as soon as is appropriate, or into the world of work or further education.
- To recognise and value the achievements of all students and to maintain high expectations.
- To give students the opportunity to experience success and to increase self-esteem and confidence.
- To encourage students to respect themselves, others and the environment, to take responsibility for themselves and others.
- To promote positive behaviour with clear expectations and boundaries.



- To work with parents, staff and other agencies to support students with a variety of strategies.
- To hold termly meetings for students with parents/carers, student and appropriate agencies.
- To use a person-centred approach using assess, plan, do and review process in line with the SEN Code of Practice (2014)
- To set academic, social or behavioural targets.

## PROCEDURES

- Once a student is referred to CSS they are enrolled as soon as possible through an Initial/Induction meeting and a suitable package is devised and reviewed regularly
- A range of assessments are carried out to secure baseline data
- A Pupil Passport is developed to meet the needs of each student and share with staff.
- Where appropriate, a focus is placed on returning to a school setting or the world of work/training/college
- The full curriculum is provided to all those who can access it, either on site or through Alternative Provision
- Lessons are planned carefully and appropriately
- All teachers are responsible for ensuring that all students have access to 'Quality First Teaching' and an inclusive teaching environment
- Examples of discrimination and stereotypes are picked up immediately, and explored at an appropriate time across the curriculum
- Racial and violent incidents are recorded and acted upon. Staff are trained to be vigilant for signs of radicalisation.
- Students with different difficulties are intentionally mixed to increase tolerance, understanding and confidence
- Students are supported to develop social learning skills at leisure time and during lessons
- Students have a 'voice' in a variety of forums and via a School Council
- The importance of attendance is constantly promoted (see policy)
- Parents/carers are kept informed and regularly updated on students' progress.



- There are clear strategies for promoting good relationships and behaviour (Behaviour Policy)
- The staff work closely with other agencies and professionals to support students
- Students are rarely excluded, and if that is necessary, are welcomed back as soon as possible
- Home Learning tasks are always set whilst a pupil is at home.
- Parents are always involved in the return to school or altered programme.

## IDENTIFICATION OF SEN / ASSESSMENT AND REVIEWING

The SENCO and Assistant SENCOs, together with the leaders of each centre, are responsible for the day to day provision of education for pupils with SEN.

Students who are referred to the CSS are identified as having a significant level of need. These needs will fall into one or more of the 4 broad categories:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and / or Physical

Students will have either an Education, Health and Care plan or will be supported through SEN Support.

On entry to the centres, students are given initial assessment tests to ascertain their individual needs within the subject departmental areas. SEN needs are identified and shared with all staff. This information is then recorded on the individual student's Pupil Passport.

Assessment tools include:

- Standardised Reading and Spelling Tests  
Hodder Oral Reading Test  
Vernon Graded Spelling Test



Salford Reading Test (Primary)

Parallel Spelling (Primary)

- Diagnostic reading analysis where appropriate – YARC and Dyslexia Portfolio (from September 2023)
- British Picture Vocabulary Scale – BPVS
- Reports
- Observations e.g. Time Sampled Observations, Teacher Evidence for Access Arrangements
- Teacher assessment
- Records from previous school
- Information from parents
- National Curriculum results
- Discussions with the student

All assessments are used to inform teaching support and plan a personalised timetable with differentiated learning. On-going assessments inform planning and the next steps in learning.

Action relating to SEN support will follow a graduated approach through an 'assess, plan, do and review' model:

- Assess – analysis of students needs shared and discussed with parents.
- Plan – adjustments, interventions and support that will be put in place as well as expected impact on progress, development and behaviour.
- Do – SEN support will be recorded on a plan that will identify a clear set of expected outcomes.
- Review – the impact should be reviewed and revised. The views of the pupil and parent should be included in these discussions.

As a result of on-going assessment (One Planning), students may be identified for Statutory Assessment. This will involve a series of Person Centred planning meetings with the student at the centre of the discussions with involvements from parents/carers and all parties involved from education, health and social care in order to consider the need for an EHC assessment.

For students attending the centre, a Pupil Passport is discussed and completed at the initial meeting. This is a working document that is added to throughout the student's time at CSS. A number of relevant, achievable targets are agreed, and a copy of the passport is kept on the CSS data base.

At termly Passport review meetings, progress is discussed with parents/ carers and students present, and any relevant outside agencies, and fresh targets are set and recorded. The updated paperwork is distributed as above.

Requirements for an Educational Health Care plan are taken into account and the Pupil Passport will reflect the Long-Term Outcomes of the EHC plan. Annual Reviews are held in accordance with the SEN Code of Practice.

EHC plan students' progress is discussed with the Local Authority and the relevant SEND Operations Partner at half termly meetings and any plans made are actioned.

All Year 11 students are prepared for transfer to further education and are given the relevant college/careers advice via a designated Careers Lead in each Centre as well as outside agencies such as the Department of Work and Pensions or Connexions. Students are also prepared for the world of work with opportunities to practise interview techniques.

A representative from the Preparing for Adulthood (PFA) Service is always invited to the Annual Review meetings for EHC plan students in Years 9,10 and 11.

A record of provision across the service is recorded on a provision map.

## PROVISION

The areas of provision are flexible and adapt to individual needs.

- Langdon Hills – Secondary (KS3 and KS4) (Langdon Hills will move to the Fairview site and become CSS Fairview November 2023)



- Wickford AP – Secondary (KS3 and KS4) and Primary (KS1 and KS2)
- Reintegration South (Off site provision for medical referrals) – all Key Stages
- Reintegration West (Off site provision for medical referrals) – Key stage 3/4
- Early Intervention Team working with mainstream schools, secondary and primary
- Local mainstream schools with Nurture provision – (KS1 and KS2)
- Alternative Education providers e.g. Circles,

### **CSS Pathways for Primary (Upper KS2) and Secondary (KS4)**

CSS provide a bespoke provision for KS2 (Year 5 and 6) KS4 (year 10 and 11) pupils with an EHCP. The provision is funded by the Local Authority.

A referral to CSS Pathways is made via the Local Authority SEND Operations Partner and generally after a recommendation from an Annual Review, with parental consent.

The referral recognises the need for a stable, named placement at CSS for the remainder of the pupils' Key Stage and CSS becomes the named placement on the EHCP for the duration until the next Key Stage transition.

Once the referral is received and an initial decision is made between SEND Operations and CSS that the needs of the pupil can be met, the student and parent are invited to a Pathways meeting at CSS. Through a person-centred conversation, a package of support and a centre are identified.

Pathways students are discussed with Local Authority and CSS, at a half termly meeting with the SENCO, Head of CSS and Head of SEND Operations.

Other monitoring and review arrangements are the same as other pupils with an EHCP e.g. One Planning and Annual Reviews with Preparing for Adulthood support from Year 10 through to the end of Year 11.

### **DIFFERENTIATION AND ADAPTIVE TEACHING**





Differentiation and Adaptive Teaching are embedded in Teaching and Learning, to ensure that all students can access relevant materials and areas of the curriculum, suitable to their needs. Different teaching styles and strategies are used to enhance positive learning.

This is achieved through:

- Personalised timetables
- Passport profiles for each student
- Differentiated learning materials – covering a range of levels
- Flexible teacher expectations e.g. sensitivity to social needs
- A range of teaching strategies – to engage a range of learning styles
- Small group learning
- One to one learning
- Assessment for Learning
- Deployment of TAs
- Work produced, time allocated, outcomes, resources used
- Practical resources/aids – specialist equipment where necessary.
- Intervention programmes – Literacy Dog, Rapid Plus, Lexia, Teaching Reading Using Games, Skills Academy, Emotional Literacy, Lego Play (Social Skills)
- Reasonable adjustments Access arrangements for examinations e.g. rest breaks, Reader, Computer Reader technology, Scribe, Word Processor etc
- Resources e.g. overlays, fidget toys, access to a word processor.

## READING

Although reading is not specific to pupils with an identified SEN, at CSS we recognise the importance of reading and the impact poor reading skills have on academic success, life chances and emotional wellbeing.

- Reading is assessed at CSS on entry.
- Reading ages are recorded on SIMs and Pupil Passports.



- Pupils at Secondary level with a reading age above 14 years are considered secure readers and will not be tested again, unless a concern is brought to the attention of the SEN department.
- Pupils at Secondary level with a reading age above 10 years but below 14 years are monitored and support is offered if needed. This group will be tested termly.
- Pupils with a reading age below 10 years will be offered a reading intervention and reading retested on a termly basis.
- Teaching staff follow a reading protocol within their subject lessons that supports all pupils and highlights the importance of multidisciplinary reading
- Subjects are asked to promote reading within their own subject e.g. modelling good practice, word of the week, subject specific reading material on display, praise and reward
- Reading is celebrated through displays, certificates, post cards home, social media and support from SLT
- Fostering a 'Love of reading' and reading confidence is supported through Literacy Dog sessions

## **STAFF DEVELOPMENT**

Subject to funding, courses are available to all staff, both in-house and externally and can be used to assist in professional development.

In-service training is provided on understanding and supporting the special educational needs of the students, including behaviour, medical conditions and mental health.

A day is timetabled in the summer term for a TA training conference and the focus varies according to need.

Assistant SENCOs in each centre support staff with meeting the needs of all pupils, including those with an EHCP.

## **LINKS WITH OTHER AGENCIES**

We have strong links with the following:

- Mainstream schools
- Alternative Educational providers
- Tuition services
- SEND Operations Team
- SEND School Effectiveness Partner
- SEND Inclusion Partner Team
- Essex Educational Psychology Service
- Preparing For Adulthood (PFA)
- Emotional Wellbeing and Mental Health Service (EWMHS, previously CAMHS)
- Health Service – Paediatric
- School Nurse Team
- Social Care
- Youth Service
- Police
- Youth Offending Team
- Achievement Service for Children in Care/LA Virtual Schools
- Missing in Education and Child Employment Service (MECES, previously EWS)
- SENDIASS
- Family Solutions
- Children's Society
- EYPDAS

External agencies are invited to review meetings, working in partnership across Education, Health and Care in meeting the needs of pupils with SEND and in further supporting their families.

### **LINKS WITH PARENTS AND STUDENTS**

CSS endeavour to work in partnership with parents/carers and students to support their progress through a variety of meetings

- Initial meetings on referral to CSS
- One Planning,
- TAF (Team Around the Family)



- TAC (Team Around the Child)
- Annual Review meetings
- 6 Weekly review meetings (dual registered pupils).
- Termly parent/pupil reviews at the beginning of each term

We invite parents/carers and students to share information, participate in identifying the students' needs, and involve all in decisions as part of a Person-Centred approach.

Regular contact is made by telephone calls, email, letters home, reports, and by inviting parents/carers to all review meetings. Social Media is also used to engage and inform parents.

Reports are supplied for review meetings, when returning to school, and for professionals' meetings.

Full subject reports are sent out on a termly basis to parents/carers and referring schools.

## LINKS WITH MANAGEMENT COMMITTEE

The chair of the Management Committee is Martin Coulson.

The SEN Governor is Lisa Patmore

The Safe Guarding/Child Protection lead is Ruth Wooton

Contact is via the Chair of the Management Committee at [mancom@css-essex.co.uk](mailto:mancom@css-essex.co.uk)

## REINTEGRATION PROTOCOL

When an excluded student or a positive referral student (without an EHCP) is ready to be reintegrated back into a school, a Reintegration Protocol Form is completed. The student is then discussed at the appropriate BAP (Behaviour and Attendance Partnership) meeting. Once a school has been identified, an individual reintegration programme is planned with the school and support given. An identified member of the

CSS Reintegration/Early Intervention team is then identified to support the reintegration.

Primary students are presented at a Primary SEMH panel consisting of representatives from CSS and local nurture provisions including The Canvey Restart School, The Arc and The Atrium.

For students with an EHC plan, the SEND Operations team identify a suitable placement (generally after an Annual Review) with the student and parents/carers, and then CSS support with the reintegration.

### **CODE OF PRACTICE**

A SEN register is kept for all students who attend the centres and those taught off-site who have an EHC Plan or are undergoing Statutory Assessment.

Students with identified medical needs, may be referred from their mainstream school to CSS Reintegration Teams (South and West), who become involved as an outside agency. The pupil remains on the roll of their referring school and 6 weekly meetings are held with the pupil, parent, school and CSS to review the support.

Annual Reviews are the responsibility of the Local Authority SEND Operations team and the SENCO. When an Annual Review is due, the SENCO liaises with the SEND Operations Partner and parent to arrange a meeting date. The meeting should be attended by a SEND Operations Partner.

Relevant liaison with outside agencies, including an Educational Psychologist, is arranged, if necessary.

CSS work within the Essex SEND Strategy response to the The SEND Review 'Right Support, Place, Right Time' (March 2022). This includes using the Ordinarily Available Framework and Inclusion Frameworks.

### **MONITORING PERFORMANCE**



- The CSS data base, SIMs assists staff to study the categories of students and plan accordingly
- A Weekly Data sheet is collated by the IT department to assist tracking and monitoring of all CSS pupils
- CSS review curriculum progress on a termly basis through 3 data drops (Autumn, Spring, and Summer)
- Reading is monitored by Assistant SENCOs and reports sent to the SENCO on a termly basis
- Solution focussed forums are regularly held to support individual pupils, raise awareness of Teaching and Learning strategies for staff as well as supporting more positive outcomes for students
- Nationally accredited awards are available at KS3/KS4 stages
- Records are kept of all reintegrations and students are tracked, where possible, as to their destinations if they finish their compulsory education with the CSS.
- Attendance records are available for all students
- Records for the reward system are available
- Copies of passports and reports are kept on students files
- A large variety of events are planned throughout the year to promote inclusion e.g Anti-Bullying Week, Pride Week, Maths Week, Holocaust Memorial Week etc

## ACCESS FOR DISABILITY

Provision for catering for special needs include: laptop computers, iPads,. Disability and gender neutral toilets are also available at each of the centres. For more specific needs we are able to obtain specialist equipment from the Inclusion Partner Team and where appropriate the special needs support service resource centre e.g. Braille typewriter

We can also obtain specific advice from Local Authority specialists e.g. visually impaired/hearing impaired specialist teachers.

## **COMPLAINTS PROCEDURES**

Staff will endeavour to address any cause for complaint. All concerns and complaints will be treated seriously and confidentially, and it is hoped that most issues will be resolved quickly and informally.

If it is felt that a complaint cannot be dealt with directly in collaboration with the CSS, then formal complaints can be made directly to Management Committee. The Complaints procedure will then be followed to address any concerns raised.

The Chair of the Management Committee is Martin Coulson at [mancom@css-essex.co.uk](mailto:mancom@css-essex.co.uk)

## **EVALUATING THE SUCCESS OF THE SEN POLICY**

The Policy is reviewed annually or before if needed. The evaluation will consider the views of all staff, parents/carers and advisory services.

### **Reference**

The SEND Code of Practice (May 2015) – [www.gov.uk/send-code-of-practice-0-25](http://www.gov.uk/send-code-of-practice-0-25)

The SEND Review (March 2022)

The Local Offer – [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

Essex Schools Infolink - <https://schools.essex.gov.uk/Pages/EssexSchoolsInfolink>

Glossary (Terms used in the above reference material)

DfE :	Department for Education
EHCP :	Education, Health and Care Plan
LA :	Local Authority
SEN/SEND:	Special Educational Needs and / or Disability
SENCo :	Special Educational Needs Coordinator
SENp:	Special Educational Needs Practitioner



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PFA: Preparing for Adulthood Advisor  
SOP: SEND Operations Partner  
IP: Inclusion Partner