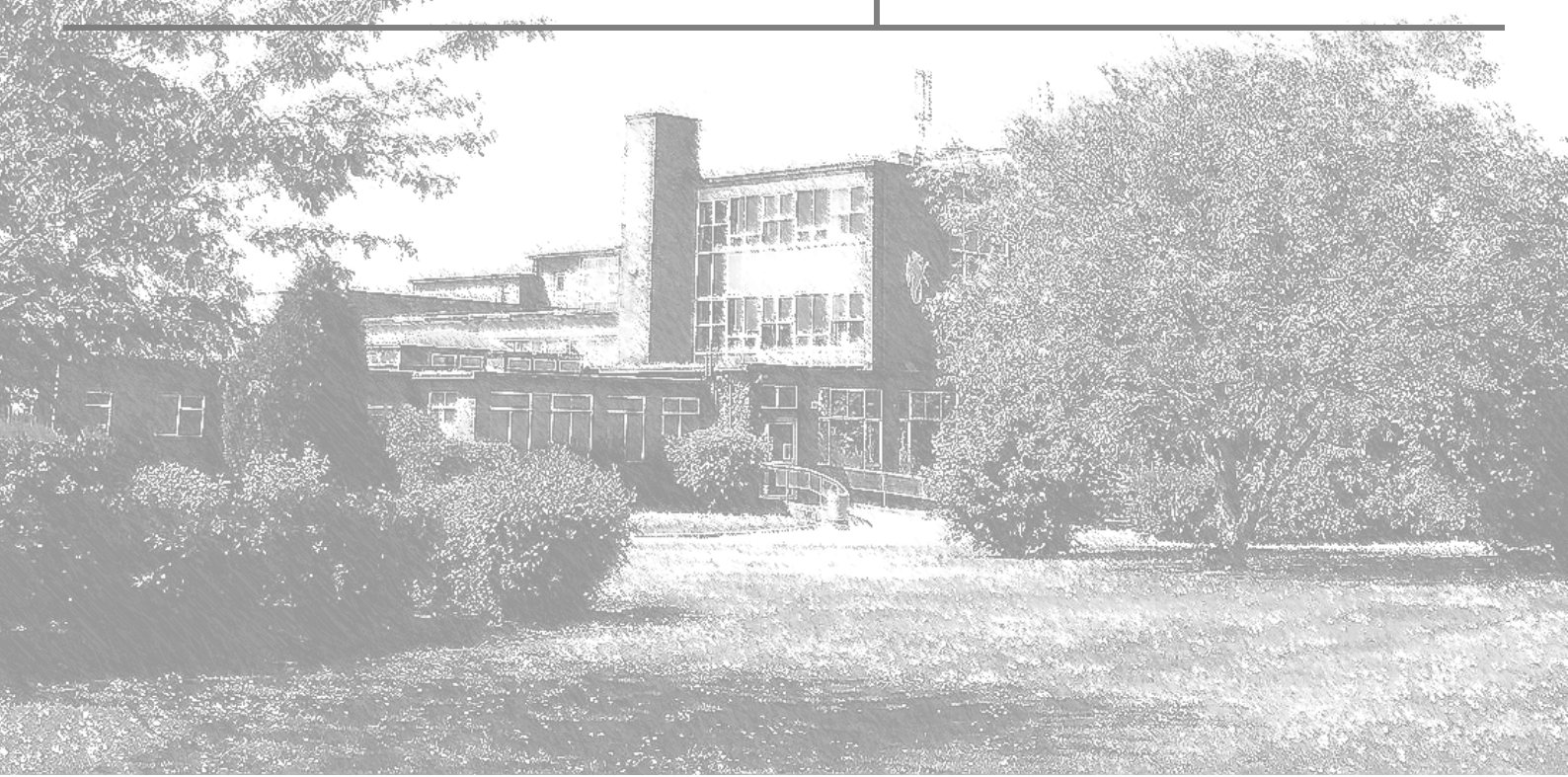




Special  
Education  
Needs and  
Disabilities  
Policy

September

**2018**



# AIMS

We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:-

**P**REPARE for adult life in a happy, caring and purposeful environment

**A**CHIEVE their full potential regardless of individual need

**C**CARE for everyone and encourage respect and tolerance

**E**NJOY education and rejoice in success



<b>Approved by: Governing Body</b>	<b>Date:</b> September 2018
<b>Last reviewed on:</b> 26 September 2018	
<b>Next review due by:</b> September 2019	

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### 1. Aims

Our SEND policy and information report aims to:

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

## **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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- [Equality Act 2010](#)

## **3. Definitions**

A student has SEND 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 SENDCO**

The SENDCO is J Davies

The SENDCO will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND 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 parents/carers to maximise student outcomes
- Work with the head teacher 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 SEND up to date

#### **4.2 The SEND Governor**

The SEND Governor is Mrs. Jayne Robinson

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The head teacher**

The Head teacher is Mr. B Heeley

The head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

#### **4.4 Class teachers**

Each class teacher is responsible for:

- High Quality teaching of pupils with SEND
- The progress and development of every student 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 SENDCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **5. SEN information report**

#### **5.1 The kinds of SEND 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
- Moderate learning difficulties

### **5.2 Identifying students with SEND and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and 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 needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **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 child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the student's record and given to their parents.
- We will formally notify parents when it is decided that a student will receive SEND support.

#### **5.4 Assessing and reviewing students' 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 SENDCO 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 support staff 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. To ensure an effective transition, students are supported with induction sessions and extra transition visits.

#### **5.6 Our approach to teaching students with SEND**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- Social communication group ([Link](#))
- Lexia literacy intervention
- Fresh Start for Year 7 students with additional literacy needs
- Emotional Literacy support delivered by trained staff
- Tailored Speech and Language programmes delivered by ELKLAN trained staff
- Typing and Keyboard Skills
- Review/preview sessions to support overlearning
- Therapeutic Counsellor for students with high needs SEMH difficulties

Interventions monitored and evaluated by our Interventions Coordinator and SENDCO.

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

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

- Making reasonable adjustments to the school building to increase accessibility for students with physical disabilities
- Adapting school timetables to incorporate as much ground floor teaching as possible, for students who have difficulty using stairs
- Easy access toilets and washing facilities
- Differentiating our curriculum to ensure all students 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, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access to The Quiet Room – a provision room for students with social communication difficulties. The room uses TEACHH principles, and supports the emotional wellbeing of students with ASC and associated difficulties

### **5.8 Additional support for learning**

We have three teaching assistants who are trained to support to speech and language needs through ELKLAN based interventions

Teaching assistants will support students in the classroom, if this provision is detailed in their EHCP, or the SENDCO identifies a need, which can only be met, by 1:1 support.

Teaching assistants will support students in small groups through literacy/ numeracy based interventions.

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

- Cheshire West and Chester SEND team
- Speech and Language Team
- Cheshire West and Chester Autism Service
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologist Service
- Paediatric Team
- Occupational Therapy Services
- Young People's Service



### **5.9 Expertise and training of staff**

Our SENDCO, Mr Davies, has significant experience in this role and has worked as a teacher in mainstream and specialist provision for over 20 years. This is a full-time, non-teaching position, allowing for a comprehensive management of SEND provision.

We have a team of 18 teaching assistants, led by a TA Manager (Mrs Maddocks) who is responsible for the deployment and training.

The department has four teaching assistants who have departmental specialism:

English – Mrs Roberts

Humanities – Mrs Clare

Mathematics – Mr Thompson

Modern Foreign Languages – Mrs Dean

Science – Mr P. Spracklen

We also have staff expertise in the following areas –

Specialist SEND Teacher – Miss Harvey

SEND Administration, Specialist Irlen's Assessor – Mrs Arathoon

In the last academic year, staff have been trained in ELKAN based Speech and Language, Multi-agency working, ASC Support in Mainstream Education, Effective Deployment of Teaching Assistants, Irlen's Screening and Emotional Literacy support (ELSA). We are committed to the regular training and development of all staff in the department.

### **5.10 Evaluating the effectiveness of SEND provision**

The SENDCO reports to the Governing Body on improving outcomes of pupils with SEND and the Learning Support department is part of the whole school self-review processes.

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

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using student questionnaires
- Monitoring by the SENDCO
- Using Intervention Progress sheets
- Holding annual reviews for students with EHC plans and Top Up funding

### **5.11 Inclusion**

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s) to Menai in Anglesey.

All students are encouraged to take part in sports day/ school performances/ special workshops, etc. No student is excluded from taking part in these activities because of their SEND.

### **5.12 Support for improving emotional and social development**

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

- Students with SEND are encouraged to be part of the school council.

- Students with SEND are also encouraged to be part of the prefect team in Year 11.

We have a zero tolerance approach to bullying.

### 5.13 Working with other agencies

The SENCO works closely with Pastoral Managers and external agencies to support a coordinated approach for families requiring multi-agency support. The link to the Local Child Safeguarding Board can be found [here](#)

### 5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. If the complaint remains unresolved, the Deputy Headteacher (Mr S Gray) with responsibility for the Learning Support Department will become involved. Parents/carers will then be referred to the school's complaints policy if necessary.

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

### 5.15 Contact details of support services for parents of students with SEND

Details of the local Information, Advice and Support Service can be found [here](#)

### 5.16 Contact details for raising concerns

L Arathoon (SEND Administrator) [larathoon@whitbyhs.cheshire.sch.uk](mailto:larathoon@whitbyhs.cheshire.sch.uk)

J Davies (SENDCO) [jsd Davies@whitbyhs.cheshire.sch.uk](mailto:jsd Davies@whitbyhs.cheshire.sch.uk)

### 5.17 The local authority local offer

Our local authority's local offer is published [here](#)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by SENDCO **every year**. 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:

- Child Protection and Safeguarding Policy
- Equality information and objectives
- Supporting students with medical conditions

- Positive Relations Policy (Behaviour)
- Anti-Bullying and Discrimination Policy
- Use of Reasonable Force Policy