



S.E.N.D POLICY

FEBRUARY 2017

THE
WHITBY
HIGH SCHOOL



AIMS

*“Where there is no vision, the people perish”
Proverb 29 v18*

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:-

PREPARE for adult life in a happy, caring and purposeful environment

ACHIEVE their full potential regardless of individual need

CCARE for everyone and encourage respect and tolerance

ENOJOY education and rejoice in success

This school, therefore, aims to maintain high aspirations and expectations for students with special educational needs and disabilities (SEND).

This policy complies with the Department for Education's Special Educational Needs and Disability Code of Practice, 0 to 25 Years: Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities.

It also meets the requirements set out in sections 29, 34, 35, 66, 67, 68, and 100 of the Children and Families Act 2014.

Other relevant legislation is the:

- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014.

The Aims of this Policy

This policy sets out the procedures for ensuring that students who are identified as having SEND have their needs addressed through supported access to a broad and balanced curriculum. In meeting these responsibilities, The Whitby High School will have due regard to the Special Educational Needs and Disability Code of Practice.

Objectives

- To identify and address the needs of all students who may have SEND throughout, or at any time during their school career.
- To provide a learning environment for all students, adapted as required according to differing needs.
- To make provision through the normal curricular subject based process.
- To encourage curricular areas to make use of a variety of teaching and learning styles.
- To address literacy issues as a priority.
- To consult students, parents and teachers to help form a comprehensive picture of a student's learning needs.
- To provide information of pupil's needs to their teachers.
- To ensure teachers in the school are aware of the importance of identifying and providing for students who have learning difficulties.
- To inform parents when making a special educational provision for their child.
- Publish our arrangement for the admission of disabled students, and the steps we take to prevent disabled students from being treated less favourably than others.
- To enable the child to integrate into the activities of the school together with those who do not have learning difficulties.
- To increase access to the curriculum and to the premises in order to become fully inclusive for all students.

Definition of Special Educational Needs

A child has special educational needs if he/she has difficulties that call for special educational provision to be made.

This will be if a child:

- Has significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making full use of facilities of a kind provided for children of the same age

This may be identified through progress that:

- 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

Special educational provision means educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained mainstream schools.

Children must not be regarded as having learning difficulties solely because their language, or their home language, is different from that in which they are taught.

There are four broad areas of need of special education need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Access for students with major physical disabilities

Legislation requires schools to:

- Not treat disabled students less favourably
- Take reasonable steps to avoid putting disabled students at a substantial disadvantage.

The school is not adapted for access for students with major physical disabilities, as it has three blocks each with three floors and no lift provision. Where children do have mobility issues, long or short term, efforts are made to timetable those students into ground floor classrooms as far as possible and some others are escorted on difficult staircases.

Other learning disabilities

School is aware the disabilities children experience are not all physical and has arranged to provide for students with a range of other learning disabilities, which are detailed in the School's Offer.

The school also recognises that mental health issues are also disabilities and works as closely as possible with the school nurse, school doctors and Child and Mental Health Support (CAMHS) on individual cases.

Medical Conditions

The Children and Families Act 2014 places a duty on all maintained schools, academies and free schools to arrange to support students with medical conditions. Individual plans will specify the type and level of support required to meet the medical needs of the pupil. Information will be circulated to all staff, and where required, specialist training will take place. Where they also have SEND, their provision will be planned and delivered in a co-ordinated way with their health plan.

In meeting this duty, The Whitby High School will have regard to the Department for Education's Supporting Students at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England.

Governors

The Governing body have appointed a Special Educational Needs Governor to monitor and report on the following:

- How funds will be allocated to SEND resources following the Local Authority (LA) recommendations.
- Funds allocated to named students through their statement or Educational Health Care Plan (EHCP) is directed to their provision.
- SEND is a regular item on the Governing Body agenda.
- The SEND policy is implemented and monitored.
- The School will inform parents on the progress of SEND.
- The School are committed to producing an up to date accessibility plan.
- Endeavour to increase the extent to which disabled students can participate in the school curriculum.
- Endeavour to improve the physical environment of the school to allow all students to access the curriculum.

Senior Leadership Responsibilities

The quality of teaching for students with SEND, and the progress made by students, will be a core part of our performance management arrangements and our approach to professional development for all teaching and support staff. School leaders and teaching staff, including the Special Educational Needs and Disabilities Coordinator (SENDCO) will identify any patterns in the identification of SEND, both within the school and in

comparison with national data, and use these to reflect on and reinforce the quality of our teaching.

Our arrangements for assessing and identifying students as having SEND will be agreed with the Local Authority and set out in our Local Offer. We will publish our arrangements as part of the information we make available on SEND.

Special Educational Needs & Disabilities Coordinator (SENDCO)

The SENDCO, holds specialist qualifications and experience in SEND. They are given time to liaise with classroom teachers about individual children's needs and individual education programmes. They also endeavour to monitor classroom practice for children with SEND.

The SENDCO, assisted by the Learning Support Administrative Assistant, keeps an up to date cost linked provision map and endeavours to make best use of funding, staff and resources available.

The SENDCO will liaise with the Educational Psychologist, Speech Therapist and other outside agencies as required.

Identification of needs

Children coming to The Whitby High School who have special educational needs are identified to the school either by the primary school or by parents. The school recognises that learning difficulties account for many emotional and behavioural issues and aims to screen students for such difficulties through the intake profile, assessment on entry and regular monitoring and assessment during their time in school. Individualised screening can take place if staff or parents express concern. The SENDCO maintains a close liaison with primary schools to identify pupil needs in year 6 and increasingly in year 5.

When individual students are identified with an additional need, the SENDCO will coordinate and monitor appropriate intervention. If interventions do not result in adequate progress, an Individual Education Plan (IEP) will be produced. If after two cycles or more of IEP intervention, there is still inadequate progress, outside agencies will be consulted and further intervention devised, based on their recommendations. Work with a child planned in liaison with an outside agency is referred to as School Support. If following outside agency involvement it appears that a pupil is still not making adequate progress, then the SENDCO may seek to secure extra funding from the Local Authority using the Graduated Response procedure. Any extra funding will then be used to provide further additional support and improve pupil progress.

From time to time, School Support intervention may be insufficient in which case the pupil will be referred for statutory assessment. The school will request a statutory assessment from the Local Authority when, despite an individualised programme of sustained intervention, there remains a significant cause for concern. From September 2014 this statutory assessment may result in an Education and Health Care Plan (EHCP).

Prior to this children may have been given a Statement of Special Educational Needs. A statement of Special Educational Needs and EHCP are legal documents and the school must ensure that the requirements set out in them are met. From September 2014, existing Statements will be transferred to EHCPs over a three year period. Statements/EHCPs are reviewed annually by a formal process known as an Annual Review.

Assessment and special exam conditions

Examination Access Arrangements will be made for all SEND students if after following appropriate testing procedures they qualify for them. These arrangements will run throughout the examination courses.

Outside agencies

The school works with a range of outside agencies including:

- The educational psychology service
- The hearing and visually impaired service
- The Cheshire West & Chester autism development service
- The Cheshire West & Chester speech and language service
- Local colleges
- Inclusion services
- Medical services

Guidelines for individual difficulties

The school hopes to improve the education of children with identified needs by developing teaching guidelines for the most common difficulties such as:

- Dyslexia
- Dyspraxia
- Speech and language problems
- Communication difficulties
- Autistic spectrum conditions
- Social, emotional and mental health difficulties
- Attention Deficit/Hyper Activity disorders

The role of Teaching staff

Teaching staff, in adhering to 'Quality First Teaching' as set out in the Special Educational Needs & Disabilities Code of Practice (2014) will:

- Understand their responsibility for identifying students with SEND.
- Work to support the needs of students on the SEND register.
- Endeavour to provide appropriately for students at all stages within the SEND process.

- Produce and use differentiated teaching schemes and lesson plans.
- The school recognises the key role of teachers in delivering inclusive education and values the complementary role of Teaching Assistants and the need to develop effective teamwork.
- Work with the pastoral system to provide support to students with a range of difficulties.

The role of Teaching Assistants

If the school receives extra funds to support students with EHC Plans, these funds may be used to employ Teaching Assistants whose work is directed by the SENDCO. Children are supported in mainstream lessons and in small group and individual intervention activities. The school is committed to training and professional development for Support Staff.

Teaching Assistants will endeavour to support children by:

- Knowing the child's needs in detail
- Liaising with class teachers
- Building nurturing relationships and developing independence
- Where appropriate, liaising with parents
- Differentiating work in close cooperation with teaching staff
- Delivering programmes from the provision map assigned by the SENDCO
- Providing social time support where required

Working with parents

The school is committed to working closely with parents, to ensure the effectiveness of any interventions. Parents must communicate and cooperate with staff in return. The school works with and informs parents of the services of the Information Advice Support Services Network.

Individual Education Plans (IEPs)

An Individual Education Plan sets out:

- The nature and extent of the child's difficulties or disabilities
- The short term targets set for, or by, the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes to be recorded when the IEP is reviewed

Although many people may be responsible for the writing of targets set out in an IEP, subject teachers are responsible for the day-to-day implementation of IEP targets. Assessment for learning means that staff are increasingly using individual pupil subject targets that reflect IEP advice.

Use of Data and Record Keeping

The provision made for students with SEND will be recorded accurately and kept up to date. Details of students' needs, outcomes, teaching strategies and the involvement of specialists will be recorded as part of our routine management system.

We will record details of additional or different provision made under SEND support. This will form part of regular discussions with parents about student progress, expected outcomes for support and planned next steps. We will ensure that we have accurate information to evidence the support that has been provided over students' time at The Whitby High School.

The SENDCO will use a provision map to:

- Maintain an overview of the programmes and interventions used with different groups of students
- Provide a basis for monitoring the levels of interventions.

Publishing Information: SEND Information Report

The School will publish information on the school website about the implementation of its policy for students with SEND. The information published will be updated annually and any additional changes that occur during the year will be added as soon as possible. The information required is set in the Special Educational Needs and Disability Regulations (2014) and must include:

- The kinds of SEND that are provided
- Policies for identifying students with SEND and assessing their needs, including the name and contact details of the SENCO.
- Arrangements for consulting and involving young people of SEND and the parents of children with SEND.
- Arrangements for assessing and reviewing students' progress towards outcomes (including the opportunities available to work with parents and young people as part of this assessment and review).
- Arrangements for supporting students in moving between phases of education and in preparing for adulthood; as young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.
- The approach to teaching students with SEND.
- How adaptations are made to the curriculum and the learning environments of students with SEND.
- The expertise and training of staff required, including how specialist expertise will be secured.
- Evaluation of the effectiveness of the provision made for students with SEND

- How students with SEND are enabled to engage in available activities along with their peers who do not have SEND
- Support for improving emotional and social development (including extra support arrangements for listening to the views of students with SEND and measures to prevent bullying).
- How the school involves other bodies, including health and social care bodies, LA support services and voluntary sector organisations, in meeting students' needs and supporting their families.
- Arrangements for handling complaints from parents about the provision made for their child at the school
- Arrangements for supporting Children in Care who have SEND.

The School will ensure that they information is easily accessible by young people and parents, and is set out in clear, straightforward language. It will include information on the school's SEND policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and where the Local Offer is published.

Complaints procedures

- Initial parental concerns discussed with the SENDCO
- If problems are not resolved the House Progress Manager is involved, together with the SENCO.
- If the problems are still not resolved, the matter will be referred to the Deputy Head teacher (Pastoral).

Monitoring and evaluation

The School will review data regarding progress and attainment of students with SEND to monitor the success of the policy.

The School will report annually on the success of this policy through liaison with teachers, parents/carers, students and external professionals.

This policy will be reviewed by the SENDCO on the date below and ratified by The Governing Body of The Whitby High School

Signed:

Date:

Policy review date: