



A member of the Sapientia Education Trust

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

(a Local Governing Body Policy)

AUTUMN TERM 2018

CHAIR OF GOVERNORS: Karen Lynch

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1. Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014

Ofsted Section Inspection Framework

Ofsted SEND Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

2. Inclusion Statement

- We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs
- Teachers provide differentiated learning opportunities for all children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others
- English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are classified as EAL
- We focus on individual progress as the main indicator of success
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

3. Objectives

In order to meet the special educational needs of our children at Stradbroke High School and to ensure inclusion for all we must:

- ensure the highest levels of achievement for all
- identify those children who have SEND as soon as possible
- provide intervention at a suitable level when a child is identified as having SEND
- carefully map provision for all SEND pupils to ensure that staff deployment, resource allocation and choice of intervention is leading to good learning outcomes
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- use a variety of teaching styles, and cater for different learning styles to allow pupils with SEND to access the National Curriculum
- use resources effectively to support children with SEND
- assess and keep records of the progress of children with SEND
- work with outside agencies who provide specialist support and teaching for children with SEND
- inform and involve the parents of pupils with SEND so that we can work together to support our children
- encourage active involvement by the pupils themselves in meeting their needs

4. Responsibility for Coordination of Special Educational Needs and Disabilities

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs & Disability Coordinator (SENDCo). The SENDCo is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this policy.

All staff in our school have a responsibility for maximising achievement and opportunity for SEND pupils – specifically, all teachers are teachers of pupils with special educational needs and disabilities. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times.

The SEND Governor

Mrs Amanda Havers is the current Governor with responsibility for SEND at Stradbroke High School. She has regular contact with the SENDCo and SLT to keep up-to-date with, and monitor the school's SEND provision. Mrs Havers is responsible for reporting back to the Governing Body about SEND issues.

The Special Educational Needs Co-ordinator (SENDCo)

Mrs Karen Millar is responsible for the arrangements for SEND provision throughout the school. In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the day-to-day operation of this policy, in the following ways:

- maintenance and analysis of whole-school provision map for SEN pupils

- identifying on this provision map pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans (EHCP)
- co-ordinating provision for pupils with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting SEND pupils
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the CPD training of staff
- implementing a programme of Annual Review for all pupils with an EHCP. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with SEND into the school and for Year 11 pupils moving onto post 16 provision
- monitoring the school's system for ensuring that Individual Education Plans (IEP), where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans)
- evaluating regularly the impact and effectiveness of all additional interventions for pupils with SEND
- liaising sensitively with parents and families of pupils with SEND, keeping them informed of progress and listening to their views of progress
- attend SENDCo meetings and training as appropriate
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for learners with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

All teachers

- liaise with the SENDCo to agree :
 - which pupils in the class are SEND learners
 - which pupils are underachieving and need to have their additional interventions monitored – but do not have special educational needs
 - which pupils (also on the provision map) require additional support because of a special educational need. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with an EHCP).
- secure outstanding provision and outcomes for those with SEND by :
 - providing differentiated teaching and learning opportunities
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEND Code of Practice 2014)

- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all SEND learners.

Support Staff

- Stradbroke High School currently employs Teaching Assistants, HLTA & Senior TA. Alongside their responsibilities with individual pupils they also have specialisms which will be deployed to support pupils where the need arises.
- The TAs work in a range of situations, including delivering programmes to small groups or individuals. They work closely with the teachers to plan, deliver and evaluate the work they are doing.

5. Expertise of SEND staff

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs & Disability Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment. This does not currently apply as Mrs Millar has been in post since before that date
- The SENDCo will regularly attend any available meetings.
- All staff will be trained in how to best support SEND pupils in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be sought by the school as appropriate. The impact of this support will be regularly monitored to ensure value for money and best possible outcomes for pupils.

6. Identification, assessment and provision for pupils with special educational needs

The school's arrangements for assessing the progress of pupils with special educational needs has taken into account the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"Special educational provision is educational or training provision that is additional to or different from" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"

SEN Code of Practice (2014)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review (2010)

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level”

SEN Code of Practice (2014)

STAGE 1 (Universal Offer):

Well-differentiated, quality first teaching:

- All pupils will have access to quality first teaching
- Some pupils will have access to interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress, but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN
- All learners are monitored to ensure appropriate progress. This enables the school to:
 - plan strategically to meet pupils’ identified needs and track their provision
 - audit how well provision matches need
 - recognise gaps in provision
 - highlight repetitive or ineffective use of resources
 - cost provision effectively
 - demonstrate accountability for financial efficiency
 - demonstrate to all staff how support is deployed
 - inform parents, LEA, external agencies and Ofsted about resource deployment
 - focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

Children’s needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, National Curriculum assessments, spelling ages, reading ages, other whole-school pupil progress data
- following up parental concerns
- tracking individual children’s progress over time
- liaison with feeder Primary school on transfer (where appropriate)

- information from previous schools
- information from other services
- maintaining a provision map which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated regularly
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- intervention
- other small group withdrawal
- individual class support / individual withdrawal
- further differentiation of resources

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for SEND pupils is carried out in the following ways:

- classroom observation by the SENDCo, Headteacher and other senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning
- teacher interviews with the SENDCo
- informal feedback from all staff
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress
- attendance records and liaison with EWO
- regular meetings about pupils' progress between the SENDCo, Heads of House, Director of Achievement & Progress and the Headteacher
- Headteacher's report to parents and governors

STAGE 2 Additional SEN Support (Targeted Offer)

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014
- In keeping with all vulnerable learners, intervention for pupils SEND will be identified and tracked

- It may be decided that a very small number, but not all of the pupils with SEND will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan

STAGE 3 Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements as shown above for SEND pupils and, in addition to this, will have an Annual Review of their plan and a termly IEP
- Our approach to IEPs, is as follows:
 - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
 - Our IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - Our IEPs will be based on informed assessment and will include where appropriate the input of outside agencies.
 - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our IEPs will be time-limited – (at least) termly review, after consultation with all relevant teachers
 - Our IEPs will have a maximum of four short/medium term SMART targets set for or by the pupil
 - Our IEPs will state what the pupils is going to learn or achieve – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 - Targets for an IEP will be arrived at through :
 - discussion between teachers and SENDCo
 - discussion, wherever possible, with parents/carers and pupil
 - discussion if appropriate with an external professional
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with LA policy and guidance - particularly with regard to the timescales set out within the process.

7. Admissions & Complaints

Admission Arrangements:

No child will be refused admission to school on the basis of his or her special educational need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school*).

Complaints:

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the SENDCo, if unresolved, through the whole school complaints procedure (see separate Complaints Policy). The governor with specific responsibility for SEND may be involved if necessary.

8. Specialist equipment and facilities

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.
- Changes to the building fabric of the school will be made where appropriate, and after seeking external specialist advice and in line with the Equality Act.

9. The role played by the parents and pupils

The partnership with Parents/Carers and the school is at the heart of pupils being successful.

The school aims to put each young person and their family at the centre of discussions about the support offered. We do so by:

- working effectively with all other agencies supporting children and their parents

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the SENDIASS (formerly Parent Partnership services)
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils:

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of focused targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

Effective Transition:

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, during Year 11 will have next phase destinations and transition arrangements discussed at their Annual Review
- Support for the pupil in coming to terms with moving on will be carefully planned and will include supporting familiarisation visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents can be assured that the SENCO will liaise with them.

10. Evaluating the success of the SEN/D Policy

The success of the policy will result in the needs of all children with SEND being met by:

- having the systems in place to identify children with SEND as early as possible, making use of good practice in planning for, teaching and assessing children with SEND
- regularly reviewing of the child's progress against targets set

- providing additional intervention if progress is not adequate
- considering the wishes of the child at an appropriate level
- having a positive and effective partnership with parents
- encouraging a multi-disciplinary approach whenever possible.

11. Links with other services

Access Unlimited:

On this new website you can find information about the full range of services that Suffolk County Council provides for families and carers who support children and young people with additional needs and disabilities.

www.accessunlimited.co.uk

SENDIASS (previously Parent Partnership)

A confidential listening advice and support service for parents and carers with concerns over their child's education.

Just some of the issues that they can help you with are:

- Special educational needs
- Requesting statutory assessment
- Statementing/EHC process
- Exclusions
- Bullying
- Choosing/changing schools.

Please call the helpline number or send an email with your question, and we will get in touch with advice, information and support.

Helpline - 01473 265210 (office hours Mon-Fri)

Email – sendiass@suffolk.gov.uk

Children's services Special educational needs and disabilities (SEND)

For more information about the Government reforms please visit the Department of Education website.

<https://www.gov.uk/childrens-services/special-educational-needs>

Suffolk County Council- Local Offer

Information about the Local Authority's provision for Special Educational Needs can be found by following the link below.

<http://www.suffolk.gov.uk/education-and-careers/special-educational-needs/>

12. Links with Other Policies

Single Equality Plan

Behaviour Policy

Complaints Policy

Admissions Policy