



Special Educational Needs and Disability (SEND) Policy

Member of leadership team with lead responsibility for oversight and update of policy	GTN/HOB
Approved at SLT	October 2020
Approved at Governing Body	October 2020
Policy review cycle	Annually
Policy review date	October 2021

The SEND code of Practice for The Polesworth School reflects the Education Act of 1996, the Code of Practice for SEND 2014, the Special Educational Needs and Disability Act 2001 and the Inclusion Policy of the Local Authority. The SEND policy for The Polesworth School promotes the opportunity for students with SEND to access the whole school curriculum within the mainstream setting. The Polesworth School believes that:

- All students are entitled to a relevant and worthwhile education designed to enable individual students to participate in and contribute to their community and society;
- Students who have special educational needs should be supported whenever necessary to gain access to the whole school curriculum;
- Students should benefit from support programmes designed to aid their own independent learning in preparation for life outside the school environment.

Responsibility for the coordination of SEND provision

SENCo: Mr Gareth Hobson

The SENCO is responsible for the leadership of SEND within the school and ensures that all students have access to a suitable curriculum which enables them to make at least expected levels of progress.

The SENCo has responsibility for delivering a skills based curriculum to designated SEND students in Years 7, 8 and 9. Where deemed necessary, the SENCO will create and deliver bespoke skill / knowledge modules to ensure the cohort makes progress in line with their peers.

The SENCo attends all annual reviews for allocated statemented students and shares responsibility for the everyday implementation of our SEND policy.

The SENCO will:

- Oversee the implementation of the school's SEND policy;
- Liaise with HODs and other teachers on SEND provision;
- Contribute to staff development for SEND issues;
- Liaise with external agencies and providers where necessary;
- Oversee the work of the inclusion managers.

INCLUSION MANAGERS (IMs)

The IMs have responsibility for the day to day operation of the SEND policy, supported by the SENCO and a team of Teaching Assistants.

Implementation of the SEND Policy

The SENCO and IMs have the necessary qualifications, skills and expertise to take responsibility for the implementation and day to day operation of the SEND policy.

The IM's will:

- Liaise with all subject areas and key stage coordinators to ensure the needs of students with SEND are met throughout the curriculum;
- In conjunction with the school's professional development programme deliver in - service training to meet the needs of the school and individual staff;
- Undertake observations of allocated Teaching Assistants in order to support staff and evaluate the effectiveness of the support on offer in line with school policy;
- Oversee the running of and deliver the provision of support for students with SEND;
- Provide small group and one to one provision where deemed such support is necessary;
- Observe and manage the work and professional development of the TAs within Inclusion Department;
- Maintain the Schools Special Educational Needs and Disabilities Listing and other relevant documentation;
- Keep detailed records of individual students with special educational needs and ensure their progress is regularly monitored and reviewed;
- Liaise with teachers, parents and external agencies where appropriate;
- Ensure Annual Reviews for students with statements of special educational need are convened and reported according to LA guidelines;
- Organise meetings with designated teachers in respect of special needs issues.
- Regularly review and monitor SEND provision within the school;
- Convene and participate in formal meetings with external agencies regarding individual students;
- Ensure Classroom teachers are aware of the needs of SEND students and, where appropriate, differentiate resources appropriately;
- Manage a team of Teaching Assistants. Teaching Assistants should know the needs of SEND students and employ appropriate resources in class support.

Clerical Support

SEND is supported by a clerical assistant who is employed for 25 hours a week.

Admission Arrangements

The Polesworth School adheres to the admission policy of the Local Authority.

SEND Specialisms

The Inclusion Department has trained personnel to make appropriate provision for students with a variety of needs. These include:

- Specific Learning Difficulty (SPLD);
- General Learning Difficulty (GLD);
- Autistic Spectrum Condition;
- Social, Emotional and Mental Health (SEMH);
- Hearing Impairment;
- Visual Impairment.

Access

The Polesworth School has been adapted to enable access for students with physical disabilities. The school has also undertaken a painting programme to raise the contrast of areas of potential risk for partially sighted students.

Allocation of resources

The school has a responsibility to determine their approach to using their resources to support the progress of pupils with SEND. The SENCO, Headteacher and governing body or proprietor should establish a clear picture of the resources that are available to the school.

“They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium”. (2014 SEND Code of Practice 6.97).

Resources are allocated according to individual need, within the remit of the SEND ‘per capita’ and funding budget as directed by the Governing Body.

Future Planning

Planning on SEND takes into account:

- Ongoing evaluation of best practice;
- The SEND budget;
- LA and Government directives;
- Whole school awareness of SEND issues;
- Whole school issues and policies.

Identification and review of pupil needs

Information is gathered in order to assess and make appropriate provision to meet individual student's special needs. Information may be gathered from the following:

- Primary School liaison;
- Open Evening;
- Parental Concern;
- Progress Data;
- Subject teachers and Form Tutors;
- External Agencies;
- Observation within the classroom.

The IMs maintain lists of students with SEND. The information is kept on file and used to identify which agents are required to meet each student's needs
The designations used are:

- K - SEND Support;
- S - Statement (this is a legacy designation; by April 2018 this will cease to be used);
- E - Education, Health and Care Plan (EHCP).

Additionally, the school has a monitoring category for students who may need to be placed on, or who will be removed from the SEND register.

The department adheres to the Assess, Plan, Do, Review cycle within the 2014 Code of Practice. If the school feels it necessary, we will arrange an appointment to discuss our findings and to agree upon a course of action.

Curriculum Access and Inclusion

All students at Polesworth receive a broad and balanced curriculum across all key stages. Students study subjects either in mixed ability classes or ability groups according to school policy for each department.

Intervention and Support is agreed through liaison with parents, students, Heads of Department, Heads of House and teaching staff.

To support students identified with special needs The Polesworth School can provide:

- Teaching assistants to enable students to access the curriculum within class;
- Withdrawal from a specified subject area where appropriate in order to work one to one or in small groups;
- Bespoke individual / group work to target specific needs;
- Specialist equipment where necessary;
- Specialist teaching assistants where need or funding allow;
- Key workers for named students where necessary;
- Mentoring / coaching for named students where necessary;
- Exam / revision coaching;
- Literacy and numeracy support.

To allow students with medical needs to access the curriculum the protocols and procedures of the Medical Needs Policy (and relevant appendices) should also be adhered to. Whilst the SEND and Medical Needs registers are separate they may overlap for certain students. In these instances the student will be listed on **both**.

Evaluating success

SEND records

Information regarding individual students will be available in school and **may** include the following:

- Individual education plans;
- Targets in line with assessment Policy;
- Standardised assessment scores;
- Reports from outside agencies;
- Examination Results (SEND records);
- Progress in tracking and intervention;
- Learning reviews- to include students' involvement in their own target setting and to ensure appropriate intervention where barriers to learning are identified;
- School Self Evaluation to include:
 - Observation;
 - Work trawls;
 - Information gathering for named pupils;
 - Departmental reports;
 - Value Added Analysis;
 - Parental feedback.

Monitoring of Provision

The effectiveness of provision is determined via:

- Target setting within subject areas;
- Feedback from subject teachers to the Inclusion Department on student progress;
- Performance in internal and external exams.

SEND students' progress will also be monitored through their participation in and achievement in the following:

- The School's reward system;
- PSHE days;
- Extra-curricular activities;
- Work experience;
- External exams.

In Service training

All new members of teaching staff are offered in service training as an opportunity to discuss SEND policy and procedures. This is offered to Post Graduate Certificate in Education (PGCE) students and Schools Direct Programme staff.

Whole staff training is delivered where a need is identified e.g. specialist equipment for children with physical disabilities such as:

- the use of transmitters for the Hearing Impaired;
- specialist chairs for physical disabilities;
- techniques and strategies to use with students SEMH difficulties.

Within the Inclusion Department, training needs are identified through meetings and are met appropriately with training delivered by outside agencies or from within the department using our own bank of expertise.

Partnership with Parents

Parents are encouraged to play an important part in their child's education and are kept fully informed about provision and support. They will be contacted directly by the IM's should there be any cause for concern regarding their child's progress, behaviour or educational provision within school. The process for contact with parents of students with special educational needs will be:

- The SENCO or IM to discuss with parents their child's placement on the SEND register and subsequent provision;
- Parental participation in reviews of their child;
- The SENCO or IM to initiate additional meetings where deemed necessary;
- The SENCO or IM to meet with parents where a request for a formal assessment is made;
- In addition to the reviews and parent consultation evenings, parents of students with an EHCP will be invited to an annual review meeting.

Queries and Complaints

The Polesworth School endeavours to develop good working relationships with parents. If parents or carers should initially contact the SENCO who will investigate the complaint and attempt to remedy it. If this does not address the issue or complaint satisfactorily, parents and carers are welcome to discuss and query decisions made by the School through the channels as laid down in our Complaints Procedure. If parents of SEND students are not satisfied with the response of the School they may wish to seek further advice from the Local Authority through Warwickshire SENDIAS (Special Education Needs Information Advice and Support Services).

Working with External Agencies

The Polesworth School works closely with other agencies to identify and provide for those students identified as having a special educational need or disability. All services involved with the school are regarded as working partners whose aim is to provide high quality support which focuses on the needs of the individual student.

Links with other schools

The Polesworth School's Inclusion Department maintains strong working relationships with its feeder primary schools. The HOD and IMs regularly attend meetings for students who will transfer; these meetings are also used to plan future provision with the students and parents. Additionally, one IM will visit feeder primaries to screen the new intake for dyslexic traits.

The Governor with responsibility for SEND should ensure effective implementation of the SEND policy as they:

- Become informed about relevant documents ,in particular the school SEND policy, the Code of Practice for the Identification and Assessment of SEND and Government directives affecting SEND;
- Know the numbers of students identified as receiving support;
- Have an understanding of the department's budget, how it is spent and how priorities are decided;
- Make recommendations where necessary at governing body meetings;
- Provide reports to the whole governing body based on observations and evidence gained from regular evaluative visits to the department;
- Endeavour to ensure all SEND students make progress in line with their peers.