



## **Special Educational Needs and Disability SEND Policy**

Member of leadership team with lead responsibility for oversight and update of policy	ROS
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## Context

This policy should be read in conjunction with the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 (January 2015), the Equality Act 2010 and the Children and Families Act 2014

## Introduction

The Polesworth School is committed to meeting the needs of all students and to ensure that they have access to a full curriculum. We provide effective learning opportunities for all students by responding to students' diverse learning needs, setting suitable learning targets and overcoming barriers to learning. Appropriate adaptation of the curriculum will be planned by all teachers working alongside the Inclusion Team utilising a range of strategies and resources. All teachers share the responsibility for the education and wellbeing of all the students in our care. The School Standards Committee recognises the need for appropriate resources including staff and accommodation for Special Educational Needs and disabilities.

Our SEND provision is co-ordinated by the Special Educational Needs Co-ordinator (SENCO), who ensures that the school adheres to the SEND Code of Practice. The SENCO works closely and follows the advice from the Local Authority Advisory Services and other external professionals

The School's SEND Information Report is displayed on the school's website. This report provides parents/carers with clear information about the provision that is available for the students. This is updated annually following parent/carer feedback.

## Purpose

The purpose of this policy is to outline how we will improve outcomes for every student with SEND in line with SEND Code of Practice (2015). This will be achieved through:

- Ensuring that every teacher is a teacher of SEND.
- Making SEND provision an integral part of our School Development Plan.
- Enabling identified students with SEND to reach their full potential.
- Enabling all SEND students to join in the activities of the school together with students who do not have SEND, as far as is reasonably practical.
- Assisting in the successful transition of SEND students to life beyond school.
- Reducing barriers to achievement in order to meet the needs of the individual, and offering alternative curricula in Key Stages 3 and 4 where possible and appropriate.
- Identifying and assessing students with SEND as early as possible, using



appropriate and targeted assessments and offering relevant support and provision.

- Working in close partnership with parents/carers, whose knowledge and experience of their child is vital to success in the educational process.
- Increasing the confidence of the students with SEND and encouraging them to be involved in the planning of their own support and provision.
- Ensuring that appropriate staffing and funding is in place for students with SEND.
- Ensuring that staff are appropriately trained to meet the requirements of students' needs.
- Working in partnership with the teachers, students, parents/carers and other agencies to implement the Code of Practice and The Polesworth School Inclusion Charter
- Ensuring that all school developments, policies and practice take account of inclusive principles.

## **Roles and responsibilities**

### **The SENCO will:**

- Be a qualified teacher working at the school and have achieved the appropriate statutory qualification within three years of appointment.
- Work with the headteacher 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/carers, 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
- Liaise with other schools and external agencies, especially the local authority and its support services
- 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
- Co-ordinate provision for children with SEND
- Liaise with the relevant Designated Teacher where a looked after child has SEND
- Liaise with parents/carers of students with SEND
- Liaise with the pastoral team as and when necessary
- Liaise with potential next providers of education to ensure that a pupil and their parents/carers are informed about options and a smooth



transition is planned.

- Lead and manage the Inclusion team – which includes a Deputy SENCO, Inclusion Manager, HLTA, Admin Support and Teaching Assistants

**The SEND governor will:**

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

**The headteacher will:**

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of students with SEND

**Each class teacher will:**

- Be a teacher of SEND
- Be responsible and accountable for the progress and development of every student in their classes
- Deliver high quality teaching, adapted for individual students
- Work with the Inclusion team to review all evidence gathered regarding a pupil before deciding whether to make a special educational provision
- Work with the Inclusion team to review each pupil's progress and development and decide on any changes to provision
- Know, understand and follow the graduated approach
- Work closely with Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching where appropriate
- Work closely with Teaching Assistants within their lessons to ensure that all students make progress
- Continue to develop their knowledge and understanding of SEND needs
- Ensure they follow this SEND policy

**Teaching Assistants will:**

- Support the learning of students
- Support students to become independent learners
- Liaise with teachers to ensure students can access the work being delivered
- Be a keyworker to students
- Support students who qualify for Access Arrangements in examinations
- Continue to develop their knowledge and understanding of SEND needs
- Ensure they follow this SEND policy



## Identification and Assessment

A student has SEND when their learning difficulty or disability calls for special educational provision, namely provision **that is additional to and different from** what is normally available to students of the same age. This means provision that goes beyond the adapted approaches and learning arrangements normally provided as part of high quality, personalised teaching.

A student with SEND will have a need in one or more of the following categories:

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

## Cognition and Learning

**General Learning Difficulties** - Support for learning difficulties may be required when young people learn at a slower pace than their peers, even with appropriate adaptation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associate difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. (Code of Practice: 6.30).

**Specific Learning Difficulties** - Specific learning (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as: (Code of Practice: 6.31) Dyslexia, Dyspraxia, Dyscalculia – whilst we can screen for these at school we cannot provide a diagnosis – this has to come from a specialist educational professional

## Communication and Interaction

**Speech and Language Difficulties** - The profile of every child with speech and language difficulties is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives (Code of Practice: 6.28).

**Autistic Spectrum Disorders (ASD)** - Young people with ASD are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others (Code of Practice: 6.29)



## Social, Emotional and Mental Health

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorder or physical symptoms that are medically unexplained. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder (Code of Practice: 6.32)

Behavioural difficulties do not necessarily mean that a child or young person has a possible mental health problem or a special educational need (SEN). Consistent disruptive or withdrawn behaviours can, however, be an indication of an underlying problem, and where there are concerns about behaviour there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

Only medical professionals can make a formal diagnosis of a mental health condition. Schools, however, are well-placed to observe young people day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one.

## Sensory and/or physical disabilities

Some young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many young people with vision impairment (VI), hearing impairment (VI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Some young people with physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

At The Polesworth School we identify the needs of students by considering the needs of the whole child, not just the special educational needs or disability of the child.

Many students with SEND will have had a formal diagnosis or a need identified at primary school. This information is collated during the summer term of Year 6 through links with the SENCOs at each of our local primary schools. For the students that are transferring to The Polesworth School, the SENCO and transition team will work with the primary school to ensure a smooth and appropriate transition.

If no previous SEND has been identified before the student arrives at The Polesworth School, staff at The Polesworth School will use a **Graduated Response** approach when



identifying and referring students to the SENCO. The SENCO will arrange for the appropriate assessments and observations if required and, if it is felt appropriate, will refer to outside agencies for further investigations. All assessments, observations and referrals to outside agencies will be agreed with the parent/carer first.

The information gathering can include any of the following: an early discussion with the student, discussion with their parents/carers and teachers, developing a good understanding of the student's areas of strength and difficulty, understanding the parents/carers' concerns, and agreeing outcomes for the child and the next steps.

In deciding whether to make special educational provision, the SENCO will consider all of the information gathered about the student's progress. Students are only identified as SEND if they do not make adequate progress once they have had all the intervention, reasonable adjustments and good quality personalised teaching. Teachers, parents and other stakeholders can also raise concerns about a student.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents/carers. This then helps determine the '**additional to and different from**' support / provision that is needed. The overriding purpose of this early action is to help the students achieve the identified outcomes and remove any barriers to learning. When it is decided that a student does have SEND, the decision is recorded in the school's SEND list and the student's parents/carers are informed that special educational provision is being made.

## **The Graduated Response**

When a student is identified as having SEND, our aim is to remove their barriers to learning and put effective special educational provision in place. This support takes the form of a four-part cycle, known as the graduated approach, which supports the student in making good progress and securing good outcomes. This draws on more detailed approaches and more specialist expertise in successive cycles to match interventions to the SEND of the child.

## **Assess**

In identifying a child as needing SEND support, the SENCO, with assistance from other appropriate members of staff, carries out a clear analysis of the student's needs.

This draws on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- If relevant, advice from external support services.



We take seriously any concerns raised by a parent and compare to our own assessment and information on how the student is developing. This assessment is reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

### **Plan**

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. The support and intervention provided is selected to meet the outcomes identified for the student. Parents/carers will be made fully aware of the planned support and interventions.

### **Do**

The class teachers remain responsible for working with the student in lessons. They work closely with support staff or specialist teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **Review**

The effectiveness of the support and interventions and their impact on the student's progress are reviewed when necessary, along with the views of the student and their parents/carers. This then feeds back into the analysis of the student's needs. The class teachers, working with the SENCO, revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and student. At this point it will be decided whether or not the student still requires to be on our SEN list or whether they need to be on our monitoring list.

## **There are two categories within SEND:**

- Students with SEND support.
- Students with Education Health and Care Plans (EHCPs)

### **SEND Support:**

- This refers to any student receiving any support that is '**additional to and different from**' what can be delivered through high quality teaching
- Students with SEND support will all have a Pupil Passport in order for teachers to make reasonable adjustments within lessons and adapt appropriately for the child.
- Some pupils with SEND support will have an Individual Education Plan (IEP) which will be reviewed as and when is necessary. This will be determined by the level of need

### **Education Health and Care Plans:**

- A very small minority of students with complex needs are issued with an EHCP and these plans are administered by Local Authority SEN teams.



- A school can make a request for an EHCP needs assessment if they feel that additional support is required to better meet the needs of the student – requests will take place after several rounds of a graduated response and in consultation with parents/carers. The school may also seek professional advice from external agencies such as an Educational Psychologist or the Specialist Teacher Service
- Parents/carers can also make a request for an EHC needs assessment if they feel their child needs further support.
- Whilst applying for an EHC needs assessment, support and provision will continue for the student
- Students with EHC plans will have a Pupil Passport to which teachers can refer in order to make reasonable adjustments within lessons alongside their EHCP and IEP
- Students with EHC plans have the option of a key worker who they can meet on a regular basis to review their progress towards the targets which they have been set and their wellbeing.
- All students with an EHCP will have a formal Annual Review and information about the progress of the student will be passed on to the relevant Local Authority
- The Annual Review is a pupil centred review of the plan. If changes to the plan are needed they can be requested at these reviews. The Local Authority will be invited to these reviews

## **Provision**

**The Inclusion Department consists of:**

- SENCO – Paul Rosten-Smart
- Lead Practitioner – Adaptation and Reading strategy – Gareth Hobson
- Higher Level Teaching Assistant – not currently in post
- Teaching Assistants – 6 full time, 1 part time
- Admin Support – Kerri-Anne Taylor

The Department provides support for the students throughout the school day, depending on their needs.

## **All Teachers are Teacher of SEND**

- Teachers at The Polesworth School all teach students with SEND by delivering high quality teaching and adapting where appropriate.
- Teachers are provided with SEND training as part of the staff development programme.
- Teachers offer provision within each lesson, adapting the learning resources and or tasks.
- Teachers are provided with Pupil Passports for all students on the SEND Register and monitoring list to support these students within lessons. These are reviewed twice



- when necessary in consultation with the student.
- Teachers provide feedback to the SENCO on request, to ensure that the provision is appropriate for the student.

On request parents/carers can receive a copy of their child's Pupil Passport and any IEPs in place.

## **Teaching Assistant (TA) support**

A small minority of our students require TA support in their lessons. Support from the TAs further assists the students to access their learning. The TAs are timetabled depending upon the needs of the students and provide support across each year group and across the whole curriculum. The main role of the TA is to provide support for learners in the classroom or in the HUB, to ensure they develop the appropriate strategies to become independent learners. In some cases TAs may lead on small group intervention. Not all those on the SEN register require TA support

Students with SEND may require Access Arrangements at GCSE or A-level to ensure that they receive a fair opportunity to sit their external exams.

## **Resources**

The School Standards Committee and Strategic Leadership Team of the school set the overall budget available to meet SEND, taking account of

- Statutory requirements
- The resources for SEND
- The availability of additional grants to the school
- Priorities identified in the School Development Plan
- Other budgetary pressures within the school

## **Partnership with Parents/Carers**

Partnerships between parents/carers, students and Polesworth are fostered and valued. Parents/carers are welcomed in to The Polesworth School and are encouraged to discuss and participate in their child's learning. Parent/carers of all students will be kept informed of progress at all stages.

Parents/carers are encouraged to attend review meetings/Student Progress Evenings, where they will have the opportunity to discuss their child's progress.



## Training and Resources

SEND support and interventions are funded through the school's SEND budget. The impact of these interventions and support is carefully monitored.

To maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post. This includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and to discuss the needs of individual students.

The SENCO regularly attends SENCO network meetings in order to keep up to date with local and national updates in SEND.

## Monitoring and Evaluation

The SEND Policy is required to be reviewed by the School Standards Committee annually. They will review the effectiveness of the SEND Policy via Link Governor visits and reports, and the termly School Evaluation Statement to the School Standards Committee.

## Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Exam Access Arrangements
- Child Protection and Safeguarding
- Complaints Policy
- Teaching and Learning Policy

In addition to the SEND Information Report and The Polesworth Offer which are available on the school's website.