



**POLICY FOR THE PROVISION FOR STUDENTS
WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Last Review: March 2022
Committee: Quality of Education
Date Ratified:
Next Review: March 2023

Rationale for SEND Policy

Our school believes that all students, irrespective of ability, race, gender or need, are respected and valued as individuals. We strive towards encouraging all students to become independent young adults with choices for their future. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities. All members of staff, in conjunction with the authorities (Governing Body and Local Authority) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum.

All teachers are teachers of SEND: inclusion is embedded in the classroom.

SEND Coordinator: Liz Stevens

**SLT member responsible for Inclusion/SEND provision:
Jon Bell**

Link Governor SEND: Louise McGinty

Section 2: Aims & Objectives

2.1. The aims and objectives of the policy are:

Aims:

- To raise the aspirations of and expectations for all pupils with SEND.
- To provide a focus on quality teaching and outcomes for students with SEND, not just provision & support.

Objectives:

- To set up clear systems and procedures in identifying and providing for students with Special Educational Needs & Disabilities.
- To rigorously monitor the progress of students with SEND.
- To work within the guidance provided in the SEND Code of Practice (2015).
- To provide support for all staff working with students with SEND.

2.2. Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2015) guidelines and school job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Monitoring the policy through the school's self-evaluation procedures.
- Governors are informed of the school's provision, including funding and staffing.

The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Setting a budget for supporting SEND students within the school's overall financial resources.
- Reporting on SEND outcomes to the Governing body.

Assistant Headteacher:

- Monitoring departmental delivery of the SEND Policy.
- Monitoring the effectiveness of the provision for SEND students.

SEND Coordinator (responsibilities to include):

- Disseminating information and raising awareness of SEND issues throughout the school.
- Communication with students, parents, staff and other agencies to ensure effective provision for students with SEND
- Managing and developing the roles of Teaching Assistants, through training and PM.
- Screening and identifying students.
- Keeping accurate records of all students with SEND.
- Supporting the teaching and learning of students with SEND.
- Training and development of staff in effectively supporting students with SEND
- Monitoring the progress of students with SEND.
- Co-ordination of My plan/my Plan +
- Co-ordination of EHC plans.

Leaders of Learning:

- Ensuring appropriate curriculum provision and delivery for students with SEND.
- Monitoring progress of students with SEND within their area.
- Liaise with SENCO regarding curriculum provision for SEND students.
- Promote inclusive ethos across within the subject area and provide opportunities for all.

Learning Managers:

- Monitoring academic progress of the SEND students.
- Support the well-being of all students.
- Assisting with early identification of SEND and with continuing support for SEND students.
- Promote inclusive ethos across the year group and provide opportunities for all.

Other Staff:

- **All teachers are teachers of SEND**
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum,
- Monitoring progress of students with SEND against agreed targets and objectives.
- Raising individual concerns with SENCO.

Teaching Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Jointly plan with teachers, where appropriate.
- Communication with parents to ensure effective provision for students with SEND.

2.3. Identification, Assessment and Provision

We aim to identify need at the earliest point and then make effective provision in order to improve long-term outcomes for the child or young person.

Section 3: Definition of Special Educational Needs and Disability (SEND):

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

Students have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Individual students may be classified as SEND where:

- Progress is insufficient, and the use of targeted teaching approaches and a differentiated curriculum has little or no impact.
- They are working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- They present persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies.
- There are sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- There is poor communication or interaction, requiring specific interactions and adaptations to access learning.

3.1 Identification

The school uses Gloucestershire’s single graduated pathway of Early Help and Support for children, young people and families. The Graduated Pathway of Early Help and Support provides an integrated and holistic framework to support all children and young people with additional needs and their families. This is based on a process of assess, plan, do and review.

Further information about the Gloucestershire’s single graduated pathway of Early Help and Support for children, young people and families can be obtained here:

http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=3_2_9

Assess

New Intake Students in Year 7

a. Primary Liaison

Partner primary schools are visited / contacted throughout the year prior to transfer. Any student who is on SEND Support or has an EHC plan is referred to the SENCO. Contact is then made with the primary school.

The LA notifies school about students who are transferring with EHC plans in the summer term of year 5. Where possible, the SENCO attends the year 6 Annual Review to ensure a smooth transition is made. At this meeting, the SENCO becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer.

b. Initial Screening

- KS2 teacher assessment and DFE banding information.
- Reading & spelling tests
- CATS tests

Staff Observation

- Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.

- The SENCO may then arrange for additional diagnostic assessment to be undertaken.

Referrals by Parents or Carers

A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.

Plan, Do, Review

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO, and planned and delivered by teaching and support staff as appropriate.

Graduated Response

Stage 1 – Quality First Teaching through in class subject specialist teachers.

Stage 2: single agency support (My Plan) - Initiated where students have failed to make adequate progress as identified by the SENCO through regular teacher assessment. Resources to meet the needs of students with a My Plan are sourced within school; there is no external agency involvement.

Criteria for Stage 2:

- Insufficient academic progress resulting from needs relating to:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional or Mental Health
 - Sensory and/or physical needs

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional in class learning support for Literacy or Numeracy (specialist TAs).
- 1:1 Literacy or Numeracy Catch-Up intervention.
- Appropriate teaching groups / sets.
- Small group Social Emotional Communication Skills intervention.
- Support from wider Inclusion team.

Stage 3: multi-agency support (My Plan +) - Where students fail to make adequate progress, despite additional provision at Stage 2, the school may seek advice and involvement from external support services. They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school may apply for additional resources.

Stage 4: Education, Health and Care Plan – (replaces SEN statement). Where a review of My Plan + indicates a young person is not achieving expected outcomes, a request (with evidence from My Plan + review) is submitted to a multi-agency panel within the authority for a statutory assessment. If agreed, an EHC plan will be put in place. This is reviewed annually.

Graduated pathway plans are communicated to all staff who support the student's learning.

Section 4: Partnership

4.1 In school

- The SENCO liaises closely with all relevant staff, sharing information.

4.2 Parents

- The school seeks to work with parents / carers and values the contributions they make.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.

- Effective communication is achieved through regular contact with home either through letters, telephone calls or parent meetings.
- Parents of students moving from year 6 to year 7 are invited to an information evening in the July prior to their child starting school.

4.3 Students

- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with negotiating and evaluating their targets.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by the school include:

- Advisory Teaching Service
- Educational Psychology
- Child and Adolescent Mental Health Services
- School Nursing Team

4.5 Between Schools

- The SENCO liaises with other SENCOs from The Athelstan Trust to discuss local and national SEND issues.

4.6 Transfer Arrangements

- All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries.
- Additional induction days are arranged as required for students with SEND and vulnerability factors.
- The records of students who leave at the end of Year 11 are kept and securely stored in school in line with current regulations.

ADMISSION POLICY (see school policy on Admissions)

The school is required to liaise with the LA in the admission of students with SEND. There is additional primary liaison. The parents of those students who may require a high level of support are contacted in the summer term prior to admission. At this time the students needs are discussed and suitable provision arranged.

PRIMARY LIAISON

Early information on students who are about to transfer to secondary education is vital if an effective and smooth start at SWR is to be achieved.

Information is gained from:-

- Primary liaison with Head of Year 7 and Transition (Mr Pete Dillon)
- Prospective parents' evenings
- SENCo liaison with GCC Case Coordinator regarding EHC Plans
- My Plan/ My Plan + documents

EXAMINATION ACCESS ARRANGEMENTS

Any students needing additional arrangements to access examinations will be:

- Referred to the SENCO
- Tested, where appropriate, for reading, writing and/or processing speed
- The school's Examinations Officer will be informed of any students for whom special examination arrangements are deemed appropriate. We will formally apply to the Examination Boards for any required arrangements
- The outcome of applications for exam access arrangements will be shared with staff and the student, and a letter confirming exam arrangements will be sent to the parents
- Where a student has previously been awarded exam concessions for external examinations, then they will as far as possible, have the same concessions for internal examinations

STAFF DEVELOPMENT AND INSET

- The SENCO regularly liaises with other SENCOs from The Athelstan Trust
- We regularly invite specialists into school to work with staff and/or students
- Personal development is encouraged through the Performance Management programme
- Use of development plan to identify areas for training and to review its coverage and effectiveness.

COMPLAINTS

If a problem occurs, students with SEND and their parents/carers should discuss this with the SENCO in the first instance. SWR has a Complaints Policy which parents and students can request a copy of or download from SWR school website.