



SEND
(Special Educational Needs and
Disabilities) POLICY

Date accepted by Governors: 5th December 2016

Review date: Autumn term 2017

SEND (Special Educational Needs and Disabilities) POLICY

Introduction

This policy was drawn up with due regard to:

- Children's and Families Act 2014
- SEN Code of Practice 2014
- Statutory guidance on supporting pupils with medical conditions 2014
- Public Sector Equality Duty 2010
- Safeguarding policy
- Anti-bullying policy
- Teachers' Standards

- This policy was developed by the SENCO, the Additional Needs Manager and the Principal
- This policy was developed in consultation with the Chair of Governors, staff, parents and students
- This policy has been approved by the Governing Body
- All staff are committed to following the SEND policy
- The School Development Plan contains objectives to be met by the Learning Support department

At Winstanley, our aims are

- **To respond to the diverse needs of all our learners.**
- **To set suitable learning challenges for all students.**
- **To help all of our students overcome potential barriers to learning and assessment.**

Inclusion at Winstanley involves:

- Acknowledging the right of every student to a first class, high quality education.
- Supporting everyone to feel that they belong and can achieve their potential.
- Increasing participation for all students in all aspects of college life (learning activities, clubs, trips and visits).
- Reducing exclusion, discrimination, barriers to both learning and participation.
- Ensuring that our school cultures, policies and practices respond to diversity in ways that value everyone equally.
- Understanding that removing barriers for some students will benefit students more widely.
- Improving our school for staff, parents and carers as well as students.
- Emphasising the development of our school and our values, as well as achievements.
- Continuing to foster strong relationships between our school and our community.

THE SEND AIMS OF THE SCHOOL

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring SEND provision as early as possible in their school career
- To ensure that students with SEND take as full a part as possible in all school activities
- To raise the achievements of students with SEND
- Equipping students with SEND for their future
- To ensure that parents and carers of students with SEND are kept fully informed of their child's progress and attainment
- To ensure that students with SEND are involved, where practicable, in decisions affecting their future SEND provision

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some students, we believe that much can be done to overcome them by parents, teachers and students working together.

PARTNERSHIP WITH PARENTS AND CARERS

- The school aims to work in partnership with parents and carers to achieve our aims. We will make this a priority. We work to enable and empower parents and carers by:
- 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 discuss any difficulties they feel their child may be having
- Providing opportunities to give feedback through questionnaires
- Instilling confidence that the school will listen and act appropriately
- Focussing on the student's strengths as well as areas of need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets with and for their child
- Keeping parents and carers informed and giving support during assessment and any relating decision-making process about SEND provision
- Sign posting parents and carers to support agencies including 'Parent Partnership' services

INVOLVEMENT OF STUDENTS

We recognise that all students have the right to be involved and make decisions. We endeavour to fully involve students by including them in:

- Identifying their own needs and making decisions about their own learning
- Individual target setting
- Self-review of their own progress and setting new targets
- Discussions about their own learning needs

MANAGEMENT OF SEND AT WINSTANLEY

The Governing Body will ensure that appropriate provision will be made for all students with SEND. The Principal and the governing body have delegated the responsibility for the day to day implementation of the policy to the Special Educational Needs Co-ordinator and Additional Needs Manager. All staff in the school have a responsibility for students with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards students with SEND. Our SEND policy reinforces the need for teaching that is fully inclusive. A positive and sensitive attitude is shown towards those students.

In line with the recommendations of the revised Code of Practice (2014) the SENCO, Additional Needs Manager and the Learning Support department are responsible for:

- Overseeing the day to day operation of this policy
- Co-ordinating provision for students with additional needs
- Liaising with and advising teachers
- Managing teaching assistants
- Updating the records on all students with SEND
- Keeping up to date records of interventions and student progress
- Liaising with parents and carers of students with SEND in conjunction with Heads of Year, subject teachers, form-tutors and pastoral staff
- Contributing to the training of staff
- Liaising with external agencies including the LA, SENA, SNTS, Educational Psychology Services, Health and Social Services and voluntary bodies.

The SENCO is responsible for reporting to the Principal and the governor with responsibility for SEN on the day to day management of SEND policy.

SEND Co-ordinator(SENCO): Debby Field

Additional Needs Manager / HLTA: Julie Warner

SEND Governor: TBC

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that *'All schools should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEND . Students with special educational needs but without statements must be treated as fairly as all other applicants for admission.'*

The LEA co-ordinate admissions.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or

b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

Winstanley Community School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all students with special educational needs, and ensure that parents are notified when SEND provision is being made for their child.

ENGLISH AS AN ADDITIONAL LANGUAGE

Students must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Having English as an additional language is not a special educational need, although particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

IDENTIFICATION, ASSESSMENT, AND PROVISION

At Winstanley we have adopted a whole- school approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the curriculum and are integrated into all aspects of the school.

The SEND Code of Practice 2014 makes it clear that all teachers are teachers of students with special educational needs. All teachers are responsible for identifying students with SEND and, in collaboration with the SENCO/Additional Needs Manager, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making progress is seen as a significant factor in considering the need for SEND provision.

Early Identification

Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

Information from assessments including:

- KS2 attainments
- Reading and spelling tests on entry and then twice yearly.
- MIDYIS profiles (assesses a student’s potential and identifies strengths and underlying weaknesses)
- Diagnostic assessments

Information from teachers and teaching assistants includes:

- Conversations with staff from primary schools (previous settings)
- Regular assessments of progress (subject specific as well as pastoral, four times a year)
- Feedback for and from reports, both internal and external (for example, NHS and Educational Psychology Service)
- Student progress discussions at both department and year team level.
- Twice weekly teaching assistant meetings.
- Student observations

Information from students and their parents include:

- Views sought for Annual reviews and Support Plan reviews
- Student interviews
- Parental questionnaires
- Parental meetings (parent drop-ins, individual appointments and attendance at more formal events such as Parents' evenings, multi-agency meetings and IEP, Support Plan or Annual reviews)

SEND PROVISION

Prior to entry to the school, every student's attainment will be assessed in order to ensure continuity of learning. For students with identified SEND the SENCO, Additional Needs Manager, subject staff and pastoral colleagues will:

- Use information from the primary school or previous school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by subject teachers through a differentiated curriculum
- In-class support with a teaching assistant
- Periods of withdrawal to work with a teaching assistant
- Support from specialists within class or as part of a withdrawal programme if this is felt to be appropriate
- OASIS lunchtime club

ACCESSIBILITY PROVISION

The school is mindful of the need to be accessible to children and adults. Improvements to both the physical and learning environment are set out in our Disability Accessibility Plan and reviewed by Governors, The Senior Leadership Team and Estate and Facilities Manager.

The school makes every effort to ensure all students have full access to the curriculum. The Learning Support department advises curriculum areas on improving access to learning .Where possible, specific equipment is provided such as ICT, handwriting aids or coloured overlays.

Specialist equipment to support individual needs is secured on a case by case basis with the advice, where appropriate, of external specialist agencies. These resources can be secured through:

- External advisors and professionals
- The school itself

MONITORING STUDENT PROGRESS

Progress is the crucial factor in determining the need for additional support. Expected academic progress is that three levels from Key Stage 2 to 4. In terms of social development, progress shows:

- an improvement in self-help and social or personal skills
- improvements in the student's social, emotional and mental well-being

Where teachers decide that a student's progress is below expectation, the SENCO/Additional Needs Manager are the first to be consulted. The SENCO/Additional Needs Manager and teacher will review the approaches adopted. Where support **additional to** that of normal class provision is required, it will be provided through initiating a Support Plan. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request Statutory Assessment in their own right.

SUPPORT PLANS

The Code of Practice states clearly that 'high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people'. This means that most students' needs can be catered for within the classroom with support from the teacher and, where appropriate, teaching assistants. Where a student is identified as making less than expected progress, then information will be gathered to identify whether the student has SEND.

If a student is identified as having SEND, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. When providing support that is '**additional to**' or '**different from**', we engage in a four stage process: **Assess, Plan, Do, Review**.

Assess: consider all information from discussions with parents, the student, teachers, teaching assistants and assessments.

Plan: identify the barriers to learning and intended outcomes. Detail what additional support will be provided. These decisions will be recorded on a Support Plan.

Do: provide the support as detailed in the plan. This additional support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These interventions may be run by a teacher or a trained teaching assistant. The support provided and its impact in class will be monitored closely and shared regularly with the student and their parents and carers.

Review: measure the impact of the support provided and consider whether changes to that support need to be made. This stage then informs the next cycle if necessary.

REVIEWING SUPPORT PLANS

Support Plans will be reviewed at least twice a year. The school will endeavour to hold the reviews in an informal manner. The views of students and their parents and carers are central to this process.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with the parent/carer's consent. This might involve an educational psychologist or paediatrician, speech and language therapy services or an advisory support teacher.

NATURE OF INTERVENTION

For students with a Support plan, there will be regular reviews (at least twice a year) to ensure interventions are having an impact. Should progress be less than anticipated, consideration will be given to adapting the frequency and intensity. These reviews will involve the students and their parents/carers, consider feedback from teachers and teaching assistants and a record of agreed actions.

Strategies for students' progress will be recorded in a Support Plan, containing information on

- Short-term targets
- Success criteria
- Teaching strategies
- Provision made
- Date for review
- The outcomes recorded at reviews
- Views of students
- Views of parents/carers

The Support Plan will record only that which is **different from or additional to** the normal differentiated curriculum, and will concentrate on two to four individual targets that closely match the student's needs.

MONITORING AND EVALUATION

In evaluating the effectiveness of our provision we use data:

- following quarterly trackings, end of year and end of Key Stage and comparisons with progress nationally (expected and more than expected progress)
- from reading and spelling tests twice yearly
- following intervention programmes
- relating to attendance
- relating to exclusions
- relating to the school's 'Expectations' snapshots of students' classwork and home learning
- relating to participation in extra-curricular provision

We also use information from a variety of sources to evaluate our provision:

- Individual and group profiles
- Work sampling
- Analysis of the impact of interventions
- IEP, Support Plan and Annual reviews
- Student interviews
- Parental feedback
- Observations of students/groups of students
- Learning walks
- Feedback from Governor visits and observations

RECORD-KEEPING

The school will record the steps taken to meet students' individual needs. The SENCO/Additional Needs Manager will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include information from:

- previous school
- parents and students themselves
- teachers
- TAs who work with students with SEND
- Pastoral teams on progress and social, emotional and mental well-being
- health/social services
- external agencies
- students themselves on their own perceptions of difficulties

REQUEST FOR STATUTORY ASSESSMENT

While the majority of our students with SEND will have their needs met through a Support Plan, some may require an Education, Health and Care needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an Education, Health and Care Plan. A referral for Statutory Assessment may be made by the school where there are significant concerns regarding a student's learning and progress. Statutory Assessment might also be requested by a parent/carer or outside agency.

SEN INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with students with SEND. Part of the SENCO/Additional Needs Manager's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with students with SEND. As a routine part of staff development, INSET requirements in SEND will be assessed. Teaching assistants' requirements in supporting students' needs will be considered frequently. The school's INSET needs will be included in the school development plan.

LINKS WITH EXTERNAL AGENCIES

An Educational Psychologist is linked with the school and can provide advice, guidance as well as assessments of special educational needs.

Through Early Help, SPA referrals and our school nurse, we have access to a wide range of external services that specialise in specific SEND areas, this includes:

- Speech and language therapist
- Community Paediatrician
- CAMHS
- Autism Outreach Team
- ADHD Solutions
- Hearing impaired
- Visually impaired

In addition, important links are in place with the following organisations:

- The LA
- Specialist services
- Attendance Improvement Officer
- Social Services
- Education of Children in Care (ECiC)

SEN POLICY REVIEW

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a review of both policy and practice annually or if there are any changes to the Code of Practice / LA Policies and Practice. The outcomes of this review are used to inform the school development plan.

COMPLAINTS PROCEDURE

A copy of the complaints policy can be requested from the school office for any parent of students with SEN concerning the provision made at the school.