

Stowupland High School



Policy on Special Educational Needs and Disability

History

Date of Review	Committee	Lead	Next Review
Policy rewritten: Autumn 2017	Full Governors	DoLL: Mrs S McKendrick	Autumn 2018
August 2018	Standards & Personnel	Assistant Headteacher: Inclusion (AHTI)	August 2019
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Key Personnel:

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Governor with Responsibility for SEN:

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This policy is designed to set out information about the school's provision for students with Special Educational Needs and/or Disability (SEND) needs at Stowupland High School.

1. **Philosophy**

Stowupland's vision for "Outstanding Progress for All" emphasises the inclusive philosophy of the school.

All members of staff, in conjunction with the 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. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, reviewed, and valued.

2. **Definition of Special Educational Needs and Disability (SEND):**

2.1 Students have Special Educational Needs if they have a *difficulty accessing the curriculum*, either temporarily or long-term, which requires for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

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

2.2 Students who experience difficulties accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, in addition to provision made for their specific needs.

3. **Aims of the Inclusion Team**

Stowupland's Inclusion Team aims to provide personalised support for students with Special Educational Needs and Disabilities (SEND) so they can enjoy full access to the curriculum and fulfil their potential. These aims are vital in preparing them for adult life.

At Stowupland High School, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the School's organisational and curriculum structure, its assessment and rewards systems and the arrangements made for work experience. Students with SEND are integrated and included fully into the life of the school including all social and cultural activities.

4. **Identification of students with Special Educational Needs**

4.1 Students are identified within 4 broad areas of need:

1. Cognition and Learning Needs

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning needs (PMLD)

2. Social Emotional and Mental Health difficulties

- Social, Emotional and Mental Health difficulties (SEMH)

3. Communication and Interaction needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

4. Sensory and/or physical needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

4.2 Identification of SEND may be from one or more of the following:

- Identification in Primary School
- Teacher/Subject Leader referral through classroom based concerns
- Progress Leader referral following general or data tracking concerns
- Support staff referral through data evaluation and observation
- Student concern expressed to staff leading to self-referral
- Parental concerns expressed to staff through parent evenings, visits, phone contact, Admissions forms
- Other

5. Action Following Identification

5.1 Once a potential Special Educational Need (SEN) is identified, effective support will be arranged. The SEN Code of Practice 2015, defines this process as: **“The Graduated Approach”**:

‘A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.’

5.2 The SEND Support that is put in place will take the form of a **four-part cycle** through which earlier decisions and actions are revisited, refined and revised. This process will enable a greater understanding of the student’s needs and what is required to support the student to ensure that they are making good progress and securing good outcomes.

The four-part cycle is as follows:

Part 1. Assess

When it has been decided that a student requires SEND Support, the Subject Leader, working with the AHTI, will produce a detailed analysis of the student’s needs.

This will draw on:

- Teacher’s assessment and experience of the student; information regarding progress and attainment and any behavioural concerns
- Development in comparison to their peers and the views and experiences of parents and students
- Where appropriate, advice from external services

Part 2. Plan

The Subject Leader and the AHTI, should agree in consultation with the Progress Leader, parents/carers, and student the adjustments, interventions and support that will be put in place. Also the expected impact on progress, development or behaviour, along with a clear date for review.

Part 3. Do

The subject teacher remains responsible for the progress of their students and should work closely with the Subject Leader and other staff to ensure that the support given to the student remains appropriate to their needs. Where a student is identified as requiring SEND Support, action will be taken to remove barriers to learning and effective differentiation will be put in place and monitored regularly. At Stowupland High School, we believe that the role of the teacher is integral to ensuring the success of a Graduated Approach. The AHTI has a strategic role in supporting teachers to adapt teaching to respond to the strengths and needs of all students.

Part 4. Review

Regular reviews will take place, information will be shared between staff and parents/carers. The student will be central to this process of review

6. Progression to Statutory Assessment/ Educational Health Care Plan (EHCP)

If a student fails to make adequate progress and it has been decided that there is a cause for concern, the School and / or a parent / carer may decide to request that the Local Authority (LA) undertakes a statutory assessment. One outcome of the assessment is that the student may be provided with an Educational Health Care plan (EHCP). See link below for a more detailed explanation¹

Students with an EHCP, will have access to all arrangements for students on the SEN Register and, in addition to this, they will have an Annual Review of their EHCP.

Stowupland High School will comply with all local arrangements when applying for an EHCP. The School will ensure that all of the prerequisites for the application have been met through the additional SEND support provided by the School.

7. Provision for students with Special Educational Needs and/or Disabilities

Teaching students with SEND is a whole school responsibility. Central to the work of every teacher and subject area is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. High level quality-first teaching, differentiated for individual students is the first step to responding to students who have SEND. Within this, there are particular elements of provision as detailed below:

7.1 Arrangements for supporting students moving between phases of education

New intake students

Feeder Primary schools are visited and contacted throughout the year prior to transfer. Any student identified within the 4 areas of need, either on an EHCP, or requiring support through SEND Support, are referred to the AHTI. Contact is made with the feeder school, by the Inclusion Team and the process for transition commences. The LA will notify the School about new students with an EHCP.

¹ <https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

The AHTI or a member of the Inclusion Team, will attend the Annual Review, where possible to ensure a smooth transition.

We liaise closely with Primary schools and provide additional transition opportunities to those students identified by the Primary school as requiring additional interventions and support. Our Transition Programme in the Summer Term, offers identified students the opportunity to follow a fun programme of activities to build on their confidence prior to transition. The AHTI and SENCo Assistant visit those students identified with SEND or vulnerable in the transition phase to observe them in their Primary school setting.

Post 16

Students are encouraged to visit College Open Days to explore post-16 level 1, 2 and 3 courses that are available to them. Those students on the SEN Register are offered additional support in Y11 through their Key Workers and Young People Workers to explore courses that may be of interest to them. Young People Workers are accessed via the CAF process.

7.2 Special Arrangements for examinations

Some students, towards the end of KS3 and at Key Stage 4, will be identified through a series of formal assessments and observations as requiring special arrangements for examinations. These special arrangements (access considerations) are to ensure that individual students are not disadvantaged. The students may qualify for one or more supportive access considerations including a scribe, a reader or additional time.

When a student is in Year 9 or approaching the start of KS4, if required, we will organise for your child to be assessed and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

7.3 The SEND Register

All students with an EHCP, together with all students identified as requiring SEND Support, will be monitored by the AHTI. The SEND Register is regularly updated during the academic year. The AHTI has responsibility for updating the register. The records of students on the SEND Register, including Annual Reviews of students with an EHCP are maintained by the SEND Team. Students on the SEND Register will have a One Page Profile.

7.4 One Page Profiles:

One Page Profiles will be produced for each student on the SEND Register. A consultation meeting will take place between the Key Worker and the student. Once completed, the profiles will be available to staff on our iLearn (inclusion) system and a copy will be shared with parent/carers in our SEND meetings. One Page Profiles will be regularly updated as required to reflect the changing needs of the student and this will be in consultation with the student, and parent/carers as required.

8. Co-ordination of SEND Provision and Resources

8.1 Deployment of SEND Staff

SEND Staff are deployed at Stowupland High School according to the following hierarchy of criteria:

1. In response to the statutory requirement for students with an Educational Health Care Plan (EHCP)
2. In response to the SEND High Tariff Funding needs evaluation
3. In response to the SEND Register of identified need
4. In response to the needs of those students with SEMH difficulties
5. In response to in-school data tracking
6. In response to the needs of students in their first year at Stowupland High School

8.2 Allocation of Resources

The Funding allocated to provide resources for Special Educational Needs and Disability is determined by the Headteacher and Governors, in consultation with the AHTI.

Levels of support for those students with an EHCP will be determined once the School have been named by the LA and the level of support has been identified. Support will be allocated by the AHTI in line with the statutory requirements and according to the School's Deployment of SEND Staff and hierarchy criteria

8.3 Admission Arrangements for students with recognised Special Educational Needs and/or Disabilities (SEND)

All admissions to Stowupland High School are managed and processed by the Local Authority.

Stowupland High School aims to be fully inclusive and welcomes all students who are seeking admission. In line with Equalities Act of 2010, Stowupland High School will not discriminate against students with SEND and will take all reasonable steps to provide effective educational provision to those who seek admission.

8.4 Access facilities for students and parents/carers with disabilities

The School will make every reasonable adjustment to create an accessible environment for everyone at Stowupland High School.

Consideration and effort is made to ensure that the physical environment is accessible for all. The majority of classrooms and all specialist facilities are located on the ground floor. There are further adaptations of the building to ensure that students and parents/carers with physical disabilities can access and use the school safely.

The School will also respond to the needs of students and parents/carers with visual, hearing or multi-sensory impairments. There are parking bays designated for disabled use at two entrances.

9. Monitoring and Evaluation of the SEND Policy

The monitoring and evaluation of the effectiveness of the School's provision for students with SEND is carried out in the following ways:

- Annual attainment data from public examinations
- Progress data and tracking for students on the SEND Register, operating in collaboration with the Progress and Subject Leaders
- Classroom observations by the AHTI and senior staff

- Ongoing assessment of progress made by intervention groups
- The Annual Review process
- Student and parental/carer comments reported to AHTI from staff
- Attendance records and monitoring in liaison with Progress Leaders, the School's Attendance Lead
- Surveys conducted by the AHTI
- Anecdotal evidence from staff, students and parents/carers
- Regular termly review meetings between the SEN Governor and AHTI

10. Complaints Procedure

In the first instance contact the Form Tutor or Subject Teacher if you would like to raise a concern. If appropriate, your concern may then be forwarded to a more senior member of staff, who will alert the AHTI, Mrs Sarah McKendrick, who will meet with you to discuss your concern in more detail.

<https://www.stowuplandhighschool.co.uk/wp-content/uploads/2019/03/JMAT-001-Complaints-Procedure.pdf>

Policy reports linked to this document:

- PD10 Single Equality Scheme
- Accessibility Plan
- SEN Information Report