



Chapel-en-le-Frith
High School

Special Educational Needs Policy

Designated Person responsible for managing provision for children and young people with SEND – Mrs Jane Robinson SENCo. Bed Hons Applied Education. Certificate of Competence in Educational Testing CCET. SENCo Award pending.

SLG Cluster Manager:
Karen Higgins
Assistant Headteacher Provision

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 YEARS (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 Years (updated January 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014.
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created to ensure compliance with the Department of Education's SEN reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which have subsequently become the Children and Families Act 2014. The act outlines the support and services children and young people with special educational needs and disabilities should receive. This policy has been created in liaison with the Headteacher, SEND Governor and staff, with due regard to the input of students and parents with SEN or disabilities.

The purpose of this document is to describe the provision we make for students identified as having special educational need or disabilities (SEND) and the principles by which we make that provision. For consistency and clarity the term SEND is used throughout this document. We are an inclusive school and we aim to meet the needs of all of our students through high quality subject teaching. Some students may require additional specific interventions that address individual need.

We recognise a student's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

AIM

The overarching aim of this policy is to ensure that the needs of students with SEND are accurately identified and effectively met so that all such students are able to achieve well and develop well both as individuals and as members of the community.

To this end, we aim to:

- a) Assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all students, including those with SEND
- c) Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal or intervention classes.
- d) Use the most appropriate resources to support learning, ensuring that the development of students' literacy skills has the highest priority.
- e) Continuously monitor and evaluate the effectiveness of our provision for all students, including those with SEND to ensure that we are providing equality of educational

opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with national SEND policy, most currently the Department of Education's SEN Reforms, Children and Families Act 2014 and SEN Code of Practice 2014.
- b) Work closely with the LA and comply with locally agreed policies and procedures.
- c) Ensure all staff implement the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every child or young person including those with SEND.
- d) Ensure any discrimination or prejudice is eradicated.
- e) Ensure all students have access to an appropriately differentiated curriculum.
- f) Recognise, value and celebrate students' achievements at all levels.
- g) Work in partnership with parents in supporting their child's education.
- h) Guide and support all school staff, governors and parents in SEND issues.
- i) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- j) Provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- k) Involve the student in the process of identification, assessment and provision and to ensure, where possible, that the student is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- l) To provide a Special Educational Needs Coordinator (SENCO) to oversee provision and interventions.
- m) To provide support and advice for all staff working with students with SEND.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child has a learning difficulty or disability if he or she:

- has a learning difficulty or disability which calls for special educational provision to be made for him or her,
- has a significantly greater difficulty in learning than the majority of others of the same age, or,
- 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.

In addition we identify special educational needs within the context of the usual differentiated curriculum within the school. Children are identified as having SEND if they are not making progress within a curriculum that:

- sets suitable learning challenges;
- responds to students' diverse learning needs;
- aims to help students overcome potential barriers to learning.

In accordance with the SEN Code of Practice 2014, four broad categories of SEN need are identified:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Whilst it is clear that the purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a student into a category, and serves solely to identify the needs of each individual student by considering the whole child, not just his/her special educational needs.

Students who have an identified SEND and as a result have provision which is above and beyond that provided to other students but do not have an EHCP are identified as being in receipt of School Support in line with the Code of Practice.

Identified needs that are not SEND needs will, however, always be taken into full consideration, where these needs may impact on progress and attainment, for example:-

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of the Pupil Premium
- Being a Child in Care (CiC)
- Being a child of serviceman/woman

“Behaviour” is no longer acceptable as an SEND descriptor and any concerns relating to a child or young person’s behaviour will be described as an underlying response to a need which the school has recognised and identified clearly. Such students may be identified as having a social emotional or mental health need.

A GRADUATED APPROACH TO SEND SUPPORT

All teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEND. “Quality first” teaching is a priority of the school. It is regularly monitored through internal observation processes, the departmental review process and performance management.

The SENCo is responsible for:

- a) assessing the specific needs of students with SEND (this includes application for Statutory Assessment, leading to the issue of an Education Health and Care Plan (previously Statement of SEN) as deemed necessary;
- b) assessing all students on admission using standardised assessment (KS2 results, LUCID and CATs testing results) to measure reading, reading comprehension, spelling and

- handwriting as part of the process for identifying SEND;
- c) liaising with partner primary schools to aid transition for students with SEND and to ensure continuity of support;
 - d) ensuring that additional targeted support is mapped to and provided for students who need it;
 - e) the day-to-day operation of the school's SEN policy;
 - f) leading and managing the team of teaching assistants;
 - g) liaising with and advising class teachers;
 - h) with the Assistant Headteacher, maintaining the SEND register and the records of all students with SEND;
 - i) working with parents of students with SEND;
 - j) liaising with all staff in school to ensure that provision for students with SEND is effective and well coordinated;
 - k) liaising with the careers service from Year 9 regarding transition at the end of Year 11 to further education opportunities including 6th Form, College and apprenticeships. The SENCo ensures relevant information with regard to SEND students is forwarded on to relevant providers;
 - l) developing and managing the curriculum within Learning Support;
 - m) overseeing qualification requirements within Learning Support;
 - n) liaising with external agencies including the Educational Psychology Service, medical authorities, Social Care and voluntary bodies;
 - o) contributing to CPD training for all staff;
 - p) managing the annual review, transition review and IEP process for students with EHCPs and identified needs.

The SENCo may delegate some of these tasks to other team members but retains responsibility for the oversight of the work undertaken.

MANAGING STUDENTS' NEEDS

The school follows the guidance of the SEN Code of Practice and uses a graduated approach to the identification and assessment of and provision for students with SEND. This approach includes:

- Liaison with feeder primary schools to aid transition and continuity of support/provision for those students identified with SEND;
- Additional Induction for Year 6 students identified with SEND;
- Formulation of profiles outlining strengths, weaknesses and strategies for identified students available to all staff prior to students starting in Year 7
- Baseline screening (standardised assessment) of all students for reading, reading comprehension, spelling and handwriting on admission, to inform early identification of SEND;
- Regular communication and liaison with teaching staff by SENCo in identification and appropriate support of students with SEND;
- Informing parents of the identification of their child's SEND in writing and outlining the appropriate provision to be made;
- Measuring progress for all students with SEND through reviewing progress data in liaison with Learning Coordinators and teaching staff;
- Review of provision where appropriate, including application for Statutory Assessment by the SENCo and subsequent acquisition of an Education Health and Care Plan (EHCP);
- Parent meetings with SENCo or delegated staff to review progress of all students with SEND, including Annual Reviews for students with a Statement or EHCP and Parents' Evenings;
- Regular review and update of the SEND register to ensure students are appropriately supported, including removal of students from the SEND Register, where provision is no longer in place because students have made sufficient progress;
- Referral for outside agency support, in conjunction with the pastoral team and senior leadership group. The SENCo will facilitate provision from outside agencies, including Educational Psychology Service, Speech and Language Therapy Service, services related to physical, visual and hearing impairment etc. The SENCo or delegated staff will meet regularly with outside agencies involved with students to inform appropriate ongoing provision;
- Holding an Annual Review/ Transition Review for students with a Statement/ Education Health and Care Plan. An Annual Review may be called for at any time should there be a concern that current provision is not appropriate to meet the needs of the student.

CRITERIA FOR EXITING THE SEND REGISTER

The Assistant Headteacher has responsibility for the removal of a student from School Support. This decision will be dependent upon appropriate progress being made towards set targets, and will be made in liaison with the SENCo and teaching staff. Parents are informed in writing of these decisions.

SUPPORTING STUDENTS AND FAMILIES

Families of students with SEND are guided towards Derbyshire County Council's website with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 3 section 69(3)(a) of The Act. <http://www.derbyshireSENDdlocaloffer.org>

- Parents can also access information and support via DIASS (Derbyshire Information and Advice Service) for children and young people up to the age of 25 with SEND, www.derbyshireiass.co.uk or 01629 533668
- Chapel-en-le-Frith High School's admission arrangements form part of the agreed LA admission arrangements for schools. There are close links with feeder schools and if a child has previously been identified as having SEND, early contact is made with parents.

SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL NEEDS

We recognise that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs (SEND) and may have a Statement or Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

The school employs a pupil receptionist who takes responsibility for dealing with first aid on a day-to-day basis and for managing the medication and other treatment of students with medical conditions. See the school's policy for supporting students with medical needs for more detailed information.

MONITORING AND EVALUATION OF SEND

The quality of provision offered to all students with SEND is continuously monitored through ongoing review in conjunction with the governing body, SLT, teaching staff and parents.

The SEND policy is formally reviewed on an annual basis by governors. Provision is reviewed annually via the examinations review process. It is evaluated against the progress made by students with SEND and the outcomes they have achieved in relation both to curriculum subjects and to personal development, the extent to which the aims and objectives of the policy have been met and how effective the SEND provision has been in relation to the resources allocated.

Provision is amended to reflect the outcomes of the evaluation.

TRAINING AND RESOURCES

- All professional development needs are identified through the school's performance management system, self-evaluation and quality assurance processes and the school improvement plan.
- The Headteacher oversees the professional development of all teaching staff and teaching assistants. Most TA CPD occurs during training days. Colleagues attending any courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The Learning Support Department holds regular meetings to discuss SEND related issues. Specialist staff are often invited.
- The SENCo may identify the SEND training needs of staff in conjunction with the Assistant Headteacher and all staff are encouraged to undertake training and development.
- Newly appointed teaching, support staff, and NQTs undertake an induction programme, which includes a meeting with the SENCo to explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.
- The SENCo regularly attends the LA's SENCo network meetings and external training in order to keep up to date with local and national developments in SEND.
- The SENCO is a specialist teacher, qualified to undertake Diagnostic Assessment.
- The school is fully accessible. There are separate dedicated disabled showering and toileting facilities and changing facilities for children who require adult support. Where additional specialist equipment is needed and recommended, we liaise with the Local Authority who provide this.
- A suite of rooms dedicated to the Learning Support department, appropriately resourced
- Some students with statements or EHCPs have an entitlement to access in-class support provided by teaching assistants. Teaching assistants work in a limited number of curriculum areas and thereby develop expertise in those areas.
- Interventions and resources allocated to identified students include:
 - Literacy intervention programmes in Years 7 - 9
 - Additional English and Maths option class in Years 10 and 11.
 - Accelerated Reader programme.
 - Spelling intervention programme (Indirect Dyslexia Learning – IDL)
 - Supervised Lesson 6 homework club on four nights a week.
 - Student Support Centre, catering for students who might be struggling to access education for a variety of reasons.
 - Breakfast club nurture group
 - School counsellor
 - Play therapy.
 - Positive Support
 - Physiotherapy
 - Speech and Language provision

ROLES AND RESPONSIBILITIES

Role of the Governing Body and Governor for SEND

The Governing body has regard to the SEN Code of Practice when carrying out duties towards all students with SEND. Consequently, it is their responsibility to:

- ensure the necessary provision is made for students with SEND;
- determine the school's general policy and approach to students with SEND in cooperation with the Headteacher and SENCo;
- ensure that the teachers are aware of the importance of identifying and providing for those students with SEND;
- ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents and that the SEN Information Report is published on the website;
- ensure that the school's progress in implementing the policy and its impact on students are regularly reported to the Governing Body;
- ensure that students with SEND are included as far as possible into the activities of the school;
- consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

The named governor for SEND is Angela Foulkes.

Role of the Teaching Assistant

Teaching Assistants are recruited to work within the classroom and with targeted students/small groups of students outside of the classroom as directed by the SENCo. Teaching Assistants are line-managed by the SENCo or by the Curriculum Learning Managers for their designated areas

Designated Teacher with specific Safeguarding responsibility

Paula Griffiths

Designated member of staff responsible for managing PP funding

Sharon Davies and Simon Grieves

Designated member of staff responsible for managing the School's responsibility for meeting the medical needs of students:-

Paula Griffiths/ Pupil Receptionists

STORING AND MANAGING INFORMATION

The school complies with current data protection and confidentiality requirements with regard to information about students and families, and the retention and transfer of school files (Data Protection Act 1998 and Freedom of Information Act 2000)

REVIEWING THE SEN POLICY

This policy will be reviewed annually.

COMPLAINTS PROCEDURE

Information on the school's complaints system is available on the website or by contacting the school office.

BULLYING

Information on the school's Behaviour Management policy is available on the website.

APPENDICES

I - This school is unusual in that we not only cater for students in the mainstream setting, who have additional needs but we also have an Enhanced Resource Provision on site.

In the mainstream setting we aim to meet the needs of all students and ensure that they make the best progress of which they are capable. We offer some small group teaching for students who need to improve their basic literacy and numeracy skills. We have experience of meeting the needs of students with disabilities and the building is fully accessible.

Our Enhanced Resource Provision is a 40 place facility which caters for students with moderate learning difficulties and/or complex needs who are unable to access a mainstream curriculum. Typically students within our ERS provision will be working at a level at least 3 years below their chronological age. Students are taught in small groups by specialist teachers with shared Teaching Assistant support. Some students will also attend mainstream lessons according to ability, interest and need. All children attend mainstream tutor groups, with support if necessary, and children are fully included in the life of the school. The classrooms are located within the main school building and all children use the same playground and other school facilities. Students should therefore be able to manage the day to day challenges of a busy mainstream secondary school setting. Enhanced Resource classes are only accessible to students with an Enhanced Resource EHCP, whose placement has been agreed by the Local Authority.