

## **Policy Statement - Special Educational Needs and Disability (SEND)**

This policy statement should be read in conjunction with the local offer.

Special Educational Needs Co-Ordinator (SENCO): G Maher

Position in school: Assistant Headteacher

Inclusion Manager: J Gannon

SEN Governor: S Partington

Fred Longworth High School will have due regard for the Special Needs Code of Practice in dealing with all students with special educational needs. We will ensure that parents are notified when SEND provision is being made for their child.

### **Learning Support Objectives**

*Our Personal and Social Objectives are to:*

- Act as a point of contact for those who come to the school with an existing special educational need;
- Ease the transition process for year 6 students and also year 11 students who experience difficulty in learning;
- Provide advocacy for students who have difficulty representing themselves;
- Inform and involve students in choices and decisions about their learning;
- Seek to develop parents and carers as partners in the education of their child;
- Regard students as individuals with strengths and potential;
- Enhance self-esteem and promote personal effectiveness.

*Our Curriculum Objectives are to:*

- Ensure equality of access to the curriculum experience;
- Diagnose and address difficulties;
- Ensure achievement for students with learning difficulties and to make this the starting point for further success;
- Provide individual education plans which are reviewed and adapted as needs change;
- Act as a resource for staff, offering advice, guidance and support, and backing this with accurate and objective information;
- Develop an ethos of 'personal best', within which students aim for excellence and value their success;
- Contribute to the assessment, recording and reporting process as appropriate.

*Our Administrative Objectives are to:*

- Maintain the school's register of special educational needs;
- Implement the Code of Practice, including the provision of effective documentation within the guidelines;
- Provide staff with the information they need to manage curriculum delivery;
- Establish and maintain effective systems of communication regarding students on the SEN register;
- Ensure that the Headteacher is fully informed on 'live' SEN issues;
- Provide the Governing Body with information necessary for effective decision making.

## **Roles and Responsibilities**

### *The role of the SENCO & Inclusion Manager*

The SENCO and Inclusion Manager play a crucial role in the school's SEN provision, working with the Headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Oversight of the day-to-day operation of the policy;
- Co-ordination of provision;
- Liaison with and support for classroom teachers, including INSET provision;
- Management of Teaching Assistants;
- Oversight of students' records;
- Communication with parents;
- Liaison with external agencies and the LA;
- Organising access arrangements for examinations.

For effective co-ordination, staff must be aware of:

- Mechanisms and procedures for access to information about SEN students;
- The need to keep the SENCO/Inclusion Manager well informed about students' progress;
- What constitutes a 'level of concern', at what point SEN Support is initiated and the mechanism for alerting the SENCO/Inclusion Manager to 'levels of concern' as appropriate.

### *The Role of the Teaching Assistant*

*The role aims to:*

- Provide in-class support for students with identified special needs under the guidance of the class teacher;
- Deliver intervention programmes under the guidance of the Inclusion Manager;
- Offer mentoring to students who are at risk of not reaching their targets.

### *The Role of the Governing Body*

*The Governing Body's responsibilities to students with SEN include ensuring that:*

- SEN students' achievements and progress are in line with that of other students;
- Provision for SEN is of a high standard;
- A 'responsible person' is identified to inform staff about the content of SEN Statements/EHC Plans;
- The Code of Practice is being followed correctly.

*Governors should also be:*

- Fully involved in developing and subsequently reviewing SEN policy.

## **Record Keeping**

The school records the steps taken to meet students' individual needs. The Inclusion Manager maintains the records and ensures access to them. In addition to the usual school records, the student's profile will include information from:

- Previous school/s;

- Parents;
- Progress and behaviour data;
- The student – their perceptions of difficulties;
- Health/social services;
- Other external agencies.

Teaching SEND students is a whole-school responsibility. The core of the teachers' work involves providing quality first teaching with a continuous cycle of planning, teaching and assessment, taking into account the differences in students' abilities, aptitudes and interests. This follows the new legislation around assess-plan-do-review.

The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEN, the school will intervene through SEN Support.

### **SEN Support**

SEN Support (previously School Action and School Action Plus) is characterised by interventions that are different from or additional to the normal differentiated curriculum. Intervention can be triggered through concern, supplemented by evidence that, despite receiving quality first teaching, students:

- Make little or no progress;
- Demonstrate difficulty in developing literacy or numeracy skills;
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies;
- Have specific sensory/physical needs and make little progress despite the provision of specialist equipment;
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENCO/Inclusion Manager, in collaboration with teachers, supports the assessment of the student and has an input in planning future support. The subject teacher remains responsible for the planning and delivery of individualised programmes. Parents will be informed of action and results.

Some students on SEN Support i.e. those who were previously School Action Plus will receive a sustained level of support and, where appropriate, the involvement of external services. Placement of a student at this level is made by the SENCO/Inclusion Manager after full consultation with parents.

This type of intervention is usually triggered through continued concern, supplemented by evidence that, despite receiving quality first teaching at a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period;
- Continues to work at a standard considerably lower than that expected for a student of similar age;
- Continues to experience difficulty in developing literacy/numeracy skills;
- Has emotional/behavioural difficulties that often substantially impede own learning or that of the group, in spite of having an individualised behavioural management programme;
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.

- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent is sought for any additional information required. The resulting strategies may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist teacher.

### **Request for referral to the Educational, Health and Care Pathway (EHC)**

The school will request a referral to the EHC pathway when, despite an individualised programme of sustained intervention within SEN Support, the student remains a significant cause for concern. An EHC plan may also be requested by a parent or outside agency.

The school will have the following information available:

- The action followed with respect to SEN Support;
- Records and outcomes of regular reviews undertaken;
- Information on the student's health and relevant medical history;
- Internal data
- Literacy/Numeracy attainments;
- Other relevant assessments from specialists such as support teachers and educational psychologists;
- The views of parents and their consent;
- The views of the student;
- Reports from any external agencies involved.

The EHC Plan will include a detailed summary of the needs of the individual student. These are used to develop targets that are matched to the:

- Longer-term objectives set in the Plan
- Student's needs (educational, health and social care), interests, views and aspirations.

### **Evaluating Success**

The success of the school's SEND Policy and provision is evaluated by:

- Monitoring of classroom practice by SENCO/Inclusion Manager and Heads of Faculty;
- Analysis of student tracking data and test results for individual students, identified sub groups and whole cohorts;
- Value added data for students on the SEND register;
- School Self Evaluation.

### **Complaints Procedure**

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

**This policy should be read in conjunction with the Fred Longworth High School Local Offer.**