



SEND POLICY

Title of Policy	SEND
Date of adoption	Autumn 2018
Originator	J Arnold
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Additional information	Presented to Governors' Curriculum Committee

Special Educational Needs and Disability Policy (SEND)

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2014 and has been written with reference to the following guidance and documents:

- SEND Code of Practice 2014
- Equality Act 2010: Advice for schools 2013
- Statutory Guidance on Supporting Students at school with medical conditions 2014
- Teacher Standards 2012
- School Admission Code 2012
- Ashby School Safeguarding Policy
- Ashby School Health and Safety Policy
- Ashby School Teaching and Learning Policy

It should be read in conjunction with the Ashby School Special Educational Needs Offer. This is available to parents on the school website and forms a contributory part of Leicestershire Local Authority's Local Offer. More information about the Local Offer can be found at http://www.leics.gov.uk/index/children_families/family/send.htm

This policy was created by the school's SENCO, along with the SEN Governor, SLT and all staff. Additionally, parents/carers of students with SEND will be consulted in December, so that the policy reflects the thoughts and wishes of all stakeholders, in the spirit of the current reform.

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1. SEND Definition:

2014 SEND Code (p9):

“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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for other of the same age in mainstream schools or mainstream post-16 institutions.”

2. Aims and Objectives of the Policy

Aims

Ashby School strives to be a fully inclusive school. We believe that each student has individual and unique needs. However, some students require additional support and intervention if they are to achieve their full potential and we must recognise this and plan accordingly. We are fully focused on the achievement and attainment of every student with SEND and on supporting them to transfer successfully to the next phase of their education and development.

Objectives

- to enable every student to experience success
- to promote individual confidence and a positive attitude
- To ensure that students with SEND have opportunities to express an opinion and that opinion will be taken into account in any matters affecting them
- to involve parents/carers in planning and supporting at all stages of their son or daughter's development
- to work collaboratively with SEND specialist professionals, including Health and Care service providers
- to ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum, that is relevant and differentiated and that demonstrates coherence and progression in learning
- to give students with special educational needs equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review students' progress and needs, using the 'assess, plan, do, review' method, so that achieve at least expected levels of progress
- to ensure that the responsibility held by all staff and governors for SEND is implemented and maintained
- To provide support and advice for all staff working with special educational needs students

- To work within the guidance provide in the SEND Code of Practice, 2014.

3. Roles and Responsibilities

Provision for students with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body** has a legal responsibility for determining the policy and provision for students with special educational needs - it maintains a general overview and has an appointed representative who takes a particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any student with SEND
- all staff are aware of the need to identify and provide for students with SEND
- students with SEND join in school activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students
- they report to parents on the implementation of the school's SEND policy through the Governors' Annual Report to Parents
- they have regard to the requirements of the Code of Practice for Special Educational Needs and Disability (2014)
- parents/carers are notified if the school decides to make SEND provision for their son or daughter
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND.

Governors play a major part in school self-review. In relation to special educational needs, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
- SEND provision is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored.

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for students with SEND
- keeping the governing body informed about SEND issues
- working closely with the Special Educational Needs Co-ordinator
- the deployment of all SEND personnel within the school.

He also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as whole.

The **Special Educational Needs Co-ordinator (SENCO)** is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for students with SEND
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify students with SEND
- carrying out detailed assessments and observations of students with specific learning problems
- supporting class teachers in devising strategies, drawing up individualised learning plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- maintaining the school's SEND records
- assisting in the monitoring and evaluation of progress of students with SEND through the use of existing school assessment information
- contributing to the in-service training of staff
- managing HLTA/TA/LSAs
- liaising with the SENCOs in receiving schools and/or other high schools, to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- maximising progress and narrowing the attainment gaps of SEND students within the classroom
- providing an appropriately differentiated curriculum to meet individual students' needs. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEND Policy and procedures for identification, monitoring and supporting students with SEND
- tracking and monitoring the progress of young people with SEND
- liaising with parents/carers of young people with SEND.

Ashby School recognises that every teacher is a teacher of every pupil and therefore has responsibility for identifying and supporting pupils with SEND. The vast majority of SEN pupils will make progress through high quality teaching.

Higher Level Teaching Assistants (HLTAs), Teaching Assistants (TAs) and Learning Support Assistants (LSAs) work as part of a team with the SENCO and the teachers, supporting students' individual needs, and helping with the inclusion of students with SEND within the classroom. They play an important role in planning with teachers, working with them to ensure that information from students' profiles are used effectively, and in monitoring progress. They contribute to review meetings and help students with SEND to gain access to a broad and balanced curriculum. LSAs and TAs are attached to Faculties, enabling them to work more closely with teaching staff and to develop expertise in one area of the curriculum.

HLTAs, TAs and LSAs:

- are fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with SEND
- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.

4. Admission Arrangements

Ashby School welcomes all students, including those with SEND. In accordance with the School Admission Code (2012), the school will provide a place for a young person with an EHC Plan unless this is incompatible with the efficient education of others, and there are no reasonable steps that can be taken to prevent the incompatibility.

Entry to the Sixth Form is based on individual course requirements but the students' SEND needs are taken into account.

5. Identifying Special Educational Needs, Assessment Arrangements and Review Procedures

The Graduated Approach

Ashby School's SEND identification process is based on a four-part cycle known as 'the graduated approach':

Part one: assessment of student need

Part two: agreeing and planning interventions and identifying expected outcomes

Part three: action

Part four: review

Teachers teach all students, so it is their responsibility to differentiate their teaching to meet the needs of all students. This is known as **Wave 1 intervention** or Quality First Teaching.

Teachers may decide that the approaches and strategies that they are using are not resulting in the student learning as effectively as possible. In these circumstances, they will consult their Head of Faculty to consider what else might be done. The starting point will

always be a review of the strategies being used and the way in which these might be developed within the classroom.

Wave 2 Intervention

Regular assessments of students' progress allow for the identification of students who are not making expected levels of progress. This is progress that:

- Is significantly slower than that of their peers, starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap.

Wave 2 describes specific, additional and time-limited interventions provided for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. This may take the form of small group additional literacy support or short-term numeracy tuition.

Wave 3 intervention describes provision for a minority of students where it is necessary to provide highly tailored interventions to enable the student to achieve their potential. This may take the form of individual literacy or numeracy tuition or specialist provision, like the Personalised Learning Centre.

Evidence

Evidence is essential in the identification of a student's SEND and may take the form of:

- Classroom observations
- performance in exams and assessments
- standardised screening or assessments
- Information received on transfer through professional dialogue or SEN records.

SWANs Group

Heads of Faculty, Year or House may refer a student to the SWANs Group, who meet approximately every 4-6 weeks to discuss students causing concern. The Group comprise: SENCO and Pupil Premium Co-ordinator, along with a member of the teaching staff, support staff and Year Team. This may result in: further assessment of the student; in-class support or other forms of intervention; joint SENCO/teacher work in the classroom or alternative strategies. Impact of interventions will always be reviewed by the Group.

The subject teacher will remain responsible for monitoring progress, along with the SENCO, of every SEN student at the school.

Each Faculty has a SEND representative. Reps attend SWANs meetings in rotation.

Areas of need

The 2014 Code of Practice identifies 4 main areas of need:

- Cognition and Learning
- Communication and Interaction
- Emotional, Social and Mental Health
- Sensory and/or Physical.

These needs will be taken into account when identifying student need and potential interventions. At Ashby School, we will consider the full range of needs of the child as a unique person.

Education Health and Care Plans

When a student continues not to make expected levels of progress, despite every opportunity having taken to identify, assess and meet the student's needs, the school will consider requesting an Education, Health and Care (EHC) needs assessment.

To assist the Local Authority to make an informed decision, the school will provide:

- evidence of the student's academic attainment and rate of progress
- information about the nature, extent and context of the student's SEND
- evidence of the action already being taken to meet the student's SEND
- evidence of the student's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.

Statements, EHC Plans and SEND Plans will be reviewed formally on an annual basis.

On their own, the following do not constitute SEN/D – but may impact on progress and attainment:

- Disability – reasonable adjustments must be made for all under the Disability Equality Legislation 2010
- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After child
- Being a child of a serviceman/woman
- EAL (English as an additional Language) - Where there is uncertainty about an individual, the school will look carefully at all aspects of the student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from a special educational need
- Having a behavioural difficulty where an underlying cause has not been identified.

6. Managing Students on the SEND Register

At Ashby School:

- sharing of expertise is welcomed and encouraged
- Special Educational Needs and Disability is a part of the school development plan
- SEND is regularly an item on staff meeting agendas or the main item of a meeting
- the SENCO meets formally with HLTAs/TAs and LSAs every two weeks to review progress
- SEND students' progress and attainment is monitored three times per year by teachers and the SENCO, in line with the school's monitoring system
- there is daily informal contact between all staff to monitor individual students and to discuss concerns
- students are always involved in discussions about their targets and provision
- the SENCO ensures that the following information is easily accessible to staff:
 - the school's SEND policy
 - the SEND List
 - an overview of SEND provision
 - the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - a folder of SEND Student Profiles is given to all Faculty Heads. Students identified as having SEN have a Student Profile which is drawn up in conjunction with staff, parents/carers and students. This details their specific special educational needs, their strengths, strategies which can be used to support them in the classroom and a record of intervention.
 - teaching staff can access individual SEND information on Bromcom
 - information from assessments (including those for Dyslexia) are passed on to the students' teachers and Year and House Heads
 - information is readily available on the school's daily operating system (only to staff). This includes: access to student profiles; assessments; teaching strategies; SEND List; the SEND Handbook; resources; good practice guides; progress database; Statements of SEND, feedback from Annual Review Meetings and information passed on by feeder high schools
 - When testing and assessment evidence suggests that a student is functioning broadly within average ranges for a student of their age, they will come off the SEN Register.

7. Provision

Each intake of students will be unique to that academic year and, as a result, provision will need to be personalised to meet the needs of individual students each year. The following outlines the procedures in place to monitor students on the SEN Record:

- Interventions are offered to students depending on need. These include:

In-class support

Literacy intervention

Numeracy intervention

Personalised timetable and placement in the Personalised Learning Centre (PLC)

Social interaction support

Mentoring

Curriculum support

8. Learning Support Interventions for Students who may not be on the SEND Register

- All students complete thorough literacy and numeracy screening activities during Induction
- Students achieving standardised score of below 85 complete additional diagnostic assessments
- Students are tested for examination access arrangements
- Students can be referred for dyslexia screening
- Approximately 50% of the new intake are screened for dyscalculia
- Students achieving standardised scores of below 85 are offered additional literacy intervention
- Students achieving standardised scores of below 85, who are likely to be dyscalculic, are offered additional numeracy intervention.

9. Training

The school is committed to gaining expertise in the area of SEND.

At Ashby School:

- staff training needs are identified through Performance Management systems and recorded in Faculty Development Plans
- a Professional Learning Community focuses on curriculum access and development
- all teaching staff have been briefed about the 2014 Code of Practice
- all new staff access SEND training
- all teaching staff have Autism Spectrum Level 1 training accreditation
- staff teaching students with a visual or hearing impairment have received specialist training

- staff teaching a student with communication needs, requiring the use of a Tellus, have received appropriate training
- all support staff have received training in strategies to support students with dyslexia
- all support staff have a SEND specialism and have attended external training
- the SENCO attends Area SENCO Network and ACE Partnership meetings to keep up to date with local and national SEND developments
- the SENCO has qualifications to assess students for Access Arrangements in exams and is currently completing the application process to register as an assessor with the British Dyslexia Association.

10. Special Facilities

- The Personalised Learning Centre (PLC) is available to support students with short and long term medical conditions, school anxiety and other emotional trauma
- Lockton House provides a calm and peaceful environment for students receiving additional literacy and numeracy tuition and a base at breaks and lunchtimes for students who find these times too frenetic
- A1 provides a study base for disabled students for additional study or rest breaks

11. Transfer and links with other schools

- Key SEND information is forwarded by feeder high school SENCOs following agreed Ashby School procedures within specified timescales
- The SENCO visits the main feeder high schools during the Summer Term to discuss Year 10 transition students
- SEND students' records are transferred following agreed school procedures
- there are opportunities for all new students to visit Ashby School
- students with SEN are given additional visits, so that they will become more confident in the new situation
- the school SENCO, wherever possible, attends the final annual review of Year 9 pupils with Statements
- the SENCO also, wherever possible, visits students who have a Statement/EHC Plan at their high schools.

12. Links with other Agencies, Organisations and Support Services

The school has access to a wide range of education, health and social services professionals. These include: Educational Psychologists, CAMHS consultants, autism specialists, speech and language therapists and hearing and vision specialists.

We are committed to using the expertise and advice provided by other professionals.

13. Supporting Families

The staff at Ashby School will continue to forge home/school links and encourage parents/carers to be partners in the education process. Parents/carers are involved from the outset and encouraged to discuss any concerns with class teachers and Heads of Year as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

- Parents/carers will receive accurate information when they meet with teachers, so that they have a full picture of their son or daughter's skills and abilities, at whatever level, as well as their behaviour and effort at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents/carers have the right to access any records of their son or daughter's progress and are encouraged to contribute to these records.
- Parent/carer consultation meetings are held for each Year group, but parents/carers are welcome to visit the school or arrange meetings at other times to discuss any aspect of their son or daughter's progress with the subject teacher, Head of Year or SENCO. We are happy to make arrangements, wherever possible, for interpreters to be present for parents/carers with a first language other than English
- Parents are welcomed to school to discuss progress on a regular basis:

Initial meeting in June with the SENCO, prior to the student joining the school

Coffee Afternoon to meet the SEN Team in August

Tutor Evening and meeting with the SENCO in the Autumn Term

Parents Meetings with subject teachers and SENCO in the Spring Term

Review meeting in the Summer Term

At any other time as requested by a parent/carer

- The Local Authority Local offer gives more detail on how parents can access support for their son or daughter or themselves, through Parent Partnership services. More information can be found here:

http://www.leics.gov.uk/index/children_families/family/send.htm

14. Student Voice

All students will be involved in making decisions where possible right from the start. The ways in which students are encouraged to participate reflect their evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will be more secure and effective learners during the school years.

At Ashby School, we encourage students to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to LSAs/TAs and teachers about their learning
- group and individual reward systems.

15. Supporting Students at school with Medical Conditions

The school keeps a register of all students with diagnosed medical conditions and ensures that they are appropriately supported, enabling them to have full access to the curriculum, 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.

Whenever it is in the best interests of the student, a multi-disciplinary meeting will be held to bring together all professionals involved in the care of the student, alongside parents/carers to draw up an individual student intervention plan. This will be reviewed on a regular basis.

16. Disability Access

Ashby School has been adapted to cater for wheelchair users.

17. Allocation of Resources

All schools in Leicestershire attract the same unit of funding according to:

- Age Weighted Pupil Unit (AWPU) for each pupil on roll
- Pupils eligible for deprivation funding allocated through IDACI and free school meals
- Pupils eligible for low prior attainment funding.

It is expected that the school will meet the first £6000 costs for all students with SEND.

Top Up funding and additional costs identified through Statements or EHCP will be met by the LA on a monthly basis.

The headteacher, SENCO and the governors of the school regularly monitor the needs of students with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting EHCP. The school has a continuing commitment to purchase appropriate resources for students with SEND.

18. Arrangements for Complaints

Should students or parents/carers be unhappy with any aspect of provision they should, in the first instance, discuss this with the SENCO, who will try to resolve the situation. If the issue is not resolved within 10 working days, the parent/carer can submit a formal complaint to the headteacher in writing or any other accessible format. The headteacher will reply within 10 working days.

19. Reviewing the Policy

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of student tracking data and test results:
 - for individual pupils and
 - for cohorts
- value-added data for students on the SEND register
- annual monitoring of procedures and practice by the SEND Governor
- school self-evaluation
- the Governors' Annual Report to parents/carers, which contains the required information about the implementation and success of the SEND Policy
- the School Improvement Plan, which is used for monitoring provision in the school
- visits from OFSTED, which also enable us to evaluate the success of our provision
- frequent meetings of parents/carers and staff, both formal and informal, to plan provision and targets, revise provision and celebrate success.