

# ASHTON COMMUNITY SCIENCE COLLEGE

## School Policy for SPECIAL EDUCATIONAL NEEDS

*Our school is currently undertaking a review of this policy to meet the new requirements for SEND in line with the new SEND Code of Practice effective from 1<sup>st</sup> September 2014. To provide an improved, compliant policy we are committed to co-producing our policy with families, children and young people. The consultation period for reviewing our existing policy began on 1<sup>st</sup> September 2014 and ends on 1<sup>st</sup> September 2015. To contribute and participate in co-producing our policy together please contact the SENCO at school.*

*SENCO: Miss C Parkinson (Senior Leader for Curriculum and learner support)*

### Statement of Intent

We, at ACSC, want positive outcomes for children, young people and their families. Improved attainment and progression of students with SEN. Our aim is to increase the percentage of KS4 and KS5 SEN cohort going to, or remaining in, Education, Employment and Training. To prepare our students for adulthood and most importantly ensure parents, children and young people get the right support at the right time and feel that they are listened to and in control of their support, choices, decisions and opportunities.

### Definition of Special Educational Needs

- A child or young person has SEN 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 a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age.

Post-16 institutions often use the term learning difficulties and disabilities (LDD).

### What does Special Education provision look like at ACSC?

In order to achieve our statement of Intent and to ensure that students with special educational needs achieve their full potential and make progress, we will:

a, ensure that students with special educational needs develop increasing responsibility for their learning and behaviour as they move through the school and become more involved in setting their own targets in these areas.

b, ensure that parents of students with special educational needs are increasingly involved in learning and target setting for their children whilst at school.

c, ensure that the learning needs of students with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.

d, ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to students with special educational needs and promotes the highest possible standards of attainment and achievement. This will include making information on students' levels of attainment available to staff and helping them use this to inform effective lesson planning.

e, ensure that Teaching Assistants, as well as teachers, are involved in planning to meet the learning needs of students with special educational needs. To this end, most Teaching Assistants are now attached to faculties.

f, ensure that the school continues to liaise effectively with outside agencies who support our efforts to meet the special educational needs of our students.

#### Identifying Special Educational Needs

ACSC will use appropriate screening and assessment tools and ascertain student progress through:

- Evidence from teacher observations and assessment;
- Student performance against level descriptors for the national curriculum or PIVAT levels.
- Information from parents / carers;
- Information from feeder schools
- Subject Leaders and Progress Managers will monitor the attainment and progress of students with special educational needs as part of their role. They will ensure that the SENCO is kept fully informed.

The SEND reforms describes a graduated response; a 4 part cycle when working with students with SEN

#### **Assess**

In identifying a child as needing SEN support, the SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

#### **Plan**

Where it is decided to provide SEN support, and having formally notified the parents, the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.

Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

## **Do**

A key person, as directed by the SENCO, continues working with the child on a regular basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO will support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

Intended outcomes will be shared with parents and reviewed with them.

Where a child has an EHC plan, the local authority must review that plan as a minimum every twelve months. As part of the review, the local authority can ask school to convene and hold the annual review meeting on its behalf.

ACSC has adopted a whole-school approach to SEN policy and practice. Students identified as having SEN are, where possible, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life.

The SEN code of Practice makes it clear that all teachers are teachers of students with SEN. Therefore, all teachers are responsible for identifying students with SEN and, in collaboration with the SENCO will ensure that those students requiring different or additional support are identified at the earliest point possible.

## Students on the SEN register

Students will appear on the SEN register in school if they need support or have a statement.

## **SEN Support**

Support for students at SEN support involves additional intensive support from specialist staff, often brought in from outside (e.g. Educational Psychologist, or Lancashire Inclusion and Disability Support Service staff).

These students will have a support plan which is reviewed throughout the year. If progress is made the student will be taken off the SEN record.

If lack of progress is still a major concern, we may ask the Local Authority to carry out a Formal Assessment of the student's special educational needs, which may lead to an Education Health Care Plan.

## **Statement**

A very small proportion of students have special educational needs deemed severe enough to warrant a Statement. This is a document outlining the student's needs and the provision that the student is entitled to to meet those needs.

### **Annual Reviews**

We review Year 7 and Year 8 Statements in January and February (when Year 7 students have had time to settle in), Year 9 Statements in March (when Year 9 students are choosing their options for Key Stage 4), Year 10 students in the Summer Term (in preparation for Year 11) and Year 11 students in December (when there is still time to act effectively on any concerns which may arise).

Both school and parents can request a statutory assessment but evidence must be provided to show that different intervention have been put in place and have failed.

LCC working with schools are in the process of converting Statements to Educational Health care plans. This process will be completed by 2017.

## **What is an Education, Health and Care Plan?**

The Children and Families Act, 2013 identified changes to how children and young people with special educational needs and disabilities will be supported in future. As part of this, there will be a new assessment process with a single, integrated Education, Health and Care Plan (EHCP) replacing the current assessment and statementing process.

An EHCP will look at all the needs a child or young person has across education, health and care. Professionals from each area, along with parents, will consider what outcomes are desired and what is needed to achieve them. EHCPs will have the same protection in law as a Statement of SEN. If your child or young person has one of these plans you will also have the right to ask for a personal budget for their support. The educational element of this will need to be agreed with schools.

EHCPs are valid until the young person is 25years old. Meetings will be held to transfer the EHCPs from each education setting as appropriate.

## **Provision Mapping**

Any student who is on our SEN record will have a provision map. Provision mapping is a way of documenting the range of support available to students with SEN within a school.

Provision maps can be used as part of the planning process in a number of ways to:

- *audit how well provision matches need and recognise gaps in provision;*
- *cost provision accurately;*
- *highlight repetitive or ineffective use of resources;*
- *assess school effectiveness when linked with outcomes for pupils;*
- *plan development to meet pupils' identified needs;*
- *set annual success criteria for the SEN policy;*
- *report annually on the success of the SEN policy;*
- *demonstrate accountability;*

- *inform parents, LA, external agencies and OFSTED inspectors of how resources are being used to meet needs;*
- *focus attention on whole-school issues of teaching and learning rather than on individual child issues;*
- *record changes in provision and transfer easily from class to class or school to school;*
- *be used as a basis for writing support plans.*

### **What if a student has additional needs but is not on the SEN register?**

ACSC regards themselves as a family and we will endeavor to do all we can to help. Please see our Local Offer on the school website to see what this involves. The county's local offer can also be accessed through the school website.

### **What is not SEN but may impact on progress and attainment;**

- Disability
- Attendance and Punctuality
- Health and welfare
- EAL
- Being in receipt of pupil premium grant
- Being a Child Looked After
- Being a child of a Serviceman/woman

Identifying behavior as a need is no longer an acceptable way of describing SEN.

### Nature of intervention

In order to ensure that students have access to and make progress across the curriculum, the school will:

- ensure access to literacy through Reading Recovery and Paired Reading,
- ensure access to numeracy through small group work or individual intervention,
- offer additional in-class support through Support Teachers and Teaching Assistants as appropriate and available,
- ensure that teacher planning provides for differentiation of work,
- provide resources in order to help students make progress.

### Admissions Policy

The Governing Body of ACSC believe that the admissions policy should not discriminate against students with SEN and advocates the practice laid down in The Equality Act 2010: "Prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability."

The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs and, if alerted that a child may have learning difficulties, will endeavor to use all available information to plan a relevant differentiated curriculum.

### Disabled Access

To ensure access for people with disabilities, the school has a lift, ramps and disabled toilets. As part of the school's Accessibility Plan, departments are

identified by colour coding. Hearing-Impaired students are supported by a teacher of the Deaf or Teaching Assistant during mainstream lessons or when the need arises they are withdrawn to work within the Deaf Support Department. A loop system is available on request for visitors to the school who have hearing impairment and a rolling programme of acoustic treatment is taking place in classrooms.

### Supporting students with medical conditions

Students at school with medical conditions will be properly supported so they have full access to education, including trips and physical education. Medical care plans are available on the T drive in the staff handbook and all teachers must familiarize themselves with these plans. If the student has an identified SEN they may have an EHC plan which will bring together health and social care needs, as well as their special educational provision.

### Resources

The Governors will employ specialist teachers and teaching assistants as required to meet the special educational needs of students on roll at that time. These students may have a statement or be at SEN support. Numbers can vary from one year to the next.

### Roles and Responsibilities

#### **The Role of the Principal**

- The Principal takes overall responsibility for implementing the SEND reforms.
- Ensures that the SENCO is able to influence strategic decisions about SEN.
- Ensures the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- Puts in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year). At ACSC this would be Parents' evenings, annual reviews and drop in sessions.
- Develops relationships with post 16 providers and explores how school will support students with SEN with their transition to post 16 education.

#### **The role of the SENCO**

The SENCO's role is a strategic one working with the senior leadership to review and refresh the SEN policy and then, with the classroom/subject teacher, to review its practice to ensure every child with SEN gets the personalised support that they need.

The role involves:

- overseeing day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- advising on graduated approach to SEN Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEN;
- links with other education settings and outside agencies;

- liaising with potential next providers of education;
- working with head and governors on Equality Act; and
- ensuring that SEN records are up to date.

### **The role of the Subject teacher**

Classroom and subject teachers are at the heart of the new SEN Support system, driving the movement around in the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff.

The classroom teacher will:

- Focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.
- Be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

### **The role of the Governors**

- The Governors will oversee the implementation of the SEND reforms and provide strategic support to the Principal
- Will publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- Will ensure that there is a qualified teacher designated as SENCO.
- Will cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Will ensure that arrangements are in place in schools to support students at school with medical conditions.
- Will also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### Training

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Principal/SENCO.

The SENCO and Principal will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO's skills will be developed through attendance at specialist training with outside agencies, reading and through subscriptions to professional bodies.

Senior staff responsible for curriculum development will regularly discuss special needs issues with the Principal/SENCO. Other teaching staff will be kept up to date informally by the Principal/SENCO and formally at staff meetings and training.

Teaching Assistants need a wide range of curriculum and special educational needs knowledge. This will be regularly updated by INSET and Sharing Good Practice meetings.

Staff will be trained on the medical issues for which our students have a care plan.

### Links with Outside agencies

School will seek the advice of outside agencies when appropriate. The agencies listed below may be involved with SEN students

- Educational Psychologist
- IDSS
- Counselling service
- School Nurse
- Speech and language therapy
- Physiotherapy
- Hearing Impairment service
- Visual impairment service
- Social services
- CAMHS
- EAL agencies
- YOT

### Monitoring and Evaluation

Monitoring and evaluation of the provision in school for our student with SEN will take many forms:

- Faculty QA to check the progress of those with an identified SEN
- Parent feedback:
  - Parental questionnaires given out at parents' evenings
  - Annual Reviews
  - Parents' Evenings
  - Drop in sessions
- Student feedback: Mentoring - TAs to meet with students with a SEN to check they their provision meets their needs and if it does not they will alert the SENCO to consider a review of their needs.

### Complaints

Should a parent or carer have a concern about the special provision made for their child, they should, in the first instance, discuss this with the teacher concerned. If the concern continues, then the SENCO should be involved and if it cannot be dealt with satisfactorily at this stage, it should be brought to the attention of the Principal. Should the Principal be unable to resolve the difficulty, the concern should be put in writing to the Governor with oversight of special educational needs. The Chair of Governors will be involved if other avenues to resolve the



situation have been exhausted. The school will inform concerned parents of students with special educational needs about Lancashire Parent Partnership and channels to make representations to the Education Authority.

The identified Governor for SEN is the Chair of Governors.

#### Reviewing the Policy

This policy will be reviewed annually while we are in the process of change to ensure we are meeting the requirements of the SEND reforms.

This policy should be read in conjunction with the following documentation:

- Anti-bullying policy
- SEN information report
- ACSC Local offer
- Access to education for children and young people with medical needs policy
- Admissions policy
- Social inclusion policy