

# Salendine Nook High School

## SEN Policy (Statutory)

<b>Date policy written:</b>	<b>September 2018</b>
<b>Produced by:</b>	<b>Mrs S Johnson</b>
<b>Approved by Governing Body:</b>	<b>Personal Development, Behaviour and Welfare Committee 27.09.18</b>
<b>Review date:</b>	<b>September 2019</b>

# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **1. Introduction**

This Special Needs Policy is concerned with provision, outcomes, partnership and practical support. Through its implementation, we aim to enable students with special educational needs and disabilities to achieve their full potential, to be fully included in the school community and to make a successful transition to the next stage of their education.

This policy complies with the statutory requirements in the SEND Code of Practice 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The School's offer of SEND provision and links to the Local offer
- The LA Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- The school's policy for Supporting Students with Medical Conditions
- The Safeguarding Policy
- The Admissions Policy
- The Behaviour Policy

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with SENCO, Director of Student Support, Assistant Principal for Inclusion, Senior Leadership Team, Governing Body (SEND Governor), parents, families, and students.

## **2. Identification of SEND**

This Special Needs Policy is concerned with provision, outcomes, partnership and practical support. Through its implementation, we aim to enable students with special educational needs and disabilities to achieve their full potential, to be fully included in the school community and to make a successful transition to the next stage of their education.

### **The Code of Practice 2014 identifies four broad areas of needs:**

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

The Code of Practice 2014 no longer allows for the identification of behaviour to describe SEN. Any concerns about a child/young person with behavioural needs would form an underlying part of a wider need (above) which has been recognised and identified clearly.

### **Salendine Nook High School:-**

1. Works within the guidance laid down in the SEND Code of Practice 2014.
2. Identifies and puts in place appropriate provision for students who have SEND and additional needs.
3. Operates a whole school approach to the management and provision of support for SEND that takes into account all of a student's needs

4. Ensures that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this.
5. Provides an appropriately qualified and experienced SENCO in post who can ensure that the SEND Policy is put into practice.
6. Provides support and advice for all staff working with SEND students.

There is an identified Governor with responsibility for Special Educational Needs or Disability (SEND) including responsibility for Student Support. Through the specialist governor, the governing body is made aware of: -

- How the school identifies children and young people with SEND and what happens once a student has been identified;
- How SEN money is allocated and spent;
- The school's SEN policy.

### **3. A Graduated, Whole School Approach to SEN Support**

Class and subject teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching. SNHS places priority on the quality of teaching and learning for all children/young people, including those at risk of underachievement.

SLT oversee a programme of whole school training, including approaches to quality first Wave 1 intervention, teaching SEN and ensuring the engagement of SEN students alongside those students without SEN.

The school may decide, in collaboration with the parent/carer, to place a student on the SEN Database at SEN Support.

Every student on SEND Support has a different profile of needs and in SNHS staff develop personalised approaches to ensure that needs are addressed. Names of identified students are on a database. In accordance with LA Guidance (see page 14 Children & Young People with SEND; Guidance – School Based Support), if a student's needs are more complex, a SEND Support Plan can be used to record provision, resource and strategies in place and record outcomes. In cases of students having an Education and Health Care (EHC) plan, a My Support Plan (MSP) or an Additional Needs Plan (ANP) will be prepared and shared with all staff.

Students with SEND support plans or EHC plans will have specific needs assessed, parents informed, strategies planned, review completed and new progress targets identified, with further reassessment if needed.

All staff are kept informed of updates to support plans and reviews of needs, to keep strategies current and '*smart*' within a whole school graduated approach.

Students on the SEN Database will have a range of SEN, and there may be a number of specialist services involved with the student and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education,

Health and Care (EHC) assessment of need. This would involve the student, parents/carers, and all agencies involved with the student, and may lead to the issuing of an Education Health and Care Plan (EHCP) which will bring together health and social care needs, as well as their special educational needs and provision. Students with an EHCP continue to be the responsibility of the teacher and may access some further intervention or support within school. These students will have ANPs and their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

- A cycle of identify-assess-plan-do-review is followed, with the SENCo involved or aware of provisions and needs. When necessary the Inclusion Manager and/or Assistant Head for Inclusion will be involved and contribute to the management of student needs.
- The SENCO has responsibility for the formal annual reviews EHC plans.
- Referrals to external agencies can be made by the SENCO, SEN Staffing Manager or SLT, informing others of the agency brought in. All meetings or reviews will have minutes written and records shared with those present, parents and key staff in SNHS.
- The SENCO and Director of Student Support work closely with the Head Teacher, Senior Leadership Team and fellow teachers, who are closely involved in the strategic development of the SEN Policy and provision. The SENCO and Director of Student Support have responsibility for day-to-day operation of the School's SEN Policy and for co-ordinating provision for students with SEND.

#### **4. Partnership with Parents**

Partnership with parents plays a key role in promoting a culture of co-operation between parents, the school and others. This is important in enabling children and young people with SEND to achieve their potential.

The local authority will arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs.

The LA will take whatever steps they consider appropriate to make parent partnership services known to parents, head teachers, schools and others they consider appropriate.

The school works hard to build positive and constructive relationships with all parents and consults with them.

Students are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a student should remain on the SEN Database are made with the parent/carer at the end of each monitoring cycle.

Following the annual retests if a student has reached the ceiling for the test, a letter is sent home and HoDs, HoY, SLT link are notified: decisions are based on students achieving the upper age for the test and evidence concurring from core subject areas.

The SEN offer is on the school website and is updated regularly, and parents are guided towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

- a. Our admissions arrangements are available in the Prospectus via the school

- website.
- b. Our links with other agencies: referrals are submitted for outreach support for Educational Psychology, School Nurse services and support, ADHD pathway to CAMHS and a Single Point Referral (SPR) for other outreach support, securing parental consent/sharing of information permission and student awareness of all referrals.
  - c. Exam access applications are made on-line by the SENCo, after screening in Y10.

Parents are notified of the outcome of the screening and the Exams Officer is informed.

A file of all applications is held in School and available for scrutiny by JCQ inspectors.

Further information is available on the School's website within department information on Special Educational Needs and Disabilities, the last tab outlines Assessment and Exam Arrangements, where all the deadlines and procedures are linked to the JCQ website.

- i. Our transition arrangements start in the summer term with data collected from the primary settings and a programme of visits undertaken, led by the Transition Co-ordinator and the Head of Year.
- ii. Our school policy on managing medical conditions of students is available via the website.

## 5. Resources

### a) Funding for SEN

The school receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. The Education Funding Agency describes the funding available within schools for SEN students as being made up from 3 elements:

<b>Element 1</b> <b>Core Educational Funding</b>	Mainstream per student funding (AWPU)
<b>Element 2</b> <b>Schools Block Funding</b>	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
<b>Element 3</b> <b>High Needs Top Up</b>	Top-up funding from the LA to meet the needs of individual children and young people with EHC plans.

The amount of money in the schools' block funding identified for Element 2 is based on a formula which is agreed between the schools and the Local Authority. Schools receive an annual school block allocation made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6,000 of a student's SEN support .

Additional resources for individual statements and EHC plans - Element 3 are allocated by top-up funding from the High Needs block budget. The level of top-up funding for each student is allocated at four levels i.e. A, B, C or D depending on the type and level

of need of each student. High Needs students with statements or EHC plans are therefore supported by a combination of school block funding (Element 2) and high needs top-up funding (Element 3).

## **b) Workforce Development**

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCO to explain the systems and structures in place to support the needs of individual children and young people.

The training needs of all staff are identified, a programme of CPD is in place, and all staff are encouraged to access this. SEN training forms part of the regular CPD within school (twilight and disaggregated days). Representatives from each subject meet with the SENCO each half-term.

The school's SENCO regularly attends the LA's SENCO network meetings in order to keep up to date with local and national issues in SEND.

## **6. Monitoring and Evaluation of SEND**

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all students.

After assessment or re-test, interventions are planned with parents informed: parental feedback is central to planning and reviewing. Parental feedback is integrated to meetings and part of the review process.

Parent/carers' views are captured in a parent forum which has helped to develop the School-based offer on the website: updated through the school year and before transition for Y6 students. Views of parents and students are also captured during the review process.

All views and voices captured are reviewed by the SENCO and the Assistant Head of Inclusion, to review future practice and transition planning.

SEN matters are always referred to in the Head Teacher's report and questions tabled in the Governor's Meeting.

The views and the evaluations form the action plan for the coming academic year, forming focal points in the annual Curriculum Focus process.

## **7. Roles and Responsibilities**

- a. The SEND Governor is S Kitson, who is invited to meet with the SENCO and monitor the progress of students/students with SEND.
- b. The SENCO is Mrs Hampshaw and the director of Student Support in Mr Danny Fearon. The member of SLT who is the link for SEND is Mrs Johnson.
- c. The school employs 16 support staff to support students with SEND. They carry out a range of roles across the school in all curriculum areas and the Student Support Centre. In addition, there are 3 Learning Mentors line managed by the core HoDs. They all work closely with the subject teachers and HoY who oversee their work and plan with them.
- d. The Designated Teacher for Safeguarding is Mrs Johnson, Assistant Principal (Inclusion), Mrs Wilson & Mr Fearon.
- e. The member of staff responsible for Looked After Children is Mrs Johnson, Assistant Principal (Inclusion).

- f. The staff responsible for managing the school's responsibility for meeting the medical needs of students/students are Mrs Johnson, Assistant Principal (Inclusion) & Mrs Cunnington (Medical Officer).

## **8. Storing and Managing Information**

All data relating to children and young people on the SEN Database is stored on T\drive on the school network.

Documents sent from previous settings, advice from agencies and copies of assessments are held in files in the Additional Needs Team Office; updated as received and following review meetings; records are archived following Year 11 and held for 7 years.

The school's Confidentiality Policy is accessed via the website and all staff must adhere to it.

### **Glossary**

#### **AD(H)D**

Attention Deficit (Hyperactivity) Disorder

#### **CAMHS**

Child and Adolescent Mental Health Services

#### **CPD**

Continuing Professional Development

#### **EHC**

Education, Health and Care

#### **EHCP**

Education, Health and Care Plan

#### **SEN**

Special Educational Needs

#### **SENCO**

Special Educational Needs Coordinator

#### **SEND**

Special Educational Needs and Disability