KEN STIMPSON COMMUNITY SCHOOL

SEND

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Reviewed: September 2019

KEN STIMPSON COMMUNITY SCHOOL – SEND POLICY

Introduction

Ken Stimpson Community School is determined to meet the educational needs of all students and this is especially so for those who require additional support. The school is guided by the following principles: -

1. A student with Special Needs should have their needs met.
2. These special needs will normally be met in school by high quality teaching.
3. The view of the student will be sought and taken into account.
4. Parents/carers have a vital role to play in supporting their child's education.
5. Students with Special Needs are offered full access to a broad, balanced and relevant curriculum.
6. A governing body or proprietor must prepare a report containing SEN information (section 69(2) of the Children and Families Act 2014).

Aims

- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of student's achievements.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for students and parents.

All staff in school will work to help all students with Special Needs both with and without Education, Health and Care Plans (EHC Plans). Staff must plan their lessons to address the needs of the following: -

- Able and gifted students.
- Students with specific literacy difficulties.
- Students with linguistic diversity.
- Students with ethnic and cultural diversity.
- Students with both long and short term learning difficulties.
- Students with short term emotional and behavioural difficulties.
- Students who are having problems either with school attendance or attending certain lessons.

Some students have a significantly greater difficulty in learning than the majority of students of their age. These problems may be permanent or last for only a short time. Some students have difficulties, which either prevent or hinder them from making use of the facilities provided. All students have an equal opportunity to participate in the full school curriculum and all other activities. Students with special needs are encouraged to be independent and take responsibility within the school. Everyone in the school community: Governors, staff, students and parents/carers have a positive and active part to play in achieving this aim.

Governors: by fulfilling their statutory duties to students with special educational needs, by securing the appropriate resources, establishing a policy which has regard to the new Code of Practice.

Staff: by acting on the principle that every member of staff is directly responsible for meeting the needs of all students, by working in partnership with the Head of Faculty for Learning Support (SENCO), student, parents and other agencies and by participating in appropriate training.

Students: by having their wishes about their own needs regularly sought and carefully considered and by all students treating their peers with respect.

Parents/Carers: through consultation and by working in partnership with the school to help meet their child's needs.

Roles and Responsibilities

Mr John Treliving	Assistant Principal Special Education Needs Co-ordinator (SEN Lead/SENCO)
Mr Mark Wilson	Deputy SENCO
Mr George Rogers	Named Governor with responsibility for Special Needs
Mrs Marion Deeley	Parent Partnership Officer based at Bayard Place
Mrs L Christian	Assessment & Review Officer based at Bayard Place

Definition of Special Educational Needs

Students have special educational needs if they have a *learning difficulty*, which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs to allow students with special educational needs join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the students with whom they are educated.

The school will have regard to the Code of Practice when carrying out its duties toward all students with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Young people with special educational needs often have a unique knowledge of what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

Provision for students with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's principal, SENCO and learning support team, all other members of staff have important responsibilities.

***All teachers are teachers of special educational needs.**

***Every teacher is responsible and accountable for all students in their class wherever or with whoever the students are working**

***Quality First Teaching is 'The baseline of learning for *all* students'.**

Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Graduated response

The school has adopted a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a young person is identified as having special educational needs, the school will intervene as described below with a CoOrdinated Plan. Such interventions are a means of helping the school and parents/carers match special educational provision to individual student needs. The school will record the steps taken to meet the needs of individual children.

If a student is known to have special educational needs when they arrive at the school, SENCO, the head teacher, departmental and pastoral colleagues will:

- Use information from the primary school to provide an appropriate curriculum for the student and focus attention on action to support the student within the class. • Ensure that ongoing observation and assessment provides feedback about student's achievements to inform future planning of the student's learning.
- Ensure opportunities for the student to show what they know, understand and can do through the pastoral programme.
- Involve the student in planning and agreeing targets to meet their needs.
- Involve parents in developing a joint learning approach at home and in school.

Early Identification

Assessment is a continuing process that can identify students who may have special educational needs. The school will measure student's progress:

- Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a student has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The SEN register will be monitored and reviewed termly. Students may be added to or removed from the register.
- The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- Subject teachers can complete an *'Early Identification form'* to request support from the SEN department.
- The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.
- Through the above actions it can be determined which level of provision the student will need.
- If a student has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and queries with the school.

- A student is monitored if concern is raised by parent/carer or teacher but this does not automatically place the student on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- Academic mentoring and parent/carer evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.
- Evidence from teacher observation and assessment.
- Their progress against targets set which are reviewed termly.
- Their results on Intake standardised screening or assessment tools.
- Their results on standardised tests.

The Role of the SENCO

The SEN Co-ordinator (SENCO), in collaboration with the principal and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND. The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Liaising with and advising fellow teachers.
- Managing the SEND team of teaching assistants.
- Co-ordinating provision for students with special educational needs.
- Overseeing the records on all students with special educational needs.
- Liaising with parents of students with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, Careers Advisors, Health and Social Services and voluntary bodies.

The Principal

- Has overall responsibility for the management of the policy, for assessment and provision for students with SEND and for keeping the Governors informed. Any complaints about general or specific provision will be referred to the Principal in the first instance.
- The Principal is informed by LA when they conclude that a student at the school has special educational needs, and is the person responsible for ensuring that all the appropriate people know about the student's needs.

Admissions Policy

The current agreed admissions policy of the Governors makes no distinction as to students with SEND. The aim of the school is to meet the needs of any child whose parents wish to register at the school. In the case of students with an EHC Plan, the SENCO will work closely with the LA named officer in coming to a decision about the most appropriate provision for the student. No student is refused admission solely on the grounds that she/he has special educational needs. The SENCO will work closely with the SENCOs in the primary feeder schools in coming to a decision about the most appropriate provision for students with SEND.

Allocation of Resources

The Governors, through the Governors' Finance Committee will allocate funds to meet the needs of students with special educational needs. At the meeting of the Governing Body which approves the Budget, the Governors' Finance Committee will draw the attention of the Governors to the amounts delegated to the school by the LA under special needs heading in the Section 42 Statement, and to the amounts allocated for Special Needs in the proposed school budget. The annual report to parents will also include this information.

The Principal will manage the funds allocated by the Governors to meet the differing needs of the students in the school with special educational needs. The Governors require the Principal and the SENCO to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other students, providing there is no disadvantage to the student to whom they are nominally allocated.

INSET for staff and Governors

In drawing up the staff development and training programmes, the Principal and Leader of Learning will give consideration and appropriate priority to the needs of all teachers with regards to SEND. The school's INSET plans for SEND will be reported to the Governors, and will include details for pastoral and subject teachers, the SENCO, TAs and other ancillary staff.

The SENCO will assist in the provision of training for teaching and non-teaching staff. In particular the SENCO will form links with LA and other schools to devise and share training opportunities. The Governors will give high priority to training on SEND responsibilities, assessment and provision when drawing up their own plans for Governor Training.

Monitoring student progress

Teachers may conclude that the strategies/differentiation they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the SENCO to consider what else might be done. The starting point will always be a review of the strategies/differentiation being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject. Consideration should then be given to helping the student through a **Co-ordinated Plan**. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the student and the student's peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the student's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.

- Demonstrates improvements in the student's behaviour.
- Is likely to lead to appropriate accreditation.
- Is likely to lead to participation in further education, training and/or employment.

Co-ordinated Plan

When a student is identified as having special educational needs, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. This intervention will involve drawing up a **Co-ordinated Plan**.

The views of the child are paramount in this process.

The triggers for intervention through a **Co-ordinated Plan** could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If the school concludes, after consulting parents/carers, that a student may need further support to help them progress, they will consider their reasons for concern alongside any information about the student already available to the school. The school SENCO will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring the action taken. The student's subject and pastoral teachers will remain responsible for working with the student and for planning and delivering an individualised programme.

Information, support and guidance from outside agencies, health or social services who may already be involved with the child, will be sought. In such instances, it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENCO, with the parent/carers' permission, will contact them.

Nature of intervention

The participants in the Co-ordinated Plan, including the student, will decide on the action needed to help the student to progress in the light of their earlier assessment. This might be: -

- To provide different learning materials or special equipment.
- To introduce some group or individual support.
- To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training aimed at introducing more effective strategies.
- Access to LA support services for one-off occasional advice on strategies or equipment or for staff, training may make it possible.
- To provide effective intervention without the need for regular or ongoing input from external agencies.

The Co-ordinated Plan will be review termly.

Referral for an Education, Health and Care Plan

Statements of special educational needs and learning difficulty assessments will be replaced with a single Education, Health and Care (EHC) plan for children and young people with complex needs.
The EHC plan will place more emphasis on personal goals and will describe the support students will receive while they are in education or training. It is a more holistic approach to supporting children and young people and will better prepare them for adulthood. Young people and parents of children who have EHC Plans have the right to request a Personal Budget, which may contain elements of education, social care and health funding. Partners must set out in their joint commissioning arrangements their arrangements for agreeing Personal Budgets.
Preparing for adulthood (PFA) is a key element of the changes, and the views, wishes and feelings of the child or young person, and the child's parents/carers must be taken into account in the preparation of plans. It is important that the child or young person, and the child's parents/carers, have the opportunity to participate as fully as possible in decisions, and are provided with the information and support necessary to enable participation in those decisions.

A referral for an EHC Plan can be made by a variety of people.

Within school the decision to make a referral for an EHC Plan will be taken at a review of a Co-ordinated Plan. The application for an EHC Plans will combine information from a variety of sources including student, parent/carers, Health, Social Care, other professionals.

For a few students the help given by schools through a Co-ordinated Plan may not be sufficient to enable the student to made adequate progress. It will then be necessary for the school, in consultation with the parents/carers and any external agencies already involved to consider whether to ask the LA to initiate an assessment for EHC Plan. Where a request for a statutory assessment is made to an LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The school's action through a Co-ordinated Plan.
- Records of regular reviews and their outcomes.
- The student's health including the student's medical history, where relevant.
- Levels of attainments in all curriculum areas.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents/carers and of the student.
- Involvement of other professionals.
- Any involvement by the social services or education welfare services.
- Records of support/funding allocated to the individual student.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents/carers, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent/carer or a referral by another agency, or the child themselves. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the student's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHC Plan

An EHC Plan includes:

- The student's name, address and date of birth.
- Details of all the students special needs.
- Identify the special educational provision necessary to meet the student special educational needs.
- Include relevant non-educational provision (Health and Social Care).

All children with EHC Plans will have short-term targets set for them. These targets be implemented, as far as possible, in the normal classroom setting. The delivery of the intervention will be the responsibility of the class teacher.

Annual review of an EHC Plan.

All EHC Plans will be reviewed at least annually with the parents/carers, the student, the LA and the school to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the plan. The annual review focuses on what the child has achieved as well as on difficulties that need to be resolved, setting targets to work towards for the next academic year.

Parent Partnerships.

Ken Stimpson Community School values working in partnership with all parents/carers. The school seeks to involve parents/carers in all decisions about their children. The views of parents/carers are sought at all stages of assessment and provision. No decision is made about the assessment or provision without seeking the views of the parents/carers or the student themselves. All communications are recorded. Conversations and telephone calls are noted, dated and initialled by the teacher and (if possible) parent/carer, and all letters have a section to be signed and returned.

Ken Stimpson Community School will try to get to know the parents/carers of students with special educational needs and encourage them to ask questions about the provision being made for their child. Together parents/carers and teachers can build a far more complete picture of a student and their needs than can be done separately. We acknowledge that the failure of a parent/carer to participate in the partnership does not indicate a lack of interest or willingness. We try to be both careful and sensitive in handling matters related to special needs. The school tries to ensure that parents/carers are involved in all decisions about their child and encouraged to work together to benefit the child. Parents/carers are encouraged to maintain regular contact about their child to minimise any possible problems.
The school keeps records of all who are parent/carers and/ or have parental responsibility for each student. When this involves adults in more than one household, school deals directly with the parent/carer who has day-to-day responsibility for the student.

The SEN Lead / Deputy SENCO will also encourage parents /carers of students with SEN to contact the Parent Partnership Officer:

Mrs Marian Deeley based at Bayard Place 01733 863658.

Complaints

If a parent or carer has any complaint about the special educational provision for their child, or about special needs provision generally, they should speak to the Deputy Senco or a member of the governing body. If they speak to a Governor, he/she will, in the first instance, refer the matter to the Deputy Senco. The Deputy Senco will investigate and then contact the parent/carer within five school days. If the Deputy Senco has not resolved the matter to the parent/carer's satisfaction, it will be referred to the SEN Lead, who will consider the complaint and contact the parent/carer within five school days from the date of the receipt of the complaint.

Evaluation of Success

The Governors will evaluate the success of this policy by enquiring how effectively students with special educational needs participate in the whole curriculum and all activities.

In particular the Governors will come to a judgement about:

- The views of parents/carers on the working of parent partnerships
- The effectiveness of the procedures in meeting needs
- How well students with SEND take part in the whole curriculum of the school
- How independent the students with SEND become
- How students with SEND take responsibility within the school
- How resources have been allocated to and between students with SEND

The Governors' observations on the above matters will form the basis (together with the legally required financial information) of the special needs section of the annual report to parent/carers.