

Birkdale High School



**Birkdale
High School**
Aspire - Thrive - Succeed

Special Educational Needs and Disabilities (SEND) Policy 2017



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Date of Policy: June 2017

Members of staff responsible: Ms J Daly, Special Educational Needs Co-ordinator
Mr D Pryor, Assistant Headteacher, SLT Lead for Inclusion

Review date: June 2019 – every 2 years

This policy is a working document and, as such will be regularly reviewed. To provide an improved, compliant policy we are committed to involving families and young people. To contribute and participate in co-producing our policy please contact Ms J Daly, Special Educational Needs Coordinator.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Roles and Responsibilities:

Special Educational Needs Co-ordinator
SLT Lead for Inclusion/Assistant Headteacher
SEN Governor

Ms J Daly
Mr D Pryor
Mrs C Ellis

Rationale:

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

It is essential to develop the young person; intellectually, morally, physically, socially and emotionally, irrespective of race, colour, creed or impairment.

All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.

All pupils are valued equally and this positive approach relates to pupils across the whole range of abilities. Every teacher is a teacher of every child or young person including those with SEN. Pupils who have special educational needs should be supported in such a way as to achieve full access to a broad and balanced curriculum. This is facilitated through a range of strategies including quality first teaching, specialist interventions, equipment and/or resources.

Pupils should be able to maximise opportunities for independent living in preparation for life after school, including preparation for work or continuing education.

With regard to these beliefs, the following document outlines the provision the school endeavours to achieve.

Aim:

We are committed to keeping the needs of young people and their families at the heart of our provision.

We aim to raise the aspirations and expectations for all pupils with SEN and to ensure that provision is made to enable them to achieve their full potential at Birkdale High School.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN / Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils
- To actively promote the equality of opportunity for disabled people.

Identification of Special Educational Needs:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The SEN Code of Practice (2014) identifies four broad areas of special need, under which SEN can be classified:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and / or physical needs

It is important to note that identification of a specific type of need does not automatically mean that the pupil will require additional SEN support. Approaches used in an inclusive classroom may enable the pupil to make progress without additional support. Frequently pupils have learning needs across categories and the school's priority will be to overcome barriers in order that the pupil achieves targeted outcomes, rather than the identification of a specific type of need.

At Birkdale High School we identify the needs of pupils by considering the whole child. There may be other factors other than SEN which may impact on progress and attainment. These include:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

When deciding whether to make special educational provision, all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress will be considered. For higher levels of need, more specialised assessments from external agencies and professionals will also be drawn upon.

Parents will be consulted and notified of any SEN support required. Where a pupil has SEN support, regular meetings with parents will take place to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

If you have concerns or require advice regarding your son's progress which may or may not be linked to Special Educational Needs, the following practitioners are available for consultation in addition to the SENCO (Special Educational Needs Coordinator):

- Subject teacher
- Head of Department
- Form Tutor
- Deputy Head of Year
- Head of Year
- Head of Key Stage

The Graduated Approach to SEN Support:

Birkdale High School is committed to the provision of a minimum offer in terms of quality first teaching. This ensures that all pupils will have access to good quality inclusive teaching that provides reasonable adjustments to accommodate learning differences. Subject teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The school will identify pupils within the assessment cycle who are not making appropriate progress. Once identified, all factors will be considered that could affect progress before deciding whether any SEN is impacting on learning. External professionals may be consulted to help gain a better understanding of the pupil's profile.

If the school decides that the pupil requires a SEN support plan to make progress, parents / carers will be contacted and effective special educational provision will be put in place.

Having identified a Special Educational Need, appropriate support will be put into place to achieve targeted outcomes.

This process is described in the new Code of Practice as the 'Graduated Approach'. It has four stages.

Assess

The school will gather all the information they have about the pupil from a variety of sources (teacher, pupil, parent, outside agencies) in order to develop an accurate picture of the pupil's needs, attainment, projected targets, motivators, and how they respond to teaching approaches.

Plan

A support plan will be put together to outline the methods to be used in order to achieve specific outcomes. The plan may include any or all of the following:

- a) Quality First inclusive teaching approaches identified to enhance the pupil's learning.
- b) Any focused in class support from a teaching assistant that is required to facilitate pupil progress or enable curriculum access. Support should be directed by the teacher and ultimately aim to develop the pupil's independence.
- c) Proven interventions that have been identified to achieve specific targets – and how they will be delivered and monitored
- d) Resources to ensure access to curriculum or environment
- e) The role of the parent / carer and pupil in the implementation of the plan

When determining plans across the school, leadership will need to be mindful of effective and efficient use of school resources. Schools are responsible financially for up to £6,000 of support they action for individual pupils with identified SEN.

Do

Once recorded the plan will become a working document. It may be annotated to show progress towards outcomes and / or adjustments made to determine success.

A variety of practitioners may be accountable for elements of the plan. However a named person will manage the plan and be accountable for the review of outcomes.

To accommodate pupils who are designated as having a special educational need, the school may provide the following range of support:

- Teaching Assistants to provide support enabling appropriate access to the curriculum via in-class, small group and/or individual support.
- Individual teaching programmes designed to meet the needs of particular pupils, provided by specialist teachers as required.
- Learning Mentors to provide individual support and specialised courses.
- Individualised timetables to accommodate specific needs.
- Specialist equipment.
- Appropriate access arrangements (e.g. additional time) in class and for exams / assessments to meet the needs of the individual student.
- Transition arrangements between key stages.
- Involvement of external agencies.
- Access to the Personalised Learning Centre (the Hub) for additional support as required.

The school aims to include all pupils with special needs in all the activities of the school as far as it is appropriate. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught. Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

Review

A timescale will be attached to the plan so that everyone involved appreciates when outcomes should be reviewed. A review will take place within this timescale in which interventions can be evaluated, along with the views of the pupil and the parents. An amended plan may then be devised, if required, to enable the pupil to achieve their next steps in learning. It may be decided that the pupil has made enough progress to cease the plan.

Further Options

- Further consultation may be requested from outside agencies to gain a better understanding of the pupil's profile and recommendations for support
- Request for top up funding from the local authority, if the cost of support goes beyond the threshold that is the school's responsibility.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet a pupil's needs, the pupil has not made anticipated progress, the school or parents may consider requesting an Education, Health and Care Assessment.

Supporting Pupils with Medical Conditions:

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, 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. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

For further details refer to the school's Medical Conditions Policy.

Monitoring and Evaluation of SEND:

The progress of students with SEN support is monitored termly in line with school assessment procedures. Internal tracking systems are used to highlight the progress of individuals as well as identified groups. The Code of Practice recognises that for some pupils it is necessary to track progress outside of academic attainment. All statements and Education, Health Care Plans (EHCPs) are reviewed on an annual basis.

The school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement and those with SEN. This rigour ensures that the agreed minimum Quality First Offer is maintained for all pupils. The progress of all pupils, including those with SEN, is an integral part of the appraisal process for all teachers. The effectiveness of our provision is measured in the progress that individuals and groups of students make over time.

SEN provision, interventions and the use of additional support are monitored by the SENCO.

Parent Partnership:

Open, positive and regular contact with parents is an essential part of our whole school policy so that parents are kept fully informed and are able to express their views on the policies relating to their children.

Progress data is shared with parents three times each year. There is also the opportunity for progress to be discussed at parents' evenings. In addition to formal opportunities for meetings to discuss progress, parents are welcome to contact subject teachers at any time.

The SEN department encourages parents to request the opportunity for informal discussion or an organised meeting at any time. It is recognised that parental support and close involvement are essential to ensure progress.

The SENCO is also available to discuss individual students at any point, usually by appointment to ensure privacy and confidentiality.

Students with additional needs are able to express their views regularly throughout the year through discussion with the SENCO or teaching assistants and are invited to record them more formally in annual reviews, as are parents.

Training:

The school's SENCO regularly attends the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND, and is a member of NASEN (the professional association for SEND).

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The school is committed to ensuring that all staff have the skills required to fulfil the requirements of the graduated approach, particularly with regard to the deployment of teaching assistants and monitoring of interventions. In-service training is available in respect of SEN for whole school, departmental or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's Professional Development Policy. It will be delivered by one of the following:

- SENCO and team members
- Individual members of staff within the school who have a designated specialism
- External consultants/trainers

Accessibility:

The Equality Act 2010 requires the school to ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN. The school is committed to the implementation of reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage when compared with their peers.

The school works within the examination board guidelines to put into place access arrangements for examinations that are appropriate and meet the needs of the individual student.

Policy Review:

The SENCO and senior manager responsible for SEN will review the policy annually. We are committed to involving families and young people in this process. To contribute and participate in co-producing our policy please contact Ms J Daly, Special Educational Needs Coordinator.

Other Related Policies and Information:

SEN Information Report
Medical Conditions Policy
Equality and Diversity Policy

Useful Links:

Sefton Council website - <http://www.sefton.gov.uk/schools-learning/special-educational-needs-sen>).

SEND Code of Practice 2015 - <https://www.gov.uk/government/publications/special-educational-needs-sen-code-of-practice>