

HOWDEN SCHOOL



SEN Policy

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND. The policy replaces our previous one in light of 2014 reforms

The SENCO is:
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The SEN Governor is
Karen Dixon

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The SENCO is a member of SLT

Our Team Howden ethos is clearly inclusive and welcoming. We strive to ensure that all students make progress and thoroughly enjoy their time here and thrive in our learning environment.

We strongly believe that every teacher is a teacher of every child or young person including those with SEN. Central to the work in 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 all 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.

SECTION 1 **AIM**

Howden School works hard to *raise the aspirations of and expectations for all pupils with SEN. We focus strongly on improving outcomes for children and young people and provide carefully targeted and well-focused support where students require it.*

OBJECTIVES

1. To identify and provide for pupils who have special educational needs and additional needs

2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a “whole student, whole school” approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) and an additional post holder who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

SECTION 2: IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The school identifies Special Educational Needs in line with the SEND Code of Practice 2014 which describes four categories of Special Educational Need

These are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental emotional health
4. Sensory and/or physical disability

Students may be identified as requiring support in one or more than one of these areas. At Howden School we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person. We use a variety of ways to identify students’ needs including:

A Liaison with Partner Primary Schools

If a pupil is known to have special educational needs when they arrive at the school, the SENCO, 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 on-going 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.

B On- going early identification

Assessment is a continuing process that can identify students who may have special educational needs. The school measures student’s progress by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptions within the National Curriculum at the end of a key stage
- standardised screening or assessment tools including Reading and Spelling assessment, Cognitive Abilities Tests and Dyslexia Screener.

SECTION 3: A Graduated Approach to SEN Support

We have 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 pupil is experiencing. We strongly believe that high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. 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.

When a young person is identified as having special educational needs, the school will intervene as described below. Such interventions are means of helping schools and parents match special educational provision to individual pupil needs. School will record the steps taken to meet the needs of individual children.

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil 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 being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for additional support 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 pupil and the pupil'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 pupil'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 pupil's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment

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.

The triggers for intervention 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.

The SENCO and the student's subject teachers should 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 Local Authority 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 on-going input from external agencies.

For students with a higher level of need, a request for help from external services is likely to follow a decision taken by the school in consultation with parents. External support services will usually see the student, so that they can advise subject and pastoral staff on fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. When school seeks the help of external support services, those services will need to see the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in supporting the student directly.

SECTION 4: MANAGING STUDENTS NEEDS ON THE SEN REGISTER

For students on the SEN register there is a regular cycle of assessment, planning and reviewing provision and outcomes. Regular assessments take place in lessons and these inform 6 weekly data entries which in turn are shared with parents, pastoral staff and the SENCo. These assessment reviews allow the impact of additional support to be measured and for changes in provision to be made. The school also uses a provision mapping tool which helps measure and review all interventions for students on the SEN register and other vulnerable groups requiring additional support.

More information about this is included in the school's local offer, included at the end of this policy.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER/RECORD

The school has developed criteria for students to exit the SEN register. These are linked to progress measures and evidence of that students have responded to the additional and different provision which has been made. Teachers, support staff and students are consulted when this decision is being made

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Students and their families can access the LA local offer (FISH – linked on our website)
The school has provided a **SEN Information Report** which can be found on the school website
The school has strong links with other agencies to support families and students and can make contact on behalf of families. Our admission arrangements follow guidance from East Riding of Yorkshire Council and can be found on our website.

Students with SEN are assessed in Year 9 in order to access exams and other external assessments. In KS3 students are provided with additional support in tests and assessments where required. The SENCo and Examinations Officer are responsible for this.

Transition procedures across key stages and to Post 16 provision are managed by the Assistant Headteachers responsible for KS3 and KS4 and the SENCO. The school liaises closely with local colleges and providers of education and training post 16 in order to support our students with additional needs make a successful transition to life after school. Additional support offered includes meetings with families, attendance of college staff at EHC plan meetings and extra bespoke visits to providers.

SECTION 7: SUPPORTING PUPILS AT SCHOOL 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 visits 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 and the SEND Code of Practice (2014) is followed.

The school has arrangements in place in order to support students with medical conditions. Our policy for supporting pupils with medical conditions can be found on our website.

SECTION 8: MONITORING AND EVALUATION OF SEND

The school regularly and carefully monitors and evaluating the quality of provision we offer all pupils. We do this in many ways including; the monitoring the teaching in all subjects each term, work scrutiny, learning walks. We carry out regular student voice surveys as well as surveys of staff and parent's views. Our governors take a proactive role in this and have participated in student voice exercises and work scrutiny. These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

SECTION 9: TRAINING AND RESOURCES

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 training needs of staff are identified as part of the performance management cycle. This is linked closely to lesson observations and staff requests for support and development with particular areas of practice. Whole school and bespoke training is then planned and delivered as a result of this.

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.

The school's SENCOs regularly attend the LAs SENCO forum meetings in order to keep up to date with local and national updates in SEND.

The school holds NASEN membership.

A teacher holding a responsibility allowance for developing the school's work with vulnerable groups is undertaking NASENCO training

SECTION 10: ROLES AND RESPONSIBILITIES

Role of SEN Governor– Karen Dixon oversees the school's provision for students with SEN and monitors outcomes and responses to national and local requirements

Role of SEN Teaching Assistants – 8 teaching assistants work in all curriculum area and have developed specialisms in subject areas and with specific student needs. They are managed by the SENCO

Designated Teachers with specific Safeguarding responsibility Gill Knight Deputy Head and Martyn Carruthers Assistant Head

Member of staff responsible for managing PPG/LAC funding Jill Baxter

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils Gill Knight

SECTION 11: STORING AND MANAGING INFORMATION

Documents relating to students with SEN are stored in compliance with the school's policy on Information Management and our confidentiality policy.

SECTION 12: REVIEWING THE POLICY

This policy will be reviewed annually

SECTION 13: ACCESSIBILITY

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

- Accessibility plans and strategies must be in writing.
- How does your school identify and remove barriers to learning? Do you apply your checklist or is this part of your schools stream of consciousness?
- Describe current targets, strategies and outcomes of your schools successful accessibility planning approach.
- How does your school increase and promote access for disabled pupils to the school curriculum? This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- How does your school improve access to the physical environment of the school? This covers improvements to the physical environment of the school and physical aids to access education.
- How does your school improve the delivery of written information to disabled pupils? This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.
- How can parents and carers contact key staff? What are the protocols in your school? Do you have a specific time of day/week where there is open access?

SECTION 14: DEALING WITH COMPLAINTS

The school's complements and complaints policies and procedures are available from school on request.

SECTION 15: BULLYING

The school operates an anti-bullying policy works to reduce the risk of bullying of our vulnerable learners through a variety of supportive and innovative practices. These include an effective peer mentoring system, robust pastoral support and the active encouragement of student voice through a student senate. This policy can be found on our website.

SECTION 16: APPENDICES

SEN Information Report, 2015 on school website

REVIEW DATE September 2016