

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 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.

- Provide a link here to the schools policy on managing the medical conditions of pupils (*this a new requirement placed on schools from September 2014*)

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 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 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– Julia Thompson 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

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

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, 2014 on school website

While every care has been taken in the compilation of this publication, nasen cannot accept responsibility for any inaccuracies or changes since compilation, or for consequential loss arising from such changes or inaccuracies, or for any other loss, direct or consequential, arising in connection with information in this publication.

Definition of Special Educational Needs

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

Pupils 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 education authority
- are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them

Pupils 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.

For pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil 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 pupils who have special educational needs to allow pupils with special educational needs join in the activities of the school together with pupils 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 pupils with whom they are educated.

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

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents 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 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 their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. 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 pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, SENCO and learning support team, all other members of staff have important responsibilities.

All teachers are teachers of pupils with special educational needs.

Early Identification

The role of the SENCO

The SEN Coordinator (SENCO), in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of pupils with SEN. 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 SEN team of teachers and learning support assistants
- coordinating provision for pupils with special educational needs
- overseeing the records on all pupils with special educational needs
- liaising with parents of pupils with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including educational psychology services, the Young People and Families Service, health and social services and voluntary bodies.

Monitoring pupil progress

- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school
- 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 school concludes, after consulting parents, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the school. The school SENCO will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's subject and pastoral staff will remain responsible for working with the pupil and for planning and delivering an individualised programme.

In some cases outside professionals from health or social services may already be involved with the child. 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's permission, will contact them.

Nature of intervention

School request for statutory assessment

For a few pupils the help given by schools through *Action Plus* may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the

parents and any external agencies already involved, to consider whether to ask the LEA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LEA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing:

- the school's action through School Action and School Action Plus
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals
- any involvement by the social services or education welfare service.

When the LEA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents, 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 parent or a referral by another agency. 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 LEA will consider the case for a statutory assessment of the child's special educational needs.

The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a **statement of special educational needs**.

A statement of special education needs will include:

- details of all of the pupils special needs
- identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be implemented, at least in part and as far as possible, in the normal classroom setting.

Annual review of a statement of special educational needs

All statements will be reviewed at least annually with the parents, the pupil, the LA and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The annual review held in Year 9 will be particularly significant in preparing for the pupil's transition to further education, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young person's statement and draw up and review the Transition Plan. This must involve the YFS Service.