

SAPIENTIA EDUCATION TRUST



OLD BUCKENHAM HIGH SHOOOL

SEND POLICY

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Date	March 2019
Executive summary	This policy has been reviewed and amendments made in order to comply with Trust requirements and those of the Local Authority
Review Body	School
Endorsed by	Governing Body
Review frequency & next review due	Annually – March 2020
Comments	<p>This policy is available on our school website and is available on request from the school office.</p> <p>This policy will be reviewed in full by the Governing Body on an annual basis.</p>

Aims

At Old Buckenham High School, we believe students with Special Educational Needs must have their needs addressed. We aim to support all students, to ensure equality of access to the curriculum and other learning opportunities available at OBHS. Our aim is to plan and manage progress for all students in order to raise their levels of achievement.

This policy should be read in conjunction with the Old Buckenham Cluster Special Educational Needs and Disabilities Policy (July 2016), Equality Act (2010), Disability Discrimination Act (2005) and The Special Educational Needs Code of Practice (2014).

Objectives

- To provide access for all students to a broad and balanced curriculum, through the development of a whole school approach to teaching and learning styles
- To raise awareness of SEN, ensuring that all teachers know which students have identified SEN, what their individual needs are, and how to meet them
- To support staff in identifying and seeking support for students who may have additional educational needs
- To maintain high expectations of learning for all students with SEN, providing them with support through effective partnerships with parents/carers, staff and outside agencies
- To analyse the impact of provision on learning outcomes for students with SEN, amending support where necessary
- To ensure students and parents/carers are fully involved and consulted in the identification, provision and monitoring of support provided to meet the student's needs
- To ensure that additional funding is appropriately directed to meet the needs of those pupils identified through Support for Learning Applications

Definition

Students who do not currently meet age-related learning expectations, may not necessarily have a special educational need. (Lamb Enquiry 2009) A student is defined as having "special educational needs and/or disability", if they "*have a learning difficulty which calls for special educational provision to be made for them*". This is when they either "*have a significantly greater difficulty in learning than the majority of children the same age; or 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 secondary schools*"

A disabled person is someone who has "*a physical or mental impairment which has a substantial and long-term adverse effect in his/her ability to carry out normal day-to-day activities.*" Not all students with a disability will have special educational needs, and not all students with SEN will have a disability.

Criteria for evaluating the success of the SEN Policy

Success will be demonstrated if:

- Lesson observations/Learning Walks demonstrate that students with SEN fully participate in school life and have developed the skills to be independent in their learning
- Teachers and Learning Support Assistants state and demonstrate in lesson observations that they are confident and competent in identifying and responding appropriately to the special educational needs of learners
- Student and parent/carer feedback, indicates that they feel included in the provision and monitoring of support and that they feel it is successful
- All students with SEN make at least expected levels of progress and achieve at least their target grades

Complaints

These should be directed in the first instance to the Headteacher Andrew Fell and then to the Chair of Governors – Ms T Irvine (Following the school's complaints procedure). All such complaints will be thoroughly investigated.

Review

The policy will be reviewed annually, unless changes to relevant legislation occur, making an earlier review necessary.

Aims:

At Old Buckenham High School we aim to:

- Ensure all students are entitled to a broad and balanced and differentiated curriculum which satisfies individual learning needs by realistic and achievable methods
- Provide students access to the national curriculum
- Ensure students' learning happens alongside their physical, emotional and spiritual Development
- Ensure all teachers at Old Buckenham High School are responsible for meeting the needs of the students they teach
- Provide parents with the opportunity in helping to decide the appropriate support for their child
- Provide students with the opportunity to help design effective support programmes

Roles and Responsibilities:

This section of the Policy will be used as the criteria for success

Please note that the responsibilities and roles below require significant review in the Summer Term due to the temporary and unconfirmed staffing structure in existence at the present time.

SENCo:

This role is currently supported by a temporary part-time Senior Leader for SEND & Inclusion on an advisory basis to the SLT, SEND Team and all staff who work to meet the responsibilities below.

Permanent and future staffing plans for this role are under consideration by the school and Trust. - to be reviewed Summer Term 2019

- The day to day operation of the School's Special Educational Needs Policy
- Monitor and evaluate SEN provision across the school
- Ensure that all staff are aware of their roles and responsibilities with regard to SEN
- Liaise with staff at feeder schools before, during and after transfer
- Meet with outside agencies as appropriate
- Involve parents fully in the SEN process
- The deployment of support staff (in conjunction with Mrs D Green – Assistant SENCo)
- Drawing up a strategic plan for the development of SEN provision at Old Buckenham
- Updating and overseeing the records of all students with Special Educational Needs and Disabilities (in conjunction with the Assistant SENCo)
- Overseeing the writing of Personal Profiles and Student Support Plans in consultation with teaching and support staff
- Monitoring and reviewing Personal Profiles & Student Passports (in conjunction with the Assistant SENCo)
- Working in partnership with parents of students with Special Educational Needs and Disabilities
- Liaising with external agencies including the EHCP Coordinator and other support agencies, medical and children's social services and voluntary bodies
- Chairing the annual review of students with Statements/Education Health and Care Plans
- Making referrals for an Education, Health and Care Plan and providing sufficient evidence for the referral
- Making special arrangements for SEN students undertaking assessments and GCSE examinations with subject teachers and examinations officer (in conjunction with the Assistant SENCo) - this is the Assistant SENCO only at present
- Monitoring the progress of students identified with SEN in terms of the development of basic skills.
- Monitoring the progress of students across the curriculum using evidence that comes from the half termly data tracking through GO 4 Schools
- Ensure Provision Mapping is updated in response to testing and data analysis
- Attend Cluster SEN meetings
- Coordinate SEN information / communication
- Ensure that SEN provision is accurately recorded and appropriate to each student
- Meet with outside agencies as appropriate
- Liaising with and advising fellow teachers
- Advising and arranging INSET with regard to SEN issues
- Liaising with external agencies including the educational psychology service, and other support agencies, medical and children's social services and voluntary bodies
- Initial assessment and diagnosis of students including liaison with primary feeder schools (in conjunction with Assistant SENCo)
- To arrange organise and review for individual children

ASSISTANT SENCO

- Co-ordinate the regular review and completion of Personal Profiles for students with high levels of complex need
- Prepare information for and arrange Annual Review of Statement / Education Health and Care Plans
- Regularly update and publish the SEN Register
- Liaise with Staff, parents and external agencies

- Responsible for general administration of the department
- Liaise with SENCo to update Provision Mapping as required following the addition or removal of pupil's receiving intervention
- Conduct testing and assessment for exam access arrangements
- Conduct general testing and assessment of pupils as requested, whenever concerns have been raised by parents/staff/outside agencies

LSAs:

- To take responsibility for supporting pupils with identified special needs and Statements /Education Health and Care Plans
- To support the children in class and/or withdraw in order to help meet their Personal Profile targets
- To keep accurate records of each student's progress using the recording devices provided by the Assistant SENCo
- To liaise with the Assistant SENCo
- To be active in seeking further training
- To be available to contribute to the Statement / Education, Health and Care Plan Documentation

LSAs (Intervention):

- Assess individual pupil needs - through reading / writing tests on entry
- Prepare a list of pupils needing intervention
- Prepare a programme of individual learning
- Monitor and evaluate progress
- Ensure staff are aware of pupils needing intervention via Provision Mapping

Form Tutors:

- Liaise with SEN Department staff
- Monitor pupils on SEN Register using the Personal Profiles and information from SEN bulletins
- Work with parents and SEND Team to ensure any needs are identified and appropriate provision is in place
- Raise SEN issues at Year meetings
- Contribute towards the implementation of Personal Profiles

Heads of Year:

- Liaise with Form Tutors in the early identification of SEN
- Liaise with LSAs as appropriate
- Pass on relevant information to SENCo
- Attend meetings with SENCo as and when appropriate

Subject Teachers

- Identify pupils within their teaching groups who are on the SEN Register, and provide appropriate support for them in lessons
- Be involved in the implementation of the Personal Profiles
- Produce differentiated work to meet learning targets of SEN pupils
- Complete SEN monitoring sheets for reviews
- Raise SEN issues at curriculum meetings

- Brief LSA's on lessons they support
- Include deployment of LSA's in lesson plans
- Contribute to review documentation for Statements / Education, Health and Care Plans

Curriculum Leaders:

- Identify good practice and pass on examples to teachers and SENCo
- Identify examples of differentiated work and make available to teachers and SENCo
- Include SEN issues on curriculum meeting agendas and give minutes to SENCo when complete
- Ensure staff complete SEN monitoring forms
- Monitor and evaluate support strategies
- Ensure staff complete support for Education, Health and Care Plans

SLT:

- Ensure that SEN receives appropriate staffing, funding and resources
- Support and monitor the work of the SENCo through regular meetings
- Work with the SENCo to identify INSET needs
- Liaise with outside agencies as appropriate
- Monitor the effectiveness of SEN provision
- Monitor issues of equal opportunities
- Develop a Disability Equality Scheme (DES)

Governors:

- Identify a SEN Link Governor to consider SEN issues and attend appropriate INSET
- Be involved in the planning and monitor the implementation of the SEN Policy
- Monitor the working of the SEN Department on a regular basis
- To be involved in Policy review within four years
- Plan strategically to increase access to School premises and the curriculum to disabled pupils
- There is a nominated Governor for SEN. It is their role as governor to ensure that the SEN provision is an integral part of the school development plan and that the quality of the SEN provision is continually monitored

Parents:

- Attend relevant meetings and Reviews
- Support the implementation of Statements/Education, Health and Care Plan/Personal Profiles
- Support and encourage their child
- All parents of children with SEN will be treated as partners under the SEN code of practice and supported to play an acting and valued role in their children's education

The Temporary Learning Support Department consists of:

- Senior Leader of SEND & Inclusion Mrs M Unstead
- Assistant SENCo – Mrs D Green
- Mrs C Wabe – Additional Needs Instructor and Coordinator
- Learning Support Assistants

The aim of the Learning Support Department is to meet and support the additional needs of students with special educational needs and disabilities (SEN) and their families.

Facilities

Learning Support is based in Room 3 along the veranda. This is a specially adapted classroom, available for students to take part in a range of personalised provision across the school day. In addition, there is a small group work room and an additional work room for 1-2-1 provision used for this purpose.

Admissions

Students with Statements of Special Educational Needs / Education, Health and Care Plans will receive a place at Old Buckenham High School provided that we can meet their needs, as far as is reasonably and practically possible. OBHS will work in conjunction with students, parents, EHCP Co-ordinators, other External Agencies and feeder schools to ensure a student is supported to access the most appropriate educational placement to meet the student's needs.

Identification, Assessment and referrals

At Old Buckenham High School, we aim to identify issues as early as possible, to provide the correct support for students, to enable them to achieve their full potential. The main source of information will be the feeder primary schools on transfer. In addition, liaison will also include:

- SENCo attending Year 5 and 6 statement reviews
- Additional meetings between SENCo and feeder schools to obtain information on SEN and vulnerable pupils
- Additional transition visits for SEN and other vulnerable pupils

On transfer, information is obtained through:

- Baseline testing
- SATS levels
- Depending on need, a range of screening and diagnostic tests can be used "in-house" to ensure learning needs are identified and supported

Throughout the year, information obtained through:

- Data analysis
- Parent/Carer concerns
- Teacher concerns
- Pupil tracking
- Lesson observation/Learning walks will be used to ensure pupils who are experiencing difficulties are supported and their progress monitored

The SEN Register

Where a student has been identified as having special or additional learning needs, he or she will be placed on the Special Educational Needs Register.

There are three levels of need identified on the register:

High – Pupils who hold a Personal Profile detailing barriers to learning, outside agency support and targets.

Medium Pupils who, as a result of assessment require intervention.

Low – Pupils whose needs can be met within the classroom through quality first teaching.

Only students identified with a high level of need will be issued with a Personal Profile. However, the learning needs of all students are identified on the SEN Register along with strategies to support them.

Intervention programmes are identified during the Provision Mapping process, which is reviewed regularly.

In term transfers

Students who transfer to Old Buckenham mid-term will be tested as required to identify any additional learning needs. Students will initially be placed on the SEN register, with the description of needs from their previous school; however, this will be reviewed termly.

Students not previously identified with SEN

If a student has not previously been identified with SEN, but is experiencing or exhibiting difficulties, the SENCo will meet with relevant parties, review data and ask for appropriate testing to take place, in order to assess need and the relevant support required.

Difficulties may include any of the following:

- 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 mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the school's usual behavioural management techniques
- Has English as an Additional Language
- Has sensory or physical problems and continues to make little 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.

Provision

Provision of support is determined on a needs basis; remembering that students within the same category of SEN differ in the extent of their individual difficulties and the subsequent provision required.

The Allocation of Learning Assistant Support

Our priority is to ensure that students are able to access a broad and balanced curriculum in an inclusive environment. We therefore aim to support students, from requests by teachers, as much as possible within the classroom so that they can participate fully in all

aspects of school life and have the same opportunities as others when making future options and career choices.

Students will not normally be disapplied from subjects unless this is stated in their Statement of Special Educational Need/Education, Health and Care Plan, or is agreed by the school, parents/carers, students and other professionals; following a thorough evaluation of progress.

Old Buckenham High School recognises its responsibility to ensure that reasonable adjustments are made to ensure equality of opportunity, remembering that in some cases equality can only be ensured by positive discrimination in favour of students with SEN. It also recognises the need to personalise the curriculum where possible to the needs of the student, especially where more intensive forms of support are required.

The use of LSA's within the classroom

Whatever the level of need, in class:

"It is the responsibility of the teacher to ensure that the work is at the right level for the students involved." (Ofsted (January 2011) Special Educational Needs and/or disabilities in mainstream schools)

The Learning Support Team, will ensure however that teachers and associate staff are aware of student's needs, with advice provided, via the staff server under SEN and the weekly staff bulletin, on how to deal with the learning difficulties faced by students.

Support may include the following:

- Differentiated lesson objectives, resources and tasks within lessons
- Individual or group learning assistant support as required
- Short-term handwriting intervention to improve speed, accuracy, spacing and legibility of handwriting
- Small group work on specific areas of need e.g. literacy and numeracy
- In-form support for organisation and homework
- Paired reading in the library during registration
- Support from the Speech and Language Team or from Sensory Support
- Individual mentoring
- Group sessions for social, emotional and mental health issues
- Personalised interventions;
- Individualised timetables
- Exam access arrangements
- Other support mechanisms as required

Intervention

If the student continues to make little or no progress this will be discussed with teachers, SENCo and parents and a Personal Profile will be created with one or more of the above forms of intervention being put in place. The triggers for the creation of a Personal Profile/Intervention are:

The student:

- Continues working at a level below that expected of students of similar age
- Continues to have difficulty in developing literacy or mathematical skills

- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having an individualised behavioural management programme
- Has sensory or physical problems and requires specialist equipment or regular advice or visits by a specialist service
- Has an on-going communication and/or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

(SEN Code of Practice 2014)

Monitoring and Record keeping

- The SEN register is reviewed and updated on a regular basis by Mrs D Green
- Provision Mapping – reviewed in the spring and summer terms, based on school data and in-house assessments by the SENCo and Assistant SENCo
- Data tracking – reviewed ½ termly for Key Stage 4 and termly for Key Stage 3 by the SENCo and Assistant SENCo
- Specific Assessments – as required to give formative and summative data as required, administered by the Assistant SENCo