

## **Special Educational Needs and Disabilities Policy**

At Shaftesbury School we highly value our pupils and our intention is that they will all reach their full potential. We recognise that pupils with special educational needs and disabilities will require extra and additional support in order to achieve this. Each student, regardless of their ability, is entitled to a broad and balanced curriculum, which is relevant to their educational needs. As a fully-inclusive school, it is our intention to ensure that all pupils have their needs met within a caring and supportive environment.

The school complies with the SEND code of practice 2014 and will make clear the variety of processes by which a student's SEND may be identified. Once identified, a variety of provision may be offered to students according to their particular need.

### **Aims and Objectives**

- To raise levels of achievement for all pupils with special educational needs and disabilities by making proper provision to meet their needs.
- To meet all the requirements and provisions contained in the 2014 SEND code of practice.
- To give SEND students the greatest possible access to a broad and balanced curriculum.
- To involve all teachers and non-teaching staff directly concerned with the identified students in helping meet the students' needs.
- To work in partnership with parents at all times by encouraging parents to be actively involved in assessing needs, making decisions and monitoring and reviewing provision.
- To seek students' views and involve them in decision-making.
- To work co-operatively with outside support services and agencies as appropriate.
- To establish links with other schools in order to share good practice and experience.
- To provide regular training for all staff in matters relating to aspects of SEND.
- To foster an atmosphere in which SEND students feel valued and can develop a sense of self-worth and achievement.
- To implement systems for careful monitoring assessment and reporting so that the curriculum can be tailored to the needs of pupils with SEND to maintain high expectations.
- To provide a range of appropriate resources to enable achievement.
- To enable every child to be seen as an individual with differing interests, knowledge and skills.

Students with special educational needs may have one or more of the following difficulties:

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

### **Identification**

At Shaftesbury School it is our aim to identify any pupil who has a special educational need and/or disabilities as soon as possible. Indicators could include:

- Concerns raised by parents/carers
- Concerns raised through liaison with feeder schools/previous school
- Concerns raised by a teacher, e.g. for behaviour or self-esteem if this is affecting performance

- When attainment outcomes indicate a lack of significant progress
- Changes in behaviour
- If a pupil begins to ask for help more frequently
- Liaison with external agencies
- Health diagnosis by a Paediatrician
- Pupil observation indicates that they may have additional needs in one (or more) of the four areas:
- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical Need

### **Provision and monitoring**

Every intervention will be monitored for effectiveness. This is done in a variety of different ways. Monitoring methods include:

- Observations
- Teacher assessments
- Discussion with the student and/or parents, feedback forms
- Review of external and internal qualifications received
- Review of tracking and behaviour logs
- Meetings with parents including annual reviews of Education Health Care Plans

All students have a literacy and numeracy assessment at the start of year 7 to identify any SENs. This process is followed at other points of entry, including in-year boarder admissions. Other assessments will be completed as appropriate for the individual student. Exam concessions will also be agreed for internal and external curriculum assessments where students meet the criteria. All staff are aware of the students who have SEND. Suggested strategies are provided through the SEND pupil passports, SEND briefings and through emails. General strategies are shared through the differentiation bulletin shared weekly. The school has made some adaptations to the environment to assist students with physical disabilities. Special equipment has been purchased for individual students and alternative rooming is available for examinations. Students may be tested for coloured overlays which are then provided for exams where appropriate and individual sheets are given to the students to use in class. Many subjects are set by ability which ensures the ratio of staff to student is kept low for a high number of students with SEND.

SEND students will have access to a range of different types of support and intervention dependent on needs. Support will always include 'Quality First Teaching' and can also include:

- Extra Literacy support
- Numeracy support
- Small group work
- In class support
- School Nurse
- Emotional Literacy Support Assistant (ELSA)
- 1:1 interventions
- Visual Impairment Team
- Hearing Impairment Team
- Child & Adolescent Mental Health Service (CAMHS)
- Special Educational Needs Support Service (SENS)

- Educational Psychologist Service
- Assisted technology
- Mentoring
- Exam concessions
- Homework club

It is important that the needs of an individual are recognised early so that intervention can start to be effective as soon as possible. Needs may change over time and depend on the educational setting. It is important that systems are in place for the regular monitoring and evaluation of pupil progress including those with special educational need and disabilities, so that appropriate strategies can be put in place to ensure that pupils make progress at all stages of their school career.

### **A Graduated Response to SEND**

All staff have a responsibility for identifying students with special educational needs. Subject leaders have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive manner in all subjects. SEND should be an agenda item for all subject meetings, at least once every half term. If a student is not making the expected progress in lessons despite a differentiated curriculum or is significantly below their peers they will be identified and a referral to the SENCo is made. They will then follow a staged approach of intervention to provide the support required to help the student reach their potential.

### **Roles & Responsibilities**

Responsibilities of the Special Educational Needs Co-ordinator (SENCo)

The SENCO plays a strategic role in developing and delivering appropriate educational programmes for pupils with SEND. Responsibilities include:

- Implementing, revising and updating (as appropriate) the school's SEND policy
- Developing and implementing provision mapping for students with SEND and co-ordinating the provision for those students
- Developing and implementing effective systems for assessment, recording and reporting for students with SEND
- Managing a team of staff within Shaftesbury School including ensuring that Learning Support Mentors are effectively deployed
- Facilitating the provision of appropriate resources for a range of SEND.
- Liaising with and giving advice to subject teachers
- Ensuring systems are in place for effective and efficient record keeping.
- Liaising with the parents and carers
- Delivering regular INSET on aspects of SEND
- Ensuring that pupils with statements of SEND have regular annual reviews in accordance with the requirements of the 2014 code of practice
- Liaising with external agencies, including the educational psychologist and other LA support services, careers service and voluntary bodies.

### **Responsibilities of the Governing Body**

The Governing Body have a responsibility to ensure that the needs of students with SEND are met by overseeing the implementation of the SEND policy. This is done in the following ways:

- By ensuring that a 'responsible person' for SEND is identified on the Governing Body.
- By having regard to the 2014 code of practice when carrying out these responsibilities.

- By being fully involved in developing and subsequently reviewing SEND policy.
- By reporting to parents on the school's SEND policy including the allocation of resources from the school's budget.

### **Responsibilities of the Teacher**

- All teachers must be aware of the school's procedures for the identification and assessment of pupils with SEND.
- Staff have a responsibility to keep their knowledge, skills and training for working with pupils with SEND up-to-date.
- All staff have a responsibility to provide differentiated teaching to meet the needs of all pupils.
- All staff will work with the SENCo to help implement strategies to enable the pupils whom they teach to progress.
- To develop constructive relationships with parents.
- To be fully aware of the school's SEND policy.

### **Responsibilities of the Headteacher**

Through the appointment of a suitably qualified and experienced SENCo the Headteacher has overall responsibility for the successful delivery of support programmes for pupils with Special Educational Needs throughout the school. Specific responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body informed about SEND within the school.
- Working closely with the SENCo and making best use of the expertise within the school.
- Ensuring that parents are fully informed about the SEND provision that has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education.
- Ensuring, through allocation of budgets, that sufficient resources are allocated to ensure that pupils with SEND reach their full potential.

### **Resources**

All SEND student files and SEND information is stored in the SEND office.

### **Procedures for Identification, Assessment and Review of Students with SEND**

Whilst we make careful use of all information which comes to us from the primary schools, all the new intake in Year 7 are assessed for literacy. Results from this are used to inform the support strategies used with students. If any other difficulty is encountered then specific testing can be done by the SEND department or SENSS.

The SENCo will oversee admissions involving any student with predefined SEND. Pupils who have behavioural difficulties may not necessarily have SEND. However, pupils in this category should always be assessed when problems become evident with their behaviour. This is so that possible SEND issues can be either addressed or eliminated. For example, learning difficulties are often a precursor of behavioural difficulties and pupils with speech, language and communication difficulties often develop behavioural difficulties if their language needs are not addressed.

## **Referral by Subject Teachers, Form Tutors, Head of Department and Year/House Progress Leaders**

In addition to initial identification procedures for new-intake students the school will operate fully the 2014 SEND code of practice's identification and assessment model, in order to identify and meet the needs of students who may require a degree of specialist support. The SEND referral process will be initially triggered by liaison with the SENCo and combine the Year/House Progress Leaders and Heads of Department input.

Parents and other professionals (external agencies) may also raise concerns via the SENCo which may also lead to identification of students with SEND as appropriate. Records of all students with SEND will be formally recorded on a SEND register for the inspection of all staff at any time; this is a working document and will be constantly up-dated by the SENCo.

## **Reviews of the progress for students with SEND**

The SEND department and Year,/House Progress Leaders in conjunction with teaching staff, should review the progress of all SEND students at least once a term. Pupil passports are updated when new information becomes available.

Formal Annual Reviews for students in receipt of a Statement or Educational Health and Care Plans are held within a twelvemonth period of any previous Review. All staff involved with the individual pupil will be expected to contribute to a formal report of their progress for this review process. The SENCo, where possible, will meet with all of the Year 6 students with an EH&C plan who are intending to join the school in the following academic year. The SENCo will also liaise with primary school's SENCos and meet parents of students with an EH&C plan.

## **Strategies for Raising Achievement for students with SEND**

A wide variety of strategies are used to provide SEN support for students in the various learning areas of the curriculum. The following interventions and methods are currently used within the School:

- Quality First Teaching
- In-class support
- Small group intensive support sessions in literacy
- KS3 and 4 mentoring programmes
- Extra-curricular homestudy club
- Support in examinations for specific pupils
- Students with a statement may receive one-to-one or paired withdrawal and in-class support in line with the statutory requirements outlined in their statement
- Students with SEND receive in class support where possible and are taken out of lessons for targeted numeracy and literacy sessions if the SENCo identifies the need
- Students with SEND are monitored carefully by the SENCo and staff are made aware of their needs. It is the classroom teacher's responsibility to ensure that the needs of these students are being met through effective differentiation and accounted for in the document measuring progress.

## **Evaluation of the Success of the School's SEND Policy**

The following procedures provide evaluative points for judging the effectiveness of the school's SEND Policy:

- Departmental self-review

- The use of value-added assessment data
- Assessment data gained via KS3 and GCSE public examinations
- Feedback from curriculum areas on the effectiveness of the SEND Policy and practice
- Parental feedback and comment
- External agency feedback/interaction
- SLT monitoring

### **Arrangements for the consideration of complaints over SEND Provision within the school**

In the event of any complaint being made the SENCo should be contacted in the first instance and they will attempt to resolve any issue. However, should the matter remain unresolved, the case will be passed to the Headteacher for further investigation.

### **Partnership and Liaison with Outside Agencies**

The school believes that close working partnerships with the parents/carers of students with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the 2014 code of practice the school aims to ensure that parent/carers are fully involved and consulted over their child's progress and SEND provision. Parent/carers are invited to visit the school at any time during the working day, subject to prior agreement with the SENCo.

The SENCo will act as the link between Primary and Secondary transfer stage for all newly-admitted students who have pre-defined SEND. The School also maintains professional links with special schools to facilitate training and information sharing. Unless linked to identified SEND students, Health and Social services will operate in conjunction with the pastoral management system established in the School, with the SENCo monitoring, advising and overseeing student development via the Heads Year /House team meetings.