

Special Educational Needs and Disabilities Policy

At Shaftesbury School we value highly all of 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.

Shaftesbury School complies with the SEND code of practice 2014 and will make clear the variety of processes by which a pupil's SEND may be identified. Once identified, a variety of provision may be offered to pupils 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 pupils the greatest possible access to a broad and balanced curriculum.
- To involve all teachers and non-teaching staff directly concerned with the identified pupils in helping meet the pupils' 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 pupils' 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 pupils with SEND 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.

Pupils with SEND 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

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

Interventions are 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.
- Review of tracking and behaviour logs.
- Meetings with parents including annual reviews of Education Health Care Plans (EHCP).

All staff are aware of the pupils who have SEND. Suggested strategies are provided through the SEND Pupil Passports, SEND briefings and through emails. Information about pupils with SEND can be found in Class Charts.

SEND pupils 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:

- Rapid Plus catch-up literacy scheme.
- Ninja catch-up numeracy scheme.
- Transition Class.
- ELSA.
- Visual Impairment Team.
- Hearing Impairment Team.
- Child & Adolescent Mental Health Service (CAMHS).
- Special Educational Needs Support Service (SENSS).
- Educational Psychologist Service.
- Assistive technology.
- Mentoring.
- Exam concessions.

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 pupils with SEND. Subject leaders have the overall responsibility for ensuring that the curriculum will be differentiated and delivered in an inclusive manner. If a student is not making expected progress in lessons, despite a differentiated curriculum, or is significantly below their peers, or displaying behaviours consistent with a SEND, they will be identified and discussed with the appropriate Year Progress Leader (YPL). If deemed appropriate to do so, the YPL can refer to the SENDCo via a concerns form. A graduated approach to assessment and intervention will follow.

Roles & Responsibilities

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

The SENDCo 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 pupils with SEND and co-ordinating the provision for those pupils.
- Developing and implementing effective systems for assessment, recording and reporting for pupils with SEND
- Managing a team of staff and 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 an EHCP 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 pupils 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 SENDCo 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 SENDCo the Headteacher has overall responsibility for the successful delivery of support programmes for pupils with SEND 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 SENDCo and make 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 a secure way.

Procedures for Identification, Assessment and Review of Pupils with SEND

The SENDCo 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 Teachers

Teachers at Shaftesbury School are skilled at the identification of SEND and are an essential part of a graduated response. In the first instance, concerns are raised with the Head of Department and strategies trialled. If no or limited progress is made, the Teacher/Head of Department will communicate with the appropriate YPL to investigate wider concerns. At this point a referral to the SENDCo is made to ascertain needs and potential interventions.

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

Reviews of the progress for pupils with SEND

At Shaftesbury School we review the progress of all pupils, including those with SEND, at each 'snapshot'. We also review the progress of every pupil during and at the end of a catch-up scheme or intervention. Next steps are then decided on and Pupil Passports updated if deemed necessary or when new information becomes available.

Formal Annual Reviews for pupils in receipt of an Educational Health and Care Plan 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.

Strategies for Raising Achievement for pupils with SEND

A wide variety of strategies are used to provide SEN support for pupils 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 work.
- Pupils with significant SENs may receive in-class support where possible and maybe taken out of lessons for targeted interventions if the SENDCo identifies the need to do so.
- Pupils with SEND are monitored by the SENDCo and staff are made aware of their needs. It is the classroom teacher's responsibility to ensure that the needs of these pupils are being met through effective differentiation.
- Additional arrangements during tests and assessments, such as, extra time.

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:

- Assessment data.
- Feedback from teachers on the effectiveness of the SEND Policy and practice.
- Parental feedback and comment.
- External agency feedback/interaction.
- Leadership monitoring.

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

In the event of any complaint being made the SENDCo should be contacted in the first instance and 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

Shaftesbury School believes that close working partnerships with the parents/carers of pupils 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 SENDCo.

The SENDCo will act as the link between Primary and Secondary during the transfer stage for any pupils as having a SEND. The School also maintains professional links with special schools to facilitate training and information sharing.