

POLICY FOR SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Adopted by the Governing Body: October 2015

Next review due: October 2017

Committee: Inclusion

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and section 69 (2) of the Children and Families Act (2014.) It has been written with reference to the following guidance and documents:

- Equality Act (2010): advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-15 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with Medical Conditions (2014)
- The National Curriculum in England
- Teachers Standards (2012)
- JCoSS Safeguarding Policy (2015)
- JCoSS Accessibility Plan (2015)

This policy was created by Hannah Lethbridge, Director of Inclusion, with the SEN Governor in liaison with the SLT, all staff and parents of students with SEND. She is a member of the senior leadership team.

1. Introduction

JCoSS aims to embrace the needs of all students and has a whole-school approach to special educational needs and disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse learning needs, overcoming barriers to learning and setting suitable learning challenges, to enable access to the curriculum, including the National Curriculum. We focus on outcomes for students.

We define SEN in the following way:

- A significantly greater difficulty in learning than the majority of students of the same age;
- A disability of physical impairment which prevents or hinders students from learning;
- An emotional or behavioural difficulty that impedes the student's own learning, or that of other students.

The following are not SEN but may impact on students' progress and attainment:

- Disability (the Code outlines the 'reasonable adjustment'; duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a student's behaviour should be described as an underlying response to a need which we as a school will be able to recognise and identify clearly.

Every teacher is a teacher of students with SEN. We work in close partnership with parents/carers who play an active and valued role in their child's education.

The objectives of our SEN policy are as follows:

- To identify students with special educational needs and disabilities as early as possible so that appropriate provision can be made, their needs met and attainments raised;
- To work within the guidance provided in the SEND Code of Practice (2015);
- To allocate staffing and resources in ways that reflect differing individual needs, as finances allow;
- To ensure that all who are involved with students are aware of the procedures for identifying their needs, supporting and teaching them and that targets set are appropriate and achievable based on individual need;
- To plan an effective curriculum to meet the needs of students with SEN which is stimulating, focused and challenging;
- To involve parents/carers in the identification and review of the targets set for individual students and those targets identified in individual plans for the student;
- To ensure that students express their views and are fully involved in decisions which affect their education;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision of children with special educational needs.

2. Roles and Responsibilities

The governing body will;

- Appoint an SEN governor;
- Do its best to ensure that the necessary provision is made for any child who has SEN;
- Have regard to the SEND Code of Practice (2015) when carrying out its duties in relation to students with special educational needs;
- Have a written SEN policy containing the information as set out in the SEN Code of Practice;
- Report to parents/carers on the implementation of the school's policy for SEN on the school website;
- Ensure that all members are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel are deployed;
- Ensure the appointment of an appropriately qualified SENCo.

Currently the role of SENCo is held by the Director of Inclusion who is responsible for coordinating the provision of special educational needs at JCoSS. The role of the SENCo is:

- Ensuring the day-to-day operation of the SEN policy and the deployment of teaching assistants across the school;
- Providing advice to staff supporting, liaising with them and where necessary supporting the completion of individual plans for students;
- Advising on the graduated approach to providing SEN support, for example by working alongside staff to assist them in identifying, assessing and planning for students' needs and ensuring that students make progress;
- Liaising with parents/carers of students with SEN and with the Designated Teacher where a looked after student has SEN;
- Overseeing and maintain resources for SEN;
- Liaison with external agencies and being a key point of contact for them, including the local authority and its support services;
- Contributing to, and where necessary, learning the continuing professional development for staff;

- Monitoring, evaluating and reporting on the provision for students with SEN to the headteacher and governing body and working with them to ensure that the school meets its responsibilities under the Equality Act (2010);
- Co-ordinating the range of support available to students with SEN and ensuring that the school keeps the records of all students with SEN up to date;
- Ensuring that up-to-date and accurate records, including a formal SEN Register are kept on all students with SEN, and that paperwork and procedures for Annual Review and Individual Education Plans are in place
- Ensuring that examination access arrangements are in place as required for SEN students, and that arrangements are made as necessary for formal assessment

3. A Graduated Approach to SEN Support

JCoSS follows the guidance contained in the SEND Code of Practice (2015.) This recommends a graduated approach to planning, assessment, intervention and review. The Code of Practice identifies four broad areas of need which are summarised below. Every child is unique. An individual student's needs may not fall neatly into any one 'box' and the Code of Practice recognises this. Many children have a mixture of special educational needs; others may only have one out of the main areas of need. In addition to these four broad categories, listed below, some children and young people have other medically diagnosed disabilities which may impact upon their learning. The categories are:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or physical needs

Further details of all these are included in the appendix.

The majority of students have their needs met and are able to make good progress with Quality First Teaching in the classroom. Some students, working just below the expected level, may need a short booster or faculty catch-up intervention. These are not SEN interventions, and students participating in them do not need to be designated as having SEN. When booster interventions do not result in progress, or when children are known to be substantially below the expected level, we may feel that they have SEN and require "additional and different" support.

The 2015 SEND Code of Practice stipulates a graduated approach to identifying and supporting students and students with SEN Support, which it defines as "a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing."

This graduated approach has four stages: *assess, plan, do* and *review*. At every level, the aim is to match interventions closely to the needs of the individual student so that he or she overcomes barriers to achievement.

Teachers are responsible and accountable for the progress and development of the students they teach, including those who access support from learning support assistants or specialist staff. At JCoSS the quality of teaching for all students is regularly and carefully reviewed, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. All teaching and support staff at JCoSS have an SEN handbook which provides information on the SEN most frequently seen, presentation in the classroom and strategies to be used

to support students with those difficulties. They are also invited to attend 'inclusion surgeries' which are held on a regular basis.

However, where through careful identification and assessment the school and/or the parents/carers determine that a student is not making adequate progress despite being offered intervention at a faculty/department level, then the learning support department will view the strategies and approaches currently being used and advise on next steps. It is likely at this stage that additional assessment would be conducted which might lead to additional intervention and targeted support. Students will only be identified as having SEN and placed on the register if they do not make adequate progress once they have had access to interventions and high quality personalised teaching.

Following a review of the strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already being provided. We will seek additional information from parents/carers and in some cases outside agencies who may be involved with the child. When we have all available information, we will consider the findings with the parents/carers and the student, and plan the next strategy for action. Where, despite all our best efforts, the student still continues to make little or no progress in relation to the targets set, or is working at levels significantly below those of their peers, we may draw on more specialist advice from external agencies and professionals provided by the local authority. This may in the future lead to a request for a statutory assessment. If agreed, this may or may not result in the local authority issuing an Education Health and Care Plan (EHCP).

Where a child has an EHCP, we will carry out an annual review which parents/carers, student, outside agencies, SENCo and any other staff as appropriate, will be invited to attend. This meeting will focus on the student's progress and discuss any issues arising in relation to their provision or placement.

4. Admission Arrangements

JCoSS is an inclusive mainstream secondary school with a special resourced provision. The school is Voluntary Aided and acts as its own admissions authority. Entry to the main school is via normal admission arrangements; in line with the Admissions Code students with statements of SEN or EHCPs have guaranteed places provided that the school can meet their needs. For the PSRP, the Local Authority is the admitting authority, and applications are considered by them in accordance with statutory procedures. All students will be treated according to their needs in line with the school's policy for equality of opportunity.

Reasonable adjustments are made to ensure that all students are included under the terms of the Equality Act (2010.) If a student is transferring into the school with a statement or EHC Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the Governing Body.

5. Links with Outside Agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for students with special educational needs. Where it is necessary to contact outside agencies, the SENCo will usually make the necessary arrangements and discuss with parents/carers accordingly.

6. Partnership with Parents and Carers

The Code is clear that parents must be fully involved and engaged in the "assess, plan, do, review" cycle: "Where a student is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. Schools should meet parents at least three times each year" (para 6.65.)

Students, young people and parents should always be involved in decision-making. Discussions will need to allow sufficient time to explore the parents' views and to plan effectively. Meetings should, wherever possible, be aligned with the normal cycle of discussions with parents of all students. They will, however, be longer than most parent-teacher meetings. The views of the student should be included in these discussions. This could be through involving the student in all or part of the discussion itself, or gathering their views as part of the preparation (6.70).

JCoSS emphasises the importance of involving students and developing a partnership with parents and carers in order to plan provision and review progress and ensure that students are able to achieve their potential.

7. Supporting Students with Medical Conditions

JCoSS recognises that students 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).

In addition, some students have SEN and may have a statement or Education, Health and Care Plan which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

8. Monitoring and evaluation

At JCoSS we regularly and carefully monitor and evaluate the quality of the provision we offer our students through audits, observations, sampling of parents' and students' views and scrutiny of data about progress and attainments. The role of the governors is vital in this. Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students.

This SEND policy is reviewed by governors annually, and the Director of Inclusion liaises with the SEN Governor who regularly visits the Faculty to help maintain quality standards and offer support. The success of the school's SEN policy will be judged against the objectives set out above.

Appendix: Main Categories of SEN

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autistic Spectrum Condition, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Mental and Emotional Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students. The Department for Education publishes guidance on managing students' mental health and behaviour difficulties in schools.

Sensory and/or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.