

POLICY FOR SPECIAL EDUCATIONAL NEEDS & DISABILITIES

Last Review: March 2020
Next review due: March 2021
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 SEND 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 (2018)
- JCoSS Disability Equality Scheme and Accessibility (2017)
- Ofsted Education Inspection Framework (2019)

1. Introduction

JCoSS aims to embrace the needs of all students and has a whole-school approach to special educational needs and disabilities (SEND). The School provides 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. The focus is on outcomes for students.

JCoSS defines SEND 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 SEND 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 SEND)
- Attendance and punctuality concerns
- Health and welfare issues
- English as an additional language
- Being in receipt of Student Premium Grant
- Being a 'Looked After Child'

Identifying behaviour as a response to an underlying need is no longer an acceptable way of describing SEND.

Every teacher is a teacher of students with SEND. The School works in close partnership with parents/carers who play an active and valued role in their son or daughter's education.

The objectives of this SEND 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 available staffing and resources in ways that reflect differing individual needs;
- 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 SEND which is stimulating, focused and challenging;
- To involve parents/carers in the identification and review of the outcomes set for individual students and those outcomes identified in individual plans for the student;
- To ensure that students express their views and are involved in decisions which affect their education;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision of students with special educational needs.

2. Roles and Responsibilities

The Governing Board will:

- Appoint an SEND governor;
- Ensure that the school uses its best endeavours, making reasonable adjustments when necessary, to meet the needs of students with SEND ;
- 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 SEND policy containing the information as set out in the SEND Code of Practice;
- Report to parents/carers on the implementation of the school's policy for SEND on the school website through the SEND information report ;
- Ensure that all members are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed;
- Ensure the appointment of an appropriately qualified SENCo.

Under the overall direction of the Headteacher, inclusion at JCoSS is managed by the Deputy Headteacher (Inclusion), who oversees management of

- a) Learning Support, which is led by the school SENCo, and
- b) The PSRP, which is led by the PSRP Operational Director.

The role of the SENCo in the main school is to:

- Ensure the day-to-day implementation of the SEND policy and the deployment of learning support assistants across the school;
- Provide advice to staff supporting, liaising with them and where necessary supporting the completion of individual plans for students;
- Advise on the graduated approach to providing SEND support, for example by working alongside staff to assist them in identifying, assessing and planning for students' needs and monitoring expected progress;
- Liaise with parents/carers of students with SEND and with the Designated Safeguarding Lead Team where a looked after student has SEND;
- Oversee and maintain resources for SEND;
- Liaise with external agencies and being a key point of contact for them, including the local authority and its support services;
- Contribute to discussions about the deployment of the school's delegated budget and other resources to meet students' needs effectively;

- Contribute to, and where necessary, leading the continuing professional development for staff;
- Monitor, evaluate and report on the provision for students with SEND to the Headteacher and Governing Body and work with them to ensure that the school meets its responsibilities under the Equality Act (2010);
- Co-ordinate the range of support available to students with SEND and ensuring that the school keeps the records of all students with SEND up to date;
- Ensure that up-to-date and accurate records are kept including the Student Support Register which includes all students with SEND, and that paperwork and procedures for Annual Review and Personal Learning Plans in the main school are in place
- Ensure that examination access arrangements are in place as required for students for whom there is evidence of need, and that arrangements are made as necessary for formal assessment as defined by school policies.

The role of the PSRP Operational Director is to:

- Lead and manage the PSRP, promoting inclusion in the curriculum where appropriate
- Ensure the efficient and effective deployment of PSRP staff and resources
- Provide a high quality differentiated curriculum for students within the PSRP and to lead on an alternative curriculum for PSRP students unable to fully access the mainstream curriculum
- Ensure that the School fulfils its statutory obligations to meet PSRP students' needs as outlined in individual EHCPs
- Ensure provision for social and emotional learning of PSRP students
- Ensure the effective management of behaviour within the PSRP, including provision for students who need additional measures to ensure safety
- Plan and arrange high quality training for staff within the PSRP, and as appropriate for staff in the main school
- Support main school colleagues to develop effective teaching and learning strategies for all students
- Lead the gathering and analysis of data for PSRP students, whether in mainstream or PSRP classes
- Establish and promote effective relationships with external agencies

3. A Graduated Approach to SEND Support

JCoSS follows the guidance contained in the SEND Code of Practice (2015.) This recommends a graduated approach to SEND Support, determined by successive cycles of *assess, plan, do, review*. The Code of Practice identifies four broad areas of need:

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

An individual student's needs may not fall neatly into any one 'box' and the Code of Practice recognises this. Some students have other medically diagnosed disabilities which may impact upon their learning.

The majority of students have their needs met by, 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 SEND interventions, and students participating in them do not need to be designated as having SEND. When, over time, booster or additional faculty interventions do not result in expected progress, or when students are known to be performing significantly below expectation over a period of time, they may require additional and different support as their needs may not be fully met from ordinarily available school resources. At this point, in consultation with parents/carers, the School may seek professional advice from external agencies.

The 2015 SEND Code of Practice stipulates a graduated approach to identifying and supporting students and students with SEND 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.”

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 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 under-achievement. This includes reviewing and where necessary improving teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. All teaching and support staff at JCoSS have an SEND handbook which provides information on the SEND most frequently seen, presentation in the classroom and strategies to be used to support students with those difficulties.

Where a student has an EHCP, the School will carry out an Annual Review which they and their parents/carers, outside agencies, SENCo and any other school staff as appropriate, will be invited to attend. The meeting will focus on the student’s outcomes and update recommendations relating to their provision or placement.

4. Admission Arrangements

JCoSS is an inclusive mainstream secondary school with a special resourced provision, known as the PSRP. 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 EHCPs are prioritised for placement provided that their placement is suitable and that there would be no detriment to the efficient education of other students or to the use of school resources if JCoSS were to be named. Admission to the PSRP is determined by Barnet 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 an EHC Plan the continuation of this support will be negotiated with the appropriate officer of the student’s home local authority during the consultation process, in order 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/Carers and Students

The Code is clear that parents/carers of students identified with SEND must be fully involved and engaged in the “assess, plan, do, review” cycle: “Where a student is receiving SEND 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. Views of the student could be gathered discussion before or during the meeting.

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 students 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 SEND and may have an 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

The School regularly and carefully monitors and evaluates the quality of the provision offered to students through audits, observations, sampling of parents’ and students’ views and scrutiny of data relating to progress and attainments. The role of the governors is vital in this. The school’s 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 SEND Governor who regularly visits the school to help maintain quality standards and offer support. The success of the school's SEND policy will be judged against the objectives set out above.

9. Handling Complaints

The majority of issues raised by parents, the community or students, are concerns rather than complaints. JCoSS is committed to taking concerns seriously, at the earliest stage, in the hope of keeping the number of formal complaints to a minimum and without needing formal procedures. However, depending on the nature of the complaint, complainants may wish or be asked to follow the school’s formal complaints procedure which is outlined in our Complaints Policy.

The school works closely with parents of children with special educational needs (SEND) and are able to address the majority of concerns that are raised through our existing processes for communication and liaison. In line with all others, parents of children with SEND are able to raise concerns in accordance with our Complaints Policy. For the school to be able to investigate a complaint, it needs to be made within six school weeks of the incident or concern arising. If a complaint is made after six weeks then it may not be investigated.