



# Special Educational Needs and Disability (SEND) Policy

Date of Adoption by Governing Body: \_\_\_\_\_

Chair of Governor's Signature: \_\_\_\_\_

Date to be Reviewed: August 2018

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice (July 2014) and 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 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

## Statement of Intent and Basic Information about SEND

*“All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training” (6.1 SEN Code of Practice 2014)*

This policy will:

- provide information about the school’s special education provision.
- provide information about identification, assessment and provision for students with SEND.

## Aims and Objectives of the Policy

For all students to be supported in achieving their full potential through:

- a) Raising the aspirations of and expectations for all pupils with SEN.
- b) Being comfortable and safe within the school environment.
- c) Being included in the school community.
- d) Having access to a broad, balanced and relevant education that they can contribute to and benefit from.
- e) Making progress and achieve their full potential.
- f) Developing skills that will enable them to participate fully in society.
- g) Having a voice in the planning of their education.

For all staff to work towards the above outcomes by:

- a) Ensuring every teacher is a teacher of every child or young person including those with SEN.
- b) Identifying students’ needs.
- c) Supporting students with special educational needs through suitably differentiated learning materials and appropriate teaching and learning opportunities.
- d) Assisting students to develop skills for independence after school.

For parents/carers/guardians to:

- a) Be kept informed at all times.
- b) Be fully involved in the education.

## **Achieving our Aims and Objectives**

In order to achieve our aims as a school we will work within the guidance provided in the SEND Code of Practice, 2014 and in doing so we:

- I. Identify and provide for pupils who have special educational needs and additional needs.
- II. Provide the Learning Support Centre in school to support students with SEND.
- III. Believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our students
- IV. Provide all children with a broad and balanced curriculum, relevant to their needs. Access to the curriculum will be facilitated by whatever practical means necessary to enable them to achieve.
- V. Provide students with praise and support to help them realise the progress they are making and encourage them to achieve their full potential.

Teachers provide support in the classroom by:

- Setting suitable learning challenges;
- Responding to students' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

We endeavour to:

- Integrate students with SEND into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development and ensuring all contribute to the school social and cultural activities;
- Support all students to enable them to participate in the full range of opportunities and events arranged by school, including trips and residential;
- Provide opportunities for students to participate in meetings and give their views on their education and its planning.

We monitor the progress of all children/students as an on-going process, as early identification, assessment and intervention are recognised as key steps to meeting the needs of children with SEND. We look for progress in the four broad areas specified in the SEN Code of Practice i.e. Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, Sensory and / or physical needs.

We believe that we all have responsibilities as teachers of students with SEND to differentiate learning opportunities according to the needs of the children in our care to help them progress. Regular, careful monitoring of their progress takes place, which will involve the parents/carers/ guardians and children working in partnership with the school.

We make additional and/or different provision for students who have been identified as not making adequate progress. We recognise the strengths and weaknesses of students and try to involve them all in the activities of the school in order to help them develop as people.

We keep parents/carers/guardians/guardians informed of any additional or different provision made. We also encourage parents/carers/guardians to discuss any issues and concerns with class teachers/FormTutors/Head of Year/SENCo/Deputy Headteacher/SEND Governor.

We endeavour to involve parents/carers/guardians and value their support as this is vital to the success of the education of children and especially those with SEND.

We work closely with all parents/carers/guardians to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

We invite parents/carers/guardians to attend and contribute to meetings about their child.

## **Philosophy**

The school community believes that:

- All students are equally valued and the school has high aspirations for all;
- All students are the shared responsibility of all staff;
- All students are entitled to a broad and balanced curriculum which is personalised and focused on outcomes;
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement;
- Early and accurate identification is essential;
- There will be a graduated provision for students with SEND;
- SEND and high needs funding will be used efficiently to ensure good progress of students with additional needs;
- Staff will be given appropriate training to allow them to meet a wide range of needs;
- Parents/carers/guardians will be fully involved as partners in their child's education;
- Students will be encouraged to give their views on what learning is like for them;
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

## **Principles**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school (SEND Code of Practice 2014).

Evidence suggests that approximately 75% of disabled children also have a special educational need and these students are also protected by the Equalities Act 2010.

## **Identifying Special Educational Needs**

*“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.” (Code of practice 2014)*

The Joseph Rowntree School Schools will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

It is recognised that there may be significant attainment gaps between a student with SEN and their peers. School monitors this gap and uses its assessment structure to ensure that the gap between students expected and attained progress is minimised.

Assessment is a continuing process that can identify students who may have special educational needs. The school is committed to the early identification of children with SEN. The key test of the need for action is evidence that current rates of progression are inadequate. To help us do this we will gather information from:

- Your child's Primary School/previous school;
- You may have concerns about your child's progress;
- We may talk to you prior to your child starting school;
- KS2 Data;
- Screening tests when they arrive (reading tests, Cats test, Subject base line tests);
- Subject teachers and form tutors will refer students to us;
- Termly reports and assessments;
- External agencies such as Occupational Therapist, Educational Psychologist, CAMHs, etc.

Once a child has been identified as having a special educational need we will adopt a graduated response. We will contact parents/carers/guardians if we feel their child needs additional support.

The Joseph Rowntree School identifies the needs of pupils by considering the needs of the whole child. It should be noted that the following may impact on the progress and attainment of the child but are **NOT SEN**. The school recognises that these may occur alongside SEN and includes:

- Disability (the SEND Code of Practice 2014 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;
- Being a child of Serviceman/woman.

The Joseph Rowntree School recognises that, as stated in the Code of Practice, identifying Behaviour as a need is no longer an acceptable way of describing SEN. As a school we will endeavour to identify the underlying need that could be responsible for the behaviour.

### **A Graduated Approach to SEN support**

*"High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes*

*reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.”*  
(SEND Code of Practice 2014)

The graduated response recognises a continuum of needs. This type of response is recommended in the SEND Code of Practice and is in line with the LA policy.

The Joseph Rowntree School has adopted a graduated response (Wave Response) to meeting special educational needs that requires the initial use of classroom and school resources before bringing more specialist advice to bear on the difficulties that a student is experiencing.

### Managing Pupils Needs On The SEN Register

When a young person is identified as having special educational needs, the school will intervene as described on the following table at SEN Support level.

The table below gives an overview of the actions expected of all staff to include students in learning and the triggers for intervention at SEN Support level.

The provision is, where possible, systematic in its approach and is mapped in waves, from wave 1 which is the most general provision to wave 3 where the interventions are used with only a few high need students.

All Students will have (Wave 1)	Some Students may have (Wave 2)	A Few Students (Wave 3)
<ul style="list-style-type: none"> <li>High quality teaching and high expectations for all</li> <li>All teachers taking responsibility for differentiating appropriately</li> <li>Regular assessments</li> <li>Access to a large list of extra curricular activities</li> <li>Access to their own Year Group area at break and lunchtime</li> <li>Drop In with the School Nurse</li> <li>Access to Homework Club every day after school</li> </ul>	<ul style="list-style-type: none"> <li>May have access to Inclusion Clubs such as Breakfast, break, lunchtime, and Sportability clubs</li> <li>May have access to Literacy/Numeracy Interventions</li> <li>Access to a Sixth Form or Independent Mentor</li> <li>A Pupil Passport</li> <li>Social Skills Group</li> <li>Support from the Pastoral Managers</li> <li>May have a “My Support Plan”</li> </ul>	<ul style="list-style-type: none"> <li>May need an assessment for an Education &amp; Health Care Plan</li> <li>May receive additional adult support in the classroom and in clubs</li> <li>May receive an intervention outside the classroom</li> <li>May be entitled to special arrangements in exams</li> <li>May be entitled to support with transport to school or travel training</li> <li>May need a personalised timetable</li> <li>Assessments by the Educational Psychologist or other external agencies</li> <li>SENCo Support</li> <li>Interested and Able Support</li> <li>Dyslexia Screening</li> <li>Access to Yoga</li> <li>Reading to Dog Scheme</li> <li>Health Care Plans for medical conditions</li> <li>Key Worker</li> <li>Individual Behaviour Plans</li> <li>Individual Education Plans</li> <li>Access to Hygiene Room</li> <li>Access to Specialist Equipment</li> <li>Access to Wiltshire ERP</li> </ul>

### **Whole school approaches include:**

- All staff contribute to the completion of whole school provision map and ensure that strategies are implemented to ensure quality first teaching for all;
- Regular communication takes place between subject teachers, Teaching Assistants, SENCo, Head of Year, parents and students to ensure good progress;
- All staff have appropriate access to up to date information about students with additional needs;
- The Inclusion Team offer advice on inclusive teaching to all staff;
- Students are supported alongside their peers whenever possible;
- All students are encouraged to join in extra-curricular activities;
- All students have individualised targets;
- Provision maps are readily available so that staff, students and parents know what reasonable adjustments are available;
- Provision for students with SEND is reflected throughout school self-evaluation;
- The complaints procedure is transparent and easily available to parents;
- Good access arrangements are made so that all students can demonstrate their full potential in tests and exams;
- School uses the local authority's local offer to inform the school offer. This is published on the school website as part of the governors' SEND offer.

### **Individualised approaches include:**

- Additional interventions e.g. Literacy, Lexia, Reading groups, Social Skills groups will be implemented as necessary and these interventions will be monitored and evaluated;
- Additional help will be sought appropriately from EPs, external agencies;
- Some students will have individualised provision maps, risk assessments or health care plans, some students may be allocated a key worker;
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and student will be respectfully listened to and their views will inform personalised learning pathways;
- Teaching Assistants will be trained so that they can encourage and support students, regardless of communication needs, to make their views known;
- Transition arrangements will be personalised to support additional need;
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties;
- Designated finances will be used appropriately to meet needs without reducing independence;
- Staff training will reflect the needs of the current school community;
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired;
- The school will follow the latest statutory guidance, currently the SEND Code of Practice 2014.

### **Wiltshire Autism Enhanced Resource Provision**

The Joseph Rowntree School has an Enhanced Resource Provision for students with an Autism Spectrum Condition. The Wiltshire Centre provides an education for students with significant and complex autism, but of mainstream ability who require highly specialised and

individual arrangements which cannot be practically or reasonably put in place by a mainstream school.

The Wiltshire brochure can be found on the school website.

### **Specialist SEN provision/Support Services and other Agencies**

- As a school we work closely with York Specialist Teaching Team, CAMHs, Educational Psychologist, Health, Social Care and other agencies to provide appropriate support and interventions in recognition and support of the individual needs of our students;
- Advice and support is available from outside agencies if requested by the school;
- We believe that effective action on behalf of children with SEND depends upon close co-operation between the school and other professionals, e.g. the LA, SEND support services, health services, social services;
- Where appropriate records and/or details of a student's SEND will be passed on to a receiving educational establishment for their attention.

### **Criteria for Exiting The SEN Register**

In line with the SEN Code of Practice 2014 we recognise that some students will not need to be on the SEN register for their whole school career. Using the reports and review procedures some students will exit the register as appropriate after consultation with parents/carers/guardians.

### **Supporting Students and Families**

#### **Students**

All students are encouraged to participate in all decision making processes, including setting targets and contributing to their provision, discussing their choices, assessment of needs and in their review procedures. We encourage students to participate in their learning by:

- Listening to and taking account of their views;
- Involving them in the planning of their provision and target setting;
- Making them aware of the targets agreed;
- Reminding them of their targets;
- Informing them of progress made;
- Encouraging a positive attitude towards overcoming any difficulties;
- Involving them in review processes.

#### **Parents/Carers/Guardians**

- Parents/carers/guardians are notified as early as possible if we have any concerns and there is always a willingness to listen to issues brought forward for discussion;
- We share information with parents/carers/guardians in informal conversations, individual meetings and formal discussions;
- Parental/carer permission is gained before referral of a student to others for support;
- Parents/carers/guardians are invited to take a full part in review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the student both in school and at home;



- Parents/carers/guardians are encouraged to use the SENDIASS Service for support and advice or to bring an appropriate relative/friend to meetings if they wish;
- We promote a culture of co-operation between parents/carers/guardians, schools, LAs and others. This is essential in enabling a student with SEND to achieve their full potential;
- We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints;
- We respect the differing needs of parents/carers/guardians such as a disability or communication and linguistic barriers;
- We recognise the pressures a parent/carer may be under because of their child's needs;
- We expect parents/carers/guardians to regularly communicate with school, alerting us to any concerns;
- We expect parents/carers/guardians to fulfil any obligations under home-school agreements.

Parents/Carers/Guardians can seek further advice from the York Local and the School SEN offer on the school website.

### **Admission Arrangements**

The Joseph Rowntree School follows the admissions policy of the Local Authority. Provision for children with SEND is a matter for the school as a whole and we welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. We do this by ensuring that all children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers/guardians are always informed.

Students with statements of SEN or Education Health and Care Plans (EHCPs) are admitted into school and fully integrated unless it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or, the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources (SEND Code of Practice 2014).

Students with SEND, but without statements or EHCPs, are treated as fairly as all other applicants for admission on the basis of the school's published admission criteria.

### **Transfer Arrangements**

We have procedures in place to ensure that transfer arrangements take place smoothly and are a positive experience for all our students. Liaison takes place with receiving/forwarding staff for any children identified as needing additional or different provision to facilitate continuity of support taking account of Transition Plans and Personal Educational Plans.

### **Supporting Students at School with Medical Conditions**

The Joseph Rowntree School 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. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs,

as well as their special educational provision and the SEND Code of Practice (2014) is followed.

### **Monitoring and Evaluation Procedures**

Monitoring and evaluating the progress of students with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money;
- Analysis of data examining the progress of different vulnerable groups;
- Numbers of children identified as requiring a graduated response and their progress;
- Levels of Interventions for each student;
- Movement between the stages of the graduated response;
- Levels of parental/carer involvement;
- Materials and equipment used;
- Resource allocation;
- Details of staffs' continual professional development;
- Our priorities for the forthcoming year;
- The SENCo and Heads of Department monitor classroom practice/analyse student tracking data and test results for students with SEND;
- SEND is part of our school self-evaluation arrangements and forms part of the School Development Plan;
- Learning walks and student interviews to evaluate the effectiveness of the strategies listed on provision maps;
- Annual financial returns;
- Completion of statutory functions by the SENCo related to referral for statement/education health care plans, termly meetings and annual reviews;
- Work scrutiny with selected student groups;
- Focused monitoring by the SENCo, Deputy Headteacher Inclusion, SEND Governor;
- Progress through a variety of transitions;
- Attendance and exclusions analysis;
- Feedback from support agencies and Ofsted;
- Local authority analysis of information and data about the school.

### **Training & Resources**

All staff are responsible for children with SEND, but additional staff and Teaching Assistants are employed by the school. Where appropriate they have undergone additional training in order to help them in the effective execution of their role. These include:

- Higher Level Teaching Assistant(s);
- Teaching Assistants Team Leaders (one Autism lead and one mainstream lead);
- Support Staff for Medical/Sensory, Social, Emotional and Mental Health Difficulties.

The Joseph Rowntree School employs 12 Teaching Assistants who work from the Learning Support Centre under the lead of the SENCo and 7 Autism Teaching Assistants who work from the Wiltshire ERP, these provide extra skills teaching for students who have an identified need in this area.

In The Joseph Rowntree School the Teaching Assistants work within the classroom, but also within Learning Support they assist individuals, pairs or small groups of students in the development of a range of skills. The Teaching Assistants work with students in the classroom to develop skills and help them access the curriculum but they are not focussed entirely on one student they will support the whole class. The Teaching Assistants work with the students to remove barriers to their learning and they support other staff in school.

### **Professional Development for Staff**

Staff are involved in further training in line with the priorities identified in the School Development Plan. There are regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

The SENCo attends relevant training and disseminates the details to staff as appropriate. Individuals can access training that is necessary for their professional development and update their training at regular intervals when legally required to do so. There is an induction procedure for NQTs and new staff into the school's policy and procedures.

### **Roles and Responsibilities**

#### **The Head teacher:**

The Headteacher is the "Responsible Person" in receipt of information from the Local Authority regarding the special educational needs of students within the school. He will designate a member of staff to oversee the provision of special educational needs throughout the school and to represent those needs in discussion where necessary.

#### **SLT Line Manager: Deputy Head (Behaviour & Inclusion)**

Ensuring Entitlement Responsibility for coordination of Inclusion and SEN provision

#### **The Special Educational Needs Co-ordinator (SENCO)/Head of Inclusion:**

The SEN Coordinator (SENCO), in collaboration with the head teacher and governing body, plays a key role in helping to determine the strategic development of the SEN policy and provision in the school to raise the attainment of students with SEN.

The SENCO has an important role to play with the Headteacher and governing body, in determining the strategic development of SEN policy and provision in the school.

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy;
- co-ordinating provision for children with SEN;

- liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- advising on the graduated approach to providing SEN support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEN;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEN up to date.

The SENCo and Deputy Head (Inclusion) ensure that all appropriate records are kept and available when needed. These are available for parents/carers/guardians to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

### **Dealing with Complaints**

Initially, if someone needs advice or need to express some concerns they should make contact with the Head of Inclusion/SENCO at school, who will endeavour to resolve any difficulties. If the matter is still unresolved then the person making the complaint should contact the Headteacher and arrange to meet with him. If they are still concerned then a complaint should be made to the Chair of Governors.

They may also contact York Family information Service, West Offices, Station Rise, York YO1 6GA.

Further appeals can be made to the Special Educational Needs tribunal, which is an independent body that hears parents' appeals against LA decisions on statutory assessments, statements and education health care plans.

In line with the Code of Practice parents/carers/guardians are informed about the role of the SENDIASS Service (Parent Partnership Service) so that they can obtain support, advice and information if they wish.

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