



SEN/DA Policy 2017 - 2019

Policy Reference: S6

To be reviewed: Summer term - every three years

Policy Owner: Karin Bobrowicz

Policy Progression: Revisions		
Date	Reviewed	Description of changes
17/11/2014	2014 - 2015	Revised Policy Approved by Student Services Committee
8/12/2014	2014 - 2015	Policy Approved by FGM
June 2017		Updated

Date Approved	September 2017
Date Reviewed by	June 2020
Signature of Chair	
Print Name	F Seekins

Policy on Assessment of and Provision for Students with Special Educational Needs and Disability (Sen/Da)

Sir Harry Smith Community College SEN/DA Team - in summary

SENCO: Mrs K Bobrowicz,

The SENCO holds the National Award for SEN Co-ordination and is a Member of the British Psychological Society (MBPsS), Qualified Assessor Exam Access Arrangements and completing the Certificate of Competence in Educational Testing leading to the full CPT3a qualification (pending), BSc (Hons) Applied Biology, QTS, PG Cert (Secondary Science), Diploma in Psychology, Postgraduate Diploma in Education and Chartered Institute of Marketing Diploma.

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Our team incorporates the full range of teaching staff and support staff which includes those with specialist skills; for example: SEN Teaching Assistants, First Aiders and student's tutors. The Senior Leadership advocate for SEND and Inclusion is the Richard Potter.

MISSION STATEMENT

"At Sir Harry Smith Community College we believe that everyone is of equal value; that all students have a right to equal opportunity, and full access to the National Curriculum."

We believe that the views of the child should be sought and taken into account and that parents have a vital role to play in supporting their child's education.

All students with special needs, educational, physical, emotional and social, should be enabled to access all educational opportunities of the College. All students should be enabled to develop their full learning potential.

We believe that every teacher is a teacher of every child or young person, including those with SEND.

Students with Special Educational Needs will be encouraged to become independent and take responsibility within the College. Everyone in the College Community - governors, staff, students and parents has a positive and active part to play in achieving this aim to promote inclusion.

Development of Policy

The SEND Policy has been developed in conjunction with school governors and will be reviewed regularly. Our intention is to broaden our consultation by engaging parents, for example through our Parent Council.

Aims and Objectives

In order to meet the special educational needs of our students at Sir Harry Smith Community College we endeavour to:

- Ensure that all students who have SEN have their needs identified in order to support academic progression and continued good physical and mental health and well-being in accordance with the SEN Code of Practice 2014 (Update January 2015).
- Use a variety of teaching styles and cater for different learning styles to allow children with SEN to access the National Curriculum.
- Use resources effectively to support children with SEN.
- Assess and keep records of the progress of children with SEN.
- Work with outside agencies that provide specialist support for children with SEN.
- Involve the parents of children with SEN so we can work together to support our students.
- Encourage active involvement by the students themselves in meeting their needs.
- Provide training and support for all staff working with students with SEN.
- Operate a 'whole student, whole school' approach to the management and provision of support for special educational needs.
- Develop and maintain partnership and high levels of engagement with parents.
- Ensure there is a Special Educational Needs Co-ordinator (SENCO).

Introduction and Key Changes

Sir Harry Smith Community College has based our SEN Policy on the SEN Code of Practice 2014 (update January 2015), which is statutory guidance relating to Part 3 of the Children and Families Bill and associated regulations, and on the National Curriculum Inclusion Statement (DfE, 2011).

From September 2014 the new 0-25 Education, Health and Care Plan (EHC Plan) replaces Statements of Educational Need.

SEN Support will encompass all other special educational need stages previously termed School Action and School Action Plus.

In a similar way Individual Education Plans (IEPs) will still be referred to and used as a tool to inform staff and parents of the needs of the child, the best strategies to employ in the classroom and a summary of interventions and support given.

Disabled children and young people without SEN are not covered by the Children and Families Bill or the Code of Practice, but are covered by other provisions which include the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.

Definition and Overview (What are special educational needs (SEN) or a disability)

Children have special educational needs 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 that prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions.

SEN: Overview (what are the types of support available in the school?)

Special Educational Provision is educational or training provision that is additional to or different from that generally made for others of the same age.

There needs to be a 'graduated approach' with regular reviews of progress made and adaptations to support as required. These reviews will be made by their personal tutor, subject teacher or other key staff in conjunction with the Supportive Skills Department (SSD) as relevant.

Parents of children with statements or an EHCP will have an Annual Review of their progress and well-being in school. This is based on a Person Centred approach which will seek the views of the child. IEP Reviews will also be held at least annually during each academic year but may be held within a teacher review of progress meeting. This may be in addition to other parent, teacher consultations. The objectives from the EHCP or statement will be supported in school as agreed with the parents and child.

Admission Arrangements

The admission arrangements for all students are in accordance with national legislation including the Equality Act 2010. This relates to children with any level of SEN and those with an EHCP.

Sir Harry Smith Community College hosts an Enhanced Provision Centre (EPC) which acts as a transition centre for students with Cognition and Learning difficulties. The criteria for admission to the EPC includes:

- Identification through Annual Reviews at primary or secondary school.
- Identified need for students in Year 5 through to Year 8.
- Students will have an EHCP with 20 hours or more funding.
- Students enrolled in a Whittlesey/Coates school.
- Other criteria that is considered by the Local Authority Panel includes resilience and the need for Life Skills through withdrawal from selected mainstream subjects.
- Significant learning difficulties and the need for basic academic skills through withdrawal from English and/or Maths.

The aim of the Centre is to integrate students as soon as possible into mainstream school with full integration anticipated by Year 9 or sooner. Students should be identified as potential

mainstream candidates, otherwise a more specialist educational environment should be considered.

Facilities for students with SEN

The Accessibility Plan for SHSCC is in accordance with the planning requirements in the Disability Discrimination Act 1995 and in accordance with the guidance issued by the DfE in 2002 in the document 'Accessible Schools: Planning to increase access to schools for disabled students'.

The Key Objectives are:

- To reduce or eliminate barriers to access to the curriculum.
- To be able to fully participate in the school community for students, prospective students and any adult users with a disability.

SHSCC has a range of specialist SEN facilities in place. These include:

- A lift.
- Wheelchair access.
- Assistive technology.
- A hygiene room with hoist and personal care facilities.
- A minibus with tailgate for wheelchair users.

Responsibility for the co-ordination of SEND provision

- The person responsible for overseeing the provision for children with SEN is the Principal.
- The person responsible for the day to day co-ordination of the provision of education for students with SEN is Mrs K. Bobrowicz.
- At SHSCC we have year group allocated Teaching Assistants (TAs). The numbers per year group are proportional to the needs identified in that year. These TAs support across curriculum areas facilitating less able students to access the curriculum.
- Students with an EHCP receive their entitlement within this framework.
- Additionally we have specialised TAs supporting in our EPC and in our Supportive Skills Department. There are also additional Support Staff in several subject areas who will work with students at the discretion of the subject area.
- Agency support for our students usually takes the form of recommendations and advice which is disseminated to relevant staff as necessary.

Arrangements for co-ordinating SEN Provision

The SENCO will hold details of all SEN Support records and individual plans (IEPs or other). The identification of the level of SEN is accessible on SIMS for staff. IEPs are also linked with the SEN student profile on SIMS to provide strategies and details.

All staff can access:

- The SEN Policy.
- SEN Information Reports.
- Guidance on identification in the Code of Practice (graduated response).
- A copy of the Inclusion Register.

- Information on individual student's special educational needs including Annual Review documentation and IEPs on the staff IT system and/or on SIMS.
- Practical advice, teaching strategies and information about special educational needs and disabilities.

Identifying Special Educational Needs (how does our school know if children need extra help?)

'Many children and young people who have SEN may have a disability under the Equality Act 2010. That is '..... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'.

This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with these conditions do not necessarily have SEN'.

Broad Areas of Need (Sen Code of Practice 2014: (update January 2015))

1. Communication and Interaction: Children and young people with speech, language and communication needs (SLCN) who have difficulty 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 ASD, including Aspergers 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.

2. 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.

3. Social, Mental and Emotional Health Difficulties: 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 pupils. The Department for Education publishes guidance on managing students' mental health and behaviour difficulties in schools.

4. Sensory and/or physical needs: 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 vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

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.

In general, the following are NOT SEN, but may impact on progress and attainment:

- Disability (responsibility on a school to provide 'reasonable adjustments'), but this alone does not constitute SEN.
- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).
- Being in receipt of Pupil Premium (which includes Looked After Children and those of serviceman/woman).

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not be automatically lead to a student being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child is SEN and should not automatically lead to a student being recorded as having SEN (section 6.23 SEN CoP update January 2015).

The Process of Identifying Need

In each class there is a continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of students. The majority of students will make progress within these arrangements. Students whose overall attainment falls significantly outside the expected range, may have special educational needs and require additional or different provision. The four broad areas of need are employed to support students (this is facilitated by the SENCO through SEN Survival guides provided to staff which highlight the best strategies to use and tailored strategies are available on the IEP if the child is on the Inclusion (SEN) Register).

Each student on the Inclusion Register is assessed for reading age on entry and this data is used in conjunction with previous school history, national and internal data to decide whether intervention is necessary. If a student already has an identified special educational need, this information will be transferred from previous settings.

The student's teacher will use this data to:

- Decide on starting points for curriculum delivery.
- Identify the action needed to support the student within their class.
- Use the assessment processes available to identify any learning difficulties.
- Ensure on-going observation and assessments provide feedback on the student's achievements and experiences, and use this to inform the planning for future learning.
- Involve parents in implementing a joint learning approach at home via the Tutor, Year Leader or through Parents' Evenings/other meetings.

At Key Stage 3 and 4 the assessments and information available are:

- Key Stage 2 test data.
- Cognitive Ability Tests (CATs) for selective students.
- Suffolk Reading Scale age test.
- B Squared basic skills assessment for EPC students.
- Bi-termly assessment of progress, attitude and effort through Progress Checks to show CPP (Current Performance Predictor).
- End of year tests where applicable.
- Specific diagnostic tests as relevant to the particular need of the student.

Sir Harry Smith Community College welcomes parental involvement in their child's education and encourages any parent/carer with queries about their child's progress or well-being to contact the Form Tutor who will work with parents/carers to plan the best route forward, involving the SENCO where appropriate.

Graduated Approach (How will our school support a child with SEND or SEND concerns)

"Teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff" (SEN Code of Practice 2014).

The quality of teaching and progression of students is outlined in the Teaching and Learning policy, which includes how lesson observations are conducted. Each teacher's performance and the overall performance of departments is managed through the line management structure and is closely monitored to develop and improve performance. To embed and improve understanding of quality teaching, additional training and support guides are available.

Quality First Teaching provides for a wide range of abilities, aptitudes and interests of students. The SEN Code of Practice suggests that students are only identified as having SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching over a period of time.

- Any students falling significantly outside the range of expected academic achievement in line with predicted performance indicators and below national expectations will be monitored using performance scores by the subject teacher.
- Once it is deemed possible that the student has SEN, the level of intervention will increase if adequate progress is not being made. The triggers for this may include:
- The attainment gap between the student and his/her peers is widening; despite differentiation and/or support.
- A previous rate of progress is not being maintained.

- Little progress is being made even when teaching approaches and resources have targeted a student's identified area of weakness.
- The teacher will take steps to provide differentiated learning opportunities to aid academic progression, sometimes in liaison with the SENCO.
- If the SENCO decides on a specific intervention for the student the parents will be informed by letter and their permission for this intervention sought. Effectiveness of the intervention will be assessed through monitoring their progress and in the engagement of the student.
- If the intervention fails to produce the required outcomes then further interventions may be considered where feasible.
- The student is recorded as being monitored by the school due to concern by agency or teacher, but this does not place the student on the SEN (Inclusion) Register.
- Student progress will be reviewed with the parent at either; Academic Tutor Day meetings; Parents' Evening meetings, Annual Review meetings, IEP (or equivalent) meetings or any interim meeting called by parent or school. Frequency of these meetings is dependent on the individual student's needs and progress being made.

External Agencies

These will be consulted when a student continues to make less than expected progress or there are other significant concerns and is usually through an Early Help Assessment (EHA) format. Parents will always be involved at this stage. The Local Offer can also be referred to for details of support available from different services in the area.

Request for an Education, Health Care Plan

If an EHC Plan (formally a statement of educational need) is needed then the SENCO will submit a Request for an Education, Health Care Plan and subsequently provide Educational Advice for the Local Authority summarising any lack of progress and the needs identified against the four areas of SEN. Significant evidence will need to be provided to show the effectiveness of adaptations and interventions leading to the request for an EHC Plan. If the request is approved, then the Local Authority may provide additional funding for the cost of any provision. An Annual Review of progress will be carried out with parents/carers, the child and any professionals involved and they will be invited to the Annual Review where amendments to the support needed in school will be discussed and changed accordingly.

SEN Support

If a student is identified and recorded as having SEN then support for the student with SEN will form part of a four-part cycle of Assess, Plan, Do and Review.

Assess

The teacher, who may consult with the SENCO, will carry out a clear analysis of the student's needs. This will draw on the teacher's assessment and experience of the student, previous progress and attainment as well as other subject teacher's assessments where relevant, the individual's development in comparison to their peers and national data, student and parent's views. Advice from external support services will be sought if there is no evidence of progress despite adaptations and/or interventions, this would usually be through the EHA system.

Plan

Parents will be notified of any SEN Support required and involved in the adjustments, interventions and support put in place. Teaching and support staff will be made aware of any strategies or approaches required. Agreement of the IEP seeks to encourage parental involvement in reinforcing or contributing to progress at home.

Do

The teacher is responsible for working with the student on a regular basis. Where interventions involve working away from the main teacher, they will still retain responsibility for the student. However, they will work closely with TAs or specialist staff involved in planning and assessing the impact of support and interventions and how they can be linked to classroom teaching. Where needs are unable to be fully met through school provision, an EHA form may be used with parents to elicit the correct additional external support required.

During Annual Reviews for students with high needs, if extra funding is required, the SENCO will request this and submit evidence for this request. These reviews will include parents/carers and the child and the SENCO or Senior TA. Feedback from teachers is discussed during these reviews. The paperwork is submitted to the local authority for presentation before a panel who may agree the allocation of extra resources.

Catch Up funding is used to support Step Up Numeracy or English/Maths Booster sessions designed for students who achieve below age expectation at KS2 in Literacy or Numeracy irrespective of staff concerns.

Funding for other students must come from the main school budget and therefore be balanced with the broad provision needed in school.

Review

Effectiveness of interventions will be reviewed at regular intervals. In particular, there will be regular reviews of progress at progress check points throughout the year. Plus, an annual review of progress from Key Stage 2 to Key Stage 4, completed by the SENCO.

Review of the child's progress is continually assessed and parents and child feedback forms part of this process. Formal reviews take place during annual Tutor Days, Parents' Evenings, IEP Days and Annual Review meetings; whilst ad hoc feedback can also significantly contribute to a child's progression, for example via a phone call home to a parents/carers. This more informal process ensures a flexible and dynamic approach.

Our students are involved at all points in managing their progression however parents/carers can also request meetings without their child present, which may allow them to receive support and enable them to contribute more effectively.

Education, Health, Care Plan Reviews

If a child has a statement moving to an EHCP the SENCO will hold an Annual Review of academic and social development and consider progress against the objectives in the child's EHCP document. Teaching and support staff provide feedback for these reviews and the latest

Progress Check and Behaviour Watch summaries are used to gather a holistic picture. The allocation of school resources are detailed in the EHCP and are matched to student's needs.

Managing Student's Needs on the SEN Register – the Process

Through the Assess, Plan, Do and Review process students may be placed on the SEN (Inclusion) Register where there are concerns about progress. This will be agreed and discussed with parents during review meetings.

Students on the SEN register requiring SEN interventions will automatically have an Individual Education Plan (IEP) detailing the level of support needed and a copy will be provided for parents. The IEP will provide the basis for discussion at any subsequent review meeting.

Students with a statement or EHCP and supported by a significant number of sessions in the Enhanced Provision Centre (EPC) will also have a Communication Passport in Year 7 emphasising their complex needs. A Communication Passport will be provided for staff along with their IEP.

Criteria for Exiting the Inclusion Register

Students on the Inclusion (SEN) Register will be monitored for progress. If they make adequate progress and if SSD has not been significantly involved for at least one academic year, they will 'exit' the Inclusion Register. Students are currently placed on Numeracy or Inference interventions for a period of up to 10 weeks on a rolling basis. Monitoring of academic progress after interventions is completed at least annually. This progress is discussed at review meetings with parents. IEP documents are annotated by SSD to show parental comments or amendments.

Provision for students on regular SEN interventions from the Supportive Skills Department (SSD) will be mapped so that progress can be monitored and the effectiveness of interventions reviewed. This Mapping Provision document is available for teachers and support staff to view on the network.

The process of assess, plan, do and review is currently being developed to create a more focused and integrated approach that provides evidence on individual student needs and will enable us to validate the strategies employed in school. Each teacher will follow this process to meet the students' individual needs.

How will the Curriculum be Matched to your Child's Needs?

The majority of our students participate in mainstream lessons on a full time basis. However, there are students who have been identified at primary as needing 'reasonable adjustments' to enable them to fully access mainstream secondary schooling. In particular, some of our students are identified as needing a differentiated schooling experience in our EPC. Students must meet local authority criteria for EPC support and may undertake English, Maths and/or Life Skills with specialist staff in a smaller group environment. Once they make academic and social progress these students are gradually integrated back into mainstream lessons; with the aim that students are fully integrated by Year 9.

As children progress through their academic careers they may be offered opportunities in smaller teaching groups which focus on more practical skills based learning at Key Stage 4. These differentiated curriculum offers may include:

- COPE (Certificate in Personal Effectiveness).
- Construction.
- Diploma in Life Skills.
- KS3/4 option of homework support.

Additionally, the school has a Behaviour Support Unit (BSU) which operates two distinct areas in order to support children on a daily basis. One room is designed to provide ad hoc support for those children who cannot access mainstream lessons for a specific period of time; whilst the other room provides a more structured environment for those whose behaviour warrants extra support but must be dealt with in a manner outside the main classroom environment.

We expect all children to be socially responsible and to behave accordingly based on our school ethos and shared expectations. Children with statements or an EHCP are individually assessed for placement in the BSU and reasonable adjustments made if this is deemed unsuitable, for example they may spend time in Supportive Skills using the Teach method of behaviour support.

Access Arrangements

SSD annually assess Year 9 to early Year 10 students for support in exams termed Access Arrangements. These students are identified by:

- Notification of concerns by teachers.
- Students already on the inclusion register in that year group and with a low reading age or other difficulties.
- Students who are formally recorded as having Handwriting Concerns.
- Other sources (e.g. Previous test results, advice from a medical professional and/or new students with a history of difficulties).

The SENCO is authorised through the British Psychological Society (BPS) membership to endorse Access Arrangements with the exam boards. From September 2017 there is a new Level 7 testing requirement and both the SENCO and the Deputy SENCO will be working to complete this qualification during 2017-2018.

Transition

There are designated personnel within the school who collaborate with the primary schools over transition and arrange the Taster Day experience, which is an annual induction day for Year 6 students in the summer term preceding their arrival to Sir Harry Smith Community College.

The SENCO and a Senior Teaching Assistant (TA) visit all the SENCOs from the partner primary schools annually in the spring to summer term to discuss the upcoming Year 7 students with SEN in depth. A summary of predicted end of Key Stage 2 expectations for students with SEN is compiled and made available to teaching and support staff for the start of the autumn term intake.

Additionally, the SENCO and/or a Senior TA attend all Year 5 and Year 6 Annual reviews at local primary schools, if invited, to determine needs and look at supporting these needs within

the EPC (Year 5 and 6), or in mainstream from Year 7 if support can be given without EPC involvement.

The EPC Lead TAs ensure transition sessions are offered to all relevant Year 6 students with SEN. For students with emotional needs or deemed vulnerable, and who might struggle on transition, there is a senior TA designated to focus on these students and offer extra taster sessions before Year 7 and also liaise with parents and students during Year 7 as needed.

When funding permits we also deliver a two-week summer school programme for a maximum of 20 students. Whilst this programme is open to pupil premium students a number of children with SEN needs are able to take advantage of the opportunity. The first week involves a week away from home, at an outward bound holiday centre, whilst the second week takes place in school and focuses on activities which both build team skills and enable students to find their way around the school, in order to build confidence.

In Year 7 all students are issued with a fortnightly timetable detailing their subject, teacher and classroom. Subject Areas are colour coded making identification easier for students. SEN students with complex needs receive a visual timetable if they cannot access the usual timetable.

There are designated Year Leaders assigned to each year at Key Stage 3 (KS3). Once the students reach KS4 there is a KS4 Year Leader who liaises with KS3 staff to ensure a smooth transition at this stage. At the end of KS4 there is liaison with the Head of Sixth Form to arrange taster sessions for prospective Sixth Formers and individual interviews for each prospective student.

Students who join mid-year are placed in suitable teaching groups by the relevant Year Leader based on assessments from their previous school or internal assessments.

Students who leave mid-year will have their School and SEN (if relevant) files sent on to their new school. If requested SEN students with complex needs will be supported with transition sessions to the new school or facilitated meetings to meet new school personnel.

Promoting communication and engagement with parents/carers

The role of parents/carers is very important in assisting children with SEN to succeed in their education. At Sir Harry Smith Community College, we seek to involve parents/carers in all aspects of a child's education and welcome their assistance. We also seek to involve parents/carers through:

- Invite selected Year 6 parents/carers to coffee mornings (based on primary information) and information evenings that introduce the school and staff, outline SEN provision and enable positive working relationships between staff and parents/carers.
- Tutor Days - where parents/carers can talk to the student's tutor about all aspects of their schooling.
- Parents' Evenings – where parents/carers can talk to specific teachers on individual subjects.
- Individual Educational Plans – which agree and outline how support will be provided to the student.

- Multi-disciplinary meetings – involving a team of people and professionals who are brought together to agree methods of assisting a student.

Whilst ensuring parents/carers are consulted and involved in the meetings arranged and support agreed, we understand that ongoing communication is essential. This could include:

- Telephone communication from a Tutor, Year Leader or Teacher.
- Email.
- Copies of support plans.
- Information provided through the Behaviour Watch system (which highlights both positive and negative behaviour).
- Seeking feedback from parents/carers (for example questionnaires).
- Progress Checks that indicate how a student is doing in relation to their targets.
- Student Planners which must be signed weekly by parent/carer and can be used to communicate directly with the child's tutor.

The information and updates provided to parents/carers aims to build their understanding of how their child is progressing and ensure their knowledge is current.

Our school website is a source of information for parents. For example, relevant school policies are made available on this website along with some information and advice for parents from specialist agencies.

The Parent Council also meets on a regular basis and is open to all parents to attend. This meeting enables parents to raise any concerns, make suggestions for change or improvement and question decisions made; enabling a direct exchange with members of the senior leadership team who chair these meetings.

The school also has a number of parent governors who assist in the management of the school and represent parent's views where necessary.

Local Offer

The Local Offer is available as a link to your Local Authority website where you can see details of what is available in the area you live in for your child. Please click on the link to see what is on offer.

The Local Offer

www.cambridgeshire.gov.uk/SEND

The school SEN Information report, which forms our contribution to the Local Offer, can be found via the school website.

The Parent Partnership Service is now known as Core Assets Children's Service

This external agency acts as an independent source of support for parents. They can be directly contacted and will attend meetings to support parents and provide advice. Their email can be used as follows:

Email – ISReferrals@coreassets.com

Pastoral Support

Throughout their time at Sir Harry Smith Community College students will have appropriate access to differing levels of support, the aim being to ensure that they are prepared for adulthood. Therefore, as a student progresses through school they receive support from their Tutors and Year Leaders. During their exam years a specialist team of staff supports the students through these particularly important and perhaps difficult periods. This group includes staff who look at careers, employment and learning opportunities, progress and performance and ensuring that students have access to the information they need to make the right choices. A further team supports those students staying on at Sixth Form, helping them to focus on careers, college or university places. Each of these groups work together to ensure a consistent approach.

We also recognise that preparing children for adulthood constitutes more than academic achievement, therefore the school has a number of groups and activities that widen a child's experience and increases their opportunity to learn new skills for example:

- Book Club.
- School trips.
- School Newsletter.
- Tech Team – who provide lighting and sound for school productions.
- School Radio.
- Orchestra.
- Various Sport's Teams.
- School Council – attended by student representatives.

All students participate in weekly/fortnightly lessons in Skills for Life, this is a personal, social, health education programme which facilitates the discussion on various social topics and allows students to explore the relationships between them. The programme involves topics such as Anti-bullying, Racism, Crime, Politics, Careers, Health, Sex Education, Special Educational Needs and Disability plus more. These themes are also supported by a programme of assemblies, tutor group topics, school policies and catering facilities providing healthy options.

The EPC has a number of facilities for example a cooker and washing machine, enabling children the opportunity to learn skills they will need in adult life. The area also has a sensory room, which children may use when they need a calming environment and some 'time out'.

Additionally, some students require tailored support out of lessons for anger management, bereavement and differentiated sex education to name a few areas. This is supported by different staff within the school ranging from SSD, BSU, EWO and other specialist staff. Students can be referred for counselling if required.

Activities Outside the Classroom/School Trips

We have a formal school policy regarding school trips and activities outside the classroom which ensures formal risk assessment processes are adhered to, and the safety and inclusion of children is considered. This risk assessment process is termed 'evolve' and is completed

prior to any visit offsite and must be approved before the visits takes place. Our aim is to promote inclusion, working with parents, students and staff in order to do this.

Safeguarding

The school operates a Safeguarding Policy in line with national requirements and has a designated Child Protection Team which includes members of the Senior Leadership Team, a School Governor and full time Child Protection person, Wendy Crick. The safety of our students is paramount and this policy ensures processes exist which seek to keep our children safe, regardless of their individual needs.

Anti-bullying

The school have an anti-bullying policy which is reviewed by the Student Services Committee every three years unless legislative changes require immediate implementation. This policy can be accessed on the school's website.

The school promotes an inclusive environment and challenges poor behaviour that impacts on others whilst supporting the vulnerable. A formal record is maintained of reported incidents which are investigated and managed in a manner that is agreed with those involved.

Standards of behaviour and positive forms of social interaction are regularly covered in assemblies and through the Skills for Life curriculum. This ensures that all staff and students are aware of the level of behaviour expected and are confident about supporting those who struggle with relationships, without compromising the safety of students. Skills for Life topics include teaching students about the difficulties experienced by those with special educational needs, in particular Autistic Spectrum Conditions (ASC). In school support for those diagnosed with this condition may include a range of tailored interventions, as required.

The school also has an ICT policy which includes our approach to cyber-bullying. Additionally, this topic is covered in our Skills for Life programme to ensure all students understand the lasting impact of cyber-bullying and how the students can keep themselves safe using ICT.

Supporting Students with Medical Conditions

We recognise that students with medical needs should be properly supported so that they have full access to education, including school trips and Physical Education classes. Some children with medical conditions may be disabled and where this is the case we will comply with our duties under the Equality Act 2010. The school has a published First Aid and Medical Conditions policy which is available to parents.

Some students may have an EHCP which brings health and social care needs together with their academic provision. The impact of the individual student's medical needs on their educational career is assessed and then appropriately managed by the right team within the school. Any course of action will be agreed with the parents and student.

How Accessible is the School Environment?

Sir Harry Smith Community College recently implemented a major building improvement plan which encompassed the assessment of DDA requirements. As part of this project the school

has been colour coded not only to create a positive and vibrant environment, but also to facilitate student movement around the school.

This led to our Enhanced Provision Centre being positioned on the ground floor to facilitate access, Life Skill classroom units' function at multi heights, a lift is available for any student who needs this access, and there are external ramps to support egress.

Disabled parking located close to our main entrance is available and external lighting for visibility. There are secure break and lunchtime play areas for students who require extra supervision. There are wide doorways to facilitate wheelchair access or those with limited mobility.

In addition to developments in the physical environment we can provide the following dependent on the level of need:

- Tailored equipment to support students with Occupational Therapist diagnosed needs, e.g. footstools for leg support.
- Specialised chairs for muscle support, via Occupational Therapist.
- Netbooks for students with severe dysgraphia or dyspraxia needs.
- Visual prompts, visual timetables, visual key fobs.
- Colour coded timetables.
- Coloured overlays and other support.

An Accessibility Policy has been produced and is reviewed regularly. The school uses this document in line with day to day feedback to ensure we meet, where possible, the needs of students in our care. Whilst the vast majority are able to fully access the school's facilities we are conscious that individual arrangements may need to be made, on occasion, to meet particular needs and therefore our approach remains flexible.

Monitoring and Evaluation of SEND

Sir Harry Smith Community College measure effectiveness by how well children are progressing. These measurements include academic and personal goals. We want all children to fulfil their potential and whilst some may attain very good exam results, others may make just as much progress, but for example in terms of personal confidence and communication skills.

Each student has the ability to develop in a number of ways and capturing this for a student with SEN requirements can be more complex, but it is just as important and ensures that their successes are celebrated too.

SEN provision is specifically monitored and evaluated through a range of media including:

- EPC external audit by Local Authority.
- Internal tracking of intervention effectiveness.
- Mapping provision documents showing individual provision per relevant student.
- Inclusion (SEN) register showing students with their specific special educational needs and this is reviewed at census points during the year.
- Exam analysis for Year 11, Sixth Form and Key Stage 3 progress.

- Performance appraisals for Teaching Assistants (TA) and other SEN staff.
- Lesson observations of teacher and TA delivery by senior management.
- Feedback from students, parents and staff at IEP and Annual Review (EHCP) meetings.
- Scrutiny via the Student Services Committee including a regular review of the SENDA policy.
- Feedback, where relevant, from Parent Council and Full Governor's meetings.
- Ad hoc feedback from surveys, parent, child and staff.
- Delivery of Department Improvement Plan in support of the wider College Improvement Plan.

The above factors in conjunction with the latest Raise on line report are used to determine effectiveness of the SEN provision and its future delivery. This SEND policy is considered to be a 'live' document, but will be reviewed regularly ensuring development and updates are captured.

Roles and responsibilities

Governors

- Fulfil their statutory duties to students with Special Educational Needs.
- To review and ratify a Policy with regard to the Special Educational Needs Code of Practice 2014.
- To evaluate the effectiveness of the Policy and its use throughout the College.
- Will participate in appropriate training.
- To appoint a Lead Governor to closely monitor the College's work on behalf of students with SEN.

Staff

- All staff are responsible for meeting the needs of their students. "All teachers are teachers of students with Special Educational Needs." [New SEN Code of Practice 2014].
- Will work in partnership with the Special Educational Needs Co-ordinator, other staff, the students, parents and other agencies where appropriate.
- Will participate in appropriate training and development initiatives as indicated through their personal development plans.
- Will encourage students to be aware of their own and other people's needs.
- SEN Teaching Assistants will be deployed primarily within specific year groups. They will provide continuity and support for teaching staff and targeted students throughout the school day, including providing differentiated learning opportunities, practical organisational and social support. These staff are line managed by the SENCO.
- The Designated safeguarding member of staff is Karin Bobrowicz (in conjunction with the LAC Co-ordinator Hayley Bass) who is line managed by a member of the senior leadership team, Richard Potter.
- Student Premium and Looked After Children funding is managed by the Principal, Dawn White.

- The medical needs of students are managed by Heather Lovitt who is line managed by Richard Potter.

Training of Staff

- All teachers attend regular professional development sessions. Training needs are identified through the school's performance management system, in addition to generic training, which could include information on forthcoming changes or update training. Teaching Assistants attend regular training and communication sessions often with their Senior TA/ SENCO and/or Deputy SENCO to discuss the students in their care and ensure they are well versed in how to support them.
- Individual staff may also have specifically targeted training which is supported through a variety of sources from external training courses to internal provision. All new staff have an induction into the school and have access to school policies, in addition the SENCO is available to support individual needs as identified or provide guidance.
- The school SENCO regularly attends the Local Authority network meetings and is a member of NASEN ensuring the school is kept up to date with developments.

Storing and Managing Information

School files hold the main school records for students. The school's information management policies adhere to legislative requirements for example data protection and Freedom of Information Acts.

The Supportive Skills Department hold records of SEN provision and support for students they work with. These records are stored in filing cabinets in a lockable room for confidentiality purposes. Once the student leaves the school they are either:

- Forwarded to their new school.
- Archived for 9 years or a designated minimum term.

The SEN Policy is reviewed regularly by Senior Leadership, the SENCO and the LGB.

Compliments and Complaints

Parents and carers are encouraged to contact the student's Tutor in the first instance to resolve any issues or concerns they may have or to simply feedback any positive comments.

The Supportive Skills (SSD/SEN) Department may be contacted by the student's Tutor, where appropriate, however parents/carers should feel able to contact the department directly if they need further support. This will be formally recorded on the school SIMs system as parent/carer communication and appear on their child's Individual Education Plan (IEP).

If parents/carers still feel they wish to pursue a matter of concern this can be addressed in writing to the Principal or the Chair of Governors. The school Complaints Policy can be accessed via the school website.

www.sirharrysmith.cambs.sch.uk

Annexe A: Parent Guide to The Supportive Skills Department at SHSCC.