

POLICY ON ASSESSMENT OF AND PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

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:

Introduction

Sir Harry Smith Community College has based their SEN Policy on The Code of Practice (2014) which is statutory guidance relating to Part 3 of the Children and Families Bill and associated regulations. From September 2014 the new 0-25 Education, Health and Care Plan (EHC Plan) replace statements, however the term 'statements' will be referred to as the transfer to EHC Plans is expected to take up to three years.

SEN Support will encompass all other special educational need stages currently termed School Action and School Action Plus. However the changeover will be gradual and in line with other school systems that identify a SEN status of a child.

In a similar way Individual Education Plans (IEPs) will be still be referred to and used as a good 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 in school.

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.

Source: nasen Draft SEN CoP Summary 2014.

Definition and Overview

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.

Support for children and young people with SEN: Overview

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 the class or subject teacher as relevant.

Children with statements or EHC Plans will also have an Annual Review of their progress and well-being in school and this will include a Person Centred approach seeking the views of the child. IEP Reviews will also be held at least annually during each academic year but may be within a class teacher review of progress meeting.

Aims and Objectives

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

- Ensure that all pupils 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.
- 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.
- Inform and involve the parents of children with SEN so we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide on training and support for all staff working with children with SEN.
- Operate a 'whole pupil, 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.

Responsibility for the co ordination of SEND provision

- The person responsible for overseeing the provision for children with SEN is Mr. R. Potter who is a member of the Senior Leadership Team.
- The person responsible for the day to day coordination of the provision of education for pupils with SEN is Mrs K.Bobrowicz. The SENCO holds the National Award for SEN Co-ordination and is a Member of the British Psychological Society

(MBPsS).

- At SHS 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 supporting less able pupils to access the curriculum.
- Pupils with Statements of Educational Need receive their entitlement within this framework.
- Additionally we have specialised TAs supporting in our Enhanced Provision Centre and in our Supportive Skills Department. There is also a Dyslexia Lead TA working in the English Department.
- Agency support for our pupils usually takes the form of recommendations and advice which is disseminated to relevant staff as necessary.

Arrangements for coordinating SEN Provision

The SENCO will hold details of all SEN Support (currently known as School Action and School Action Plus) records and individual plans (IEPs or other). The identification of the level of SEN is also accessible on SIMS for staff to work with. IEPs (where used) are also linked in to the SEN pupil profile on SIMS to provide strategies and details.

All staff can access;

- The SEN Policy
- Guidance on identification in the Code of Practice (graduated response).
- A copy of the full SEN Register
- Information on individual pupil'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.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation including the Equality Act 2010. This relates to children with any level of SEN and those with Statements of Educational Need.

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

- Need and access to the EPC identified through Annual Reviews at primary or secondary school.
- For pupils in Year 5 through to year 8 predominantly.
- Pupils should have a statement for 20 hours or more.
- Pupils need to be on roll in a Whittlesey/Coates school.
- 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 pupils as soon as possible into mainstream with full integration anticipated by Year 9 or sooner. Pupils should be identified as potential mainstream pupils so mainstream integration is viable.

Facilities for pupils with SEN

The Accessibility plan for SHS is in accordance with the planning duty in the Disability Discrimination Act 1995 and then in accordance with the guidance issued by the DfE in 2002 in the document 'Accessible Schools: Planning to increase access to schools for disabled pupils'.

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 pupils, prospective pupils and any adult users with a disability.

SHS has a range of specialist SEN facilities in place. These are:

- A Lift
- Wheelchair access
- Assistive Technology
- A Hygiene room with hoist and personal care facilities.
- A minibus with tailgate for wheelchair users.

Identifying Special Educational Needs

'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'...Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.' *Source: Draft SEN Code of Practice April 2014 section xvi.*

Broad Areas of Need

- 1. Communication and Interaction:** children and young people with speech, language and communication needs (SLCN) who have difficulty communicating with others. This includes pupils with an Autism Spectrum Disorder including Asperger's Syndrome and Autism. These pupils also have difficulty with imagination in addition to social interaction, language and communication which can impact on how they relate to others.
- 2. Cognition and Learning:** Learning difficulties cover a wide range of needs and include Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) through to Profound and Multiple Learning Difficulties (PMLD). These children will learn at a slower pace to their peers even with appropriate differentiation. Pupils with Specific Learning Difficulties (SpLD) are affected in one or more aspects of learning and this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- 3. Social, Mental and Emotional Health Difficulties:** Some difficulties may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Others may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder. SHS has a Behaviour Policy in plan showing how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. There is Pastoral support to address some of the concerns for this category of need.
- 4. Sensory and/or physical needs:** This category of need encompasses the following conditions which may prevent or hinder them from accessing the

curriculum: Visual Impairment (VI), Hearing impairment (HI), Multi-sensory impairment (MSI) and Physical Disability (PD).

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

- Disability (onus 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
- Being a Looked After Child
- Being a child 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 pupil being registered as having SEN.

Source: nasen Draft SEN CoP Summary 2014

Identification

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 pupils. The majority of pupils will make progress within these arrangements. Pupils whose overall attainments fall significantly outside the expected range may have special educational needs and require additional or different provision.

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

The pupil's class teacher will use this data to:

- Decide on starting points for curriculum delivery.
- Identify the action needed to support the pupil within their class.
- Use the assessment processes available to identify any learning difficulties.
- Ensure on going observation and assessments provide feedback on the pupil'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 or Year Leader or through Parent Evenings or other meetings.

At Key Stage 3 and 4 the assessments available are:

- Key Stage 2 SATs tests
- Cognitive Ability Tests (CATs) (Year 7).
- Suffolk Reading age test.
- P Scales (where relevant) using Pivats.
- Bi termly assessment of progress, attitude and effort through Progress Checks to show working at level/grade per subject and targets.
- End of year optional SATs tests where relevant.
- Specific diagnostic tests as relevant to the particular need of the pupil.

Graduated Approach

Quality First Teaching provides for a wide range of abilities, aptitudes and interests of pupils. The SEN Code of Practice suggests that pupils 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.

- Any pupils falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and below national expectations will be monitored.
- Once it is deemed *possible* that the pupil has SEN the level of intervention will increase if adequate progress is not being made. The triggers for this include:
 - The pupil is working at a level below the national expectation for their age.
 - The attainment gap between the pupil and his/her peers is widening.
 - A previous rate of progress is not being maintained.
 - Little progress is being made even when teaching approaches and resources have targeted a pupil's identified area of weakness.
- The class teacher will take steps to provide differentiated learning opportunities to aid academic progression.
- The SENCO will be informed if adequate progress is still not made. If the SENCO decides on a specific intervention for the pupil the parents will be informed by letter and their permission for this intervention sought. Effectiveness of the intervention will be assessed through monitoring working at levels/grades and engagement of the pupil with the intervention.
- If the intervention fails to produce the required outcomes then further interventions may be considered.
- The pupil is recorded as being monitored by the school due to concern by parent or teacher but this does not place the pupil on the SEN Register.
- Pupil progress will be reviewed with the parent at either; Tutor Day meetings; Parent's 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 pupil's needs and progress being made.

SEN Support

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

Assess

The Class teacher working with the SENCO should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, 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, pupil and parent's views. Also advice from external support services if there is no evidence of progress despite adaptations and/or interventions.

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. The Plans should seek parental involvement to reinforce or contribute to progress at home.

Do

The class or subject teacher is responsible for working with the pupil on a daily basis. Where interventions involve working away from the main class or subject teacher, they

will still retain responsibility for the pupil. However they will work closely with TAs or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support any further assessment and advise on effective implementation of support.

Review

Effectiveness of the interventions will be reviewed at regular intervals.

Managing pupil's needs on the SEN Register

Through the Assess, Plan, Do and Review process pupils may be placed on the SEN Register where there are concerns about progress in line with their peers. This will be agreed and discussed with parents during one of the review meetings.

Pupils on the SEN register requiring SEN interventions will automatically have an IEP detailing the level of support needed and a copy provided for parents. This IEP will provide the basis for discussion at any review meeting.

Pupils with a statement and supported by a significant number of sessions in the Enhanced Provision centre (EPC) will also have a Communication Passport emphasising their high needs. A summary Communication Passport will be provided in the Year 7 information pack for staff from September 2014 along with a copy of the EPC Placement forms showing the needs of the pupil against each of the four areas of special educational needs in the new SEN Code of Practice.

Pupils on the SEN Register will be monitored for progress against working at levels/grades, targets and national expectations plus other significant factors. If they make adequate progress they will 'exit' the SEN Register. This will be formally recorded in a letter sent to parents to share the good news.

Provision for pupils on 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.

Education, Health Care Plans

If an EHC Plan (formally a statement of educational need) is needed then the SENCo/SSD will raise a CAF (Common Assessment Form) with the parents to highlight the needs of the child and 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 and the child, any professionals involved will be invited and amendments to the support needed in school adapted as needed.

External agencies

These will be consulted when a pupil continues to make less than expected progress. Parents will always be involved at this stage. The **Local Offer** can be referred to for details of support available from different services in the local area.

Training and Resources

All teachers attend regular professional development sessions; this INSET may be on whole school training days or held during after school sessions. Training needs are identified through the schools' performance management system as well as generic and based on forthcoming changes or reminder training. Teaching Assistants also attend training sessions either with teachers or separately at regular intervals with their Senior TA or the SENCO/Deputy SENCO. Individual staff may also have highlighted areas of training which is supported through external training courses where possible.

Roles and responsibilities-

Governors

- By fulfilling their statutory duties to students with Special Educational Needs
- By establishing a Policy which has regard to the Special Educational Needs Code of Practice 2014 on the identification and assessment of Special Educational Needs.
- By securing appropriate resources
- By continually evaluating the effectiveness of the Policy and its use throughout the College
- By participating in appropriate training
- By reporting to parents annually on the College Policy on SEN
- By appointing a Link Governor or a committee to closely monitor the College's work on behalf of students with SEN

Staff

- By acting on the principle that every member of staff is directly responsible for meeting the needs of all students. "All teachers are teachers of students with Special Educational Needs." [New Code of Practice]
- By working in partnership with the Special Educational Needs Co-ordinator, other staff, the students, parents and other agencies
- By participating in appropriate training
- By encouraging students to be aware of their own and other people's needs
- Teaching Assistants attend regular training and communication sessions with their Senior TA/ SENCO and/or Deputy SENCo to discuss the pupils in their care and ensure they are well versed in how to support them.

Students

- By becoming aware of their own and others' needs
- By knowing that help is available and where and how to access it
- By being enabled and encouraged to participate in all decision-making processes that occur in education
- By all students treating their peers with respect

Parents

- By working in partnership with the College to help meet their child's needs

Storing and managing information

School files hold the main school records for pupils. 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 pupil leaves the school they are either:

- Forwarded to their new school
- Archived for 5 years or a designated minimum term

The SEN Policy is reviewed regularly by Senior Management and the SENCO.

Dealing with Complaints

Parents/Carers are advised to write in to the Principal if they are concerned about any aspect of their child's SEND support in school.

Parents/carers who notify SSD directly will be contacted and the concerns listened to, recorded and addressed. This will be formally recorded on the school SIMs system as a parent/carer communication.

Local Offer

The Local Authority publishes the Local Offer which informs parents/carers of what is available in their local area. Within the Local Offer is the school's SEND Information report which is published on the website and reviewed regularly.

Access Arrangements

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

- Notification of concerns by class/subject teachers
- Pupils already on the SEN register in that year group and with a low reading age or other difficulties.
- Pupils who are formally recorded as having Handwriting Concerns.
- Other sources.

The Deputy SENCO ensures that the SSD person responsible for assessments schedules these in with the SENCO who has to sign them off individually. The SENCO is authorised through BPS membership to endorse Access Arrangements with the Exam Boards.

Transition

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

The SENCO and Deputy SENCO visit all the SENCOs from the primary schools annually in the spring to summer term to discuss the upcoming year 7 pupils with SEN in depth. A summary of predicted SATs levels for pupils with SEN is compiled and made available to teaching and support staff for the start of the autumn term of intake.

Additionally the SENCO and/or the Deputy SENCO attend all Year 5 and Year 6 Annual reviews at local primary schools to determine needs and look at supporting these needs within the EPC (year 5 and 6) or in mainstream from Year 7 if the needs can be met without the EPC.

In year 7 all pupils are issued with a fortnightly timetable detailing their subject, teacher and classroom. Subject Areas are colour coded making identification easier for pupils. SEN pupils with high needs receive a visual timetable if they cannot access the normal school one.

There are designated Year Leaders assigned to each year at Key stage 3 (KS3). Once the

pupils reach KS4 there is a KS4 Year Leader who liaises with Key KS4 staff to ensure a smooth transition to 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 pupil.

Pupils 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.

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

1. Responsibilities

1.1 SEN Governor(s)

Take a particular interest on behalf of the Governing Body in the way the College manages its provision for children with Special Educational Needs and to report on this regularly to the Governing Body

1.2 Principal

- Has overall responsibility for implementing the SENDA 2014 Policy
- For keeping the Governing Body informed concerning the implementation and practice of the SENDA Policy
- To ensure any complaints about general or specific provision are dealt with appropriately

1.3 Special Educational Needs Co-ordinator

is responsible for:

- Making sure that all those who are likely to teach a student with a statement of special educational needs are informed about the statement
- Strategic management of the Policy and ensuring optimum use is made of resources
- INSET provision for all teachers with regard to SEN as requested.
- Assessment and provision for students with special educational needs
- Overseeing the College's Special Needs Policy
- Co-ordinating provision for students with Special Needs, ensuring that optimum use is made of resources
- Managing team of Teaching Assistants (in liaison with subject teacher)
- Ensuring that each student at School Action Plus (SAP) and above has an Individual Education Plan (IEP) dependant on need, in liaison with subject teacher
- Advising teachers on how students might meet Plan learning objectives
- Liaising, and working in partnership, with the parents of children with Special Educational Needs
- Liaising with partner schools with a view to early identification and deciding the most appropriate provision
- Maintains the College's Special Needs Register
- Oversees the records on all students with Special Educational Needs, and which form part of the students' IEPs
- Contributes to the training of staff and Governors, including forming links with the LA and other schools to share training opportunities and planning
- Where appropriate, liaises and works in partnership with external agencies including:

Educational Psychology Service
Secondary Support and Inclusion Service
Child Protection Service
Health Education Service
Hearing Impairment Service
Educational Welfare Service
Multicultural Education Service
Visual Impairment Service
Medical and Social Services

Connexions PA
Voluntary organisations

6. In-Service Training of Staff and Training for Governors

In drawing up the staff development and training programmes, the Principal will give consideration and appropriate priority to the needs of all teachers with regard to Special Educational Needs.

7. Working in Partnership with Parents

Sir Harry Smith Community College values working in partnership with all parents. We will seek to involve parents in decisions about their children.

"Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LAs and others. This is important in enabling children and young people with SEN to achieve their potential."- Ref. Code of Practice.

8. Student Participation

"Children, who are capable of forming views, have a right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child." (UN Convention on the Rights of the Child.)

Students will be encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued.

9. Evaluation of Success

The Governors will evaluate the success of this Policy of the College by enquiring how effectively students with Special Educational Needs participate in the whole curriculum and all activities.

The Special Needs Link Governor will meet with the SENCO regularly and report to the Governing Body annually.

Amended: 18th June 2014 KB.