



**Leventhorpe**  
a business and enterprise academy

## **Governing Body Policy**

<b>Policy Title:</b>	Special Educational Needs & Disabilities
<b>Policy no:</b>	SISW 4
<b>Committee:</b>	School Improvement and Student Welfare
<b>Governor Link:</b>	Maureen Bray
<b>Main Staff Link/ SLT:</b>	Dr Catherine Cusick
<b>SENCO/ IAC:</b>	Mr T Webb (National Award for Special Educational Needs Coordination and Postgraduate Certificate of Vulnerable Learners)
<b>Due for Review:</b>	Spring 2018

# Leventhorpe

## Special Educational Needs and Disabilities Policy

### SECTION A : SCHOOL ARRANGEMENTS

#### A1: Introduction

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at Leventhorpe. It should be read in conjunction with the school's Accessibility Plan.

LA guidelines and DfE Code of Practice 2014 have been taken into consideration in the formulation of this policy.

Students have special educational needs or a disability if they have difficulty accessing the curriculum. Students have a *learning difficulty* if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age.
2. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

Special Education Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated curriculum. Parents and staff will be informed that the child has special educational needs and/or a disability and appropriate provision to meet the student's individual need(s) will be made.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This document provides a framework for the identification of and provision for children with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

#### A2: Aims

1. To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
2. To ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
3. To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
4. To ensure that every teacher is a teacher of every child or young person including those with SEND
5. To involve parents, students and others in developing a partnership of support, enabling them full confidence in the strategy as adopted by the school.

### **A3. Objectives**

1. To provide a broad, balanced and suitably differentiated curriculum relevant to student needs, through all staff sharing responsibility for SEND.
2. To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education.
3. To plan for any student who may at some time in their education have special educational needs.
4. To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
5. To give every child the entitlement to a sense of achievement.
6. To identify, monitor and support students who will need extra resources and/or teaching help as early as possible.
7. To work in partnership with the child's parents and other external agencies to provide for the child's special educational needs.
8. To regularly review the policy and practical arrangements to achieve best value.

### **A4. Roles and Responsibilities**

All members of the school community work towards the schools aims by:

- Using the graduated approach of Assess, Plan, Do, Review. Adhering to a continuous cycle of planning, teaching, assessment and evaluation to identify, assess and make provision for students with SEND.
- Sharing a commitment to inclusion and a partnership approach to provision.

#### **The Governing Body:**

- The governing body in co-operation with the Headteacher, determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEND policy.
- Ensuring that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.

#### **The Headteacher:**

- Setting objectives and priorities in the school development plan, which includes SEND.
- Setting a budget for supporting students within the schools overall financial resources.
- Reporting to the Governing Body.

## **A5. Co-ordinating and Managing Provision**

### **The Interventions and Achievement Coordinator (IAC) is responsible for:**

- The daily implementation of the school SEND policy.
- Maintaining a strategic overview of SEND and inclusion throughout the school, including planning, policy writing, advising and supporting other staff
- Liaising with and advising teaching staff and Learning Support Assistants (LSAs) on SEND matters.
- Managing LSAs and holding annual appraisals of the SEND team.
- Co-ordinating the provision for students with SEND.
- Overseeing the records of all students with SEND.
- Contributing to the in-service training of staff.
- Liaison with parents and external agencies including the LEAs support and Education Psychology Service, Health & Social Services and Voluntary bodies.
- Attending meeting of Heads of Faculty and the Pastoral Team.
- Access arrangements for external examinations.
- Organising screening tests
- Fulfilling the statutory SENCo role.
- Accurate assessment and identification, especially for those pupils identified with additional needs.
- Close tracking and rigorous monitoring of progress, with robust and evidenced interventions put in place quickly, monitored, and reviewed regularly
- A thorough evaluation of the impact of additional provision (including alternative provision)
- Managing the transition process
- Leading continuing professional development (CPD) for all staff, governors and parents
- Ensuring that all pupils, including those with SEND or additional needs, receive their full educational entitlement and have access to the whole curriculum
- Preparing and manage statutory assessment paperwork
- Organising, attending and co-ordinating the administration of annual reviews
- Provide information for the Governing Body

### **Interventions Assistant is responsible for:**

- Monitoring and reporting underachieving students at all key data capture points
- Planning, delivering and assessing interventions with individual students or small groups.
- Devising appropriate intervention in conjunction with IAC.
- Completing and review IEPs for all students with statements/ plans and some students designated by IAC
- Assisting in completion of At-a-Glance profiles for students on the intervention register.
- Liaising with parents as delegated by the IAC.
- Providing short term support within lessons
- Attending INSET training

### **Heads of Faculty and Subject Leaders are responsible for:**

- Departmental practice to include having an input into IEP targets and to ensure they are being monitored within the department if they are subject specific.
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are available within faculties.
- Raising awareness of the schools responsibilities towards SEND.

### **Other Staff are responsible for:**

“All teachers are teachers of SEND”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the learning support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes into account the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring IEPs are considered in lessons.
- Monitoring progress of the students with SEND against agreed targets and objectives.
- Being fully aware of the schools procedures for SEND.
- Raising individual concerns to the IAC.

### **Learning Support Assistants (LSAs) are responsible for:**

- Supporting students with SEND
- Planning and delivering individualised programmes or interventions where directed by the IAC
- Preparation of relevant and differentiated materials
- Assisting with creating IEPs and At-A-Glance documents
- Helping to facilitate a wide range of teaching and learning styles
- Contributing to the annual review process either in person or with a written report.
- Working with individuals or small groups of students under the direction of the subject teacher.
- Jointly planning with teachers where appropriate.
- Assisting in keeping departmental information up to date
- Assisting in evaluating and reviewing what has been achieved

## **6. Admission Arrangements for Students with Special Educational Needs and/or Disabilities**

This School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with SEND, in accordance with the DFE Admissions Code. According to the Education Act 1996, if a parent wishes to have their child with a statement or an Education, Health and Care Plan educated in the mainstream, the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION**

- 1. If a child's needs are deemed to be 'exceptional' and the school's funding cannot cover the cost of providing the required support, then the school may make an application for 'Exceptional Needs' funding, which may or may not be granted.*
- 2. The IAC will meet with a local cluster group of schools every term to determine which students in the cluster groups may have exceptional needs and which applications for such should be passed to County level for consideration.*
- 3. Any exceptional needs funding which is granted will be for the whole of a student's key stage.*

## **B1. Identification, Assessment and Monitoring.**

The school uses the graduated response as outlined in the “The Code of Practice (2014). To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEND area.

### **New Intake Students in Year 7**

#### a.) Primary Liaison.

Feeder primary schools are visited and contacted throughout the year prior to transfer. Any student identified as having a “learning difficulty” and who is on SEN Support or has an EHC Plan is referred to the IAC. Contact is then made with the primary school.

The LA notifies school about students who are transferring with EHC Plans in the spring of their year 6. Where practicable, the IAC attends their Annual Review to ensure a smooth transition is made. Relevant information is disseminated to staff before transfer.

#### b.) Initial screening

- KS2 tests
- Reading, spelling tests
- Creative writing task

### **Screening in Other Year Groups**

Students who receive SEND support will be entered for exam access arrangements testing to identify conditions they require for any internal or external exams.

### **Staff Observation**

- Members of staff consult with the IAC if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and/or intervention being undertaken.
- The IAC may request additional diagnostic assessments to be made through referral to a specialist.

### **Referrals by Parents or Carers**

- A student’s parent or carer may express concern. Once information is gathered the process is the same as for staff referrals.

## **B2. Provision**

Teaching students with SEND is a whole school response. The majority of students at Leventhorpe learn and progress through these differentiated arrangements.

A **graduated response** is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the IAC but will be planned and delivered by teaching a support staff.

**Wave 1:** Quality first differentiated teaching by all teaching staff

### **SEN Support**

**Wave 2:** When a student is identified as having special educational needs and/ or a disability, school will provide interventions that are additional to or different from those provided as part of the school’s usual differentiated curriculum. This intervention will be described as *SEN Support*

The triggers for intervention through **SEN Support** could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

1. makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
2. shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
3. has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
4. has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

An "At-A-Glance" profile will be compiled for any student receiving an intervention. It will be updated regularly to include recent test marks or results of screening tests. It will provide information on the student's barriers to learning and teaching strategies that teachers may find useful. It will be shared with subject teachers.

**Wave 3:** Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services. They are requested to:

- provide specialist assessments
- give advice on teaching strategies and materials
- provide short term support or training for staff

#### **B4. Statements of Special Educational Need and Education, Health and Care Plans (EHC Plan)**

A small minority of students who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of an EHC Plan is necessary, then the student's SEND and provision will be summarised in this document. This will need to be reviewed annually. The school will carry out the specific requirements as outlined in the EHC Plan. Different teaching strategies are used depending upon the nature of the child's needs.

A referral will be made to the LA to conduct an assessment of the education, health and care needs and prepare an EHC plan when it considers that it may be necessary for special educational provision to be made for the child or young person. EHC plans must set out how services will work together to meet the child or young person's needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

Each student with an EHC Plan will have an Individual Education Plan (IEP) too. This may be written by the IAC, or the Interventions Assistant (AI) in consultation with the parent and student. It may suggest alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups. This will involve the support and advice of outside agencies. Students and parents are involved in setting suitable targets and teachers' advice is always sought.

## **B5. Evaluating Success**

The success of the school's SEND Policy and Provision is evaluated through:

1. The success of the graduated approach; assess, plan, do, review. The impact the intervention will be assessed by the amount of progress which has been made. This will be data driven.
2. Monitoring of classroom practice subject teachers and IAC.
3. Analysis of student tracking data and test results including New Group Reading Test (NGRT) and Single Word Spelling Test (SWST) in year 7, KS2 results from feeder primary schools and further NGRT tests in Year 8 as well as the normal end of topic/year subject assessments.
4. Value-added data for students on the SEN register.
5. School self-evaluation, using a variety of approaches.
6. The School Development Plan.
7. Gaining parental feedback through meetings and parent forums.

## **B6. Complaints**

Please follow the guidelines laid down in the School's Complaints Policy.

## **B7. Students**

- Students are actively encouraged to be involved in decision making by attending all reviews and to be involved with setting and evaluating the targets.
- Student's views are recorded as part of the review process and their views are valued and listened to.

## **B8. External Support Services**

The school has access to the following outside agencies :-

1. The Educational Psychology Service and the team of educational psychologists
2. Rivers Education Support Centre (ESC) – outreach workers.
3. Connexions and the careers adviser
4. Education Welfare Officer (EWO)
5. Behaviour Support Team (BST)
6. Community Police Officers (PCSO)
7. Speech and Language therapy (SALT)
8. Auditory Specialist Teacher (AST)
9. Child Adolescent Mental Health Service (CAMHS)
10. Occupational Therapists. (O.T.)

## **B9. Partnership with Parents/Carers**

We aim to promote a culture of co-operation with parents/carers.

We will do this through:

1. Ensuring all parents/carers are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and IAC.
2. Informing parents/carers if their child has been placed on the Interventions or Vulnerable Student's Register.
3. Involving parents/ carers as soon as a concern has been raised.
4. Providing access to the IAC to discuss the child's needs and approaches to address them, perhaps using an Individual Education Plan (IEP).
5. Supporting parents/ carers understanding of external agency advice and support.
6. Undertaking and inviting parents/carers to the Annual Reviews for children with Statements or EHC Plans of SEND.