



SEND Policy

Governing Body Sub-committee

Name:

Date approved:

Full Governing Body (if applicable)

Date approved: 22 March 2018

Belper School values the abilities and achievements of all its students, and is committed to providing an outstanding environment for learning. Our SEND (Special Educational Need and Disabilities) policy reinforces the need for teaching that is fully inclusive. The Governing Body ensures that appropriate provision is made for students with SEND

Belper School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all students
- High expectations and appropriate targets for all young people

For students identified as having SEND every effort is made to ensure there is the opportunity to fully access the National Curriculum and participate in all aspects of school life. We recognise that many students will have special needs at some time during their school life and we seek to cater appropriately for them during this timeframe.

1: THE SEND AIMS OF THE SCHOOL

To ensure that all students with SEND

- Have access to a broad, balanced and appropriately differentiated curriculum and are able to take to as full a part as possible in all school activities
- Are appropriately involved in decisions affecting their future provision and make successful transitions at all relevant key stages
- Are offered appropriate forms of educational provision in line with the most efficient use of available resources

To ensure that parent/carers of SEND students are kept informed of their child's progress and attainment

To ensure staff undertake high quality training to support the delivery of SEND provision

We fully support:

The Special Educational Needs Code of Practice 2014

The Equality Act 2010

The Children and Families Act 2014

Statutory Guidance on Supporting Students at School with Medical Conditions 2014

Teaching Standards 2012

The Local Authority's 'Local Offer' in relation to SEND can be found at www.derbyshiresendlocaloffer.org

2: DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice 2014 states SEN: ***'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.'***

A learning difficulty or disability is 'a significantly greater difficulty in learning than the majority of others of the same age'. Special educational provision means 'educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England'.

Disability: a disability under the Equality Act 2010 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.

The school has a duty to make 'reasonable adjustments' so that students with a disability are not discriminated against or excluded from school life. These adjustments must not disadvantage other students and must be 'reasonable' in nature. It is for the Head and the Governing Body to decide what is reasonable. Given that some students may also have 'temporary medical conditions' that will require 'reasonable adjustments' e.g. temporary wheelchair use, the school will need response time in order for a suitable plan to be put in place to meet the student's needs.

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. If there are concerns, assessment should be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that other factors such as housing, family or other domestic circumstances are contributing to these concerns, then a multi-agency approach may be more appropriate.

Young people must not be regarded as having learning difficulties just because their first language is different from the language in which they are taught.

3: ROLES AND RESPONSIBILITIES

3.1: The SEND Team within the School:

Director of Student Support (SENCO): Tracy Revill

Head of Learning Support (Assistant SENCO): Angela Moore

SEN Teacher: Ros Conroy

Teaching Assistants (Learning Support)

Relief Teaching Assistants (Learning Support)

Head of Inclusion: Rachel Sammels-Moore

Teaching Assistants (Access)

Relief Teaching Assistants (Access)

SEND Governor: Fay Atkinson

There is a great deal of expertise and knowledge possessed by the SEND team including; postgraduate qualifications in specific/general learning difficulties, autism, systemic therapeutic interventions and certification of expertise in assessment from external exam access arrangements; external qualifications in therapeutic programmes and dyslexia; and a huge depth of knowledge in relation to attachment issues and behavioural difficulties and safeguarding. Other areas of interest to the SEND team are hearing, visual and physical impairments, medical issues and mental health difficulties.

3.2 The Role of the SENCO

Whilst the Head Teacher has overall responsibility for the management of SEND provision, the SENCO plays a crucial role in the school's strategic SEND and Inclusion provision. This involves working with the Head and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Line managing the co-ordination of the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Line managing the Learning Support and Inclusion Departments and overseeing students' records
- Liaising with parent/carers
- Making a contribution to INSET
- Liaising with external agencies, e.g. LA support services, Health and Social Services, Multi-Agency Teams, Careers Guidance and voluntary bodies etc.
- Informing parent/carers of the fact that SEND provision has been made for their child

These responsibilities are carried out with the Heads of Learning Support and Inclusion.

3.3 The role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that appropriate educational provision is made for SEND students
- Ensuring that a 'responsible person' is identified; their task being to inform staff about the needs of the students with SEND and that ensuring that this information is available to all those involved with the teaching and supporting of SEND students
- Ensuring that SEND students are fully involved in school activities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting on the School's SEND Provision

3.4 The Role of the Subject Teacher

The Code of Practice 2014 clearly acknowledges the importance allocated to the subject teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification, assessment of, and subsequent provision for, SEND students
- Making themselves aware of the SEND students and their needs
- Collaborating with the SENCO/Heads of Learning Support/Inclusion in order to identify the action required to assist the student to make academic progress
- Differentiating learning within lessons to ensure that individual learning needs are met
- Being accountable for the progress and attainment of their classes, including where these students access support from SEN TAs or specialist staff.
- Working with SEND students on a daily basis and closely monitoring their progress.
- Developing constructive relationships with parent/carers

3.5 The role of the Head

The Head's responsibilities include:

- The strategic management of all aspects of the school including the SEND provision or delegating this to the SENCO
- Keeping the Governing Body informed about SEND within the school or delegating this task to the SENCO
- Working closely with the SENCO
- Ensuring that the school has clear and flexible strategies for working with parent/carers, and that these strategies encourage involvement in their child's education

3.6 The Role of the Student

All young people should be involved in making decisions where practicable right from the start of their education. The ways in which young people are encouraged to participate should reflect the young person's evolving maturity. Participation in education is a process that will necessitate all young people being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will become more secure and effective students during their school years.

3.7 The Role of the Parent/Carer

The school recognises that parent/carers have a unique overview of their child's needs and will have their own views on how best to support their child. This gives them a key role in partnership with the school in delivering an appropriate education.

The school will make available at request, to all parent/carers of students with SEND, details of the independent parent/carer support service, available through the LA.

4: ADMISSION ARRANGEMENTS

The Governing Body believes that the admissions criteria should not discriminate against students with SEND. All young people are welcome to apply to the school, including those with special educational needs, in accordance with the LA Admissions Policy and DfE guidelines on 'Inclusive Schooling'.

5: IDENTIFICATION, ASSESSMENT AND PROVISION

5.1 Allocation of Resources

All schools in Derbyshire receive funding for students with SEND in these main ways:

1. The base budget covers teaching and curriculum expenses for *all* students
2. The school's more targeted SEND budget covers the cost of additional support required by students with SEND up to £6000 for any individual student (it is at the discretion of the school as to how this funding is allocated e.g. to fund existing provision that the student may access)
3. Targeted funding (known as GRIP funding- Graduated Response for Individual Pupil) that can be obtained from the LA. This is if a student is felt to be a 'high needs' student due to an underlying 'learning need', but is not subject to a Statement of Special Educational Needs(Statement) or an Education & Health Care Plan (EHC)
4. Targeted funding (known as TAPS funding – Temporary Additional Pupil Support) that can be obtained from the LA. This is if a student is felt to be a 'high needs' student due to an underlying social, emotional or mental health need but is not subject to a Statement or an EHC. Students eligible for this support have no underlying learning difficulties

5. Specific funds are allocated to high needs students with Statements or EHCs (this sum covers the educational additional cost for these individual students above the £6000) who will have life-long needs.
6. The 'Pupil Premium' is allocated by the Government to those students on free school meals and other identified vulnerable groups. These students may also have SEND

The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy. Belper School follows Local Authority guidance to ensure that students' needs are appropriately met.

5.2 Categories of Special Educational Need

The SEND Code of Practice 2014 does not assume that there are hard and fast categories of special educational need, but recognises that these young people's needs and requirements fall into four broad areas. These are the areas referred to in the Code of Practice 2014

- Communication and interaction difficulties
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

5.3 Early Identification

Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/ assessments
- Screening and diagnostic tests
- Reports and observations from outside agencies
- Records and information from feeder schools etc.
- Information from parent/carers
- National Curriculum results
- External exam results

On entry to the school each young person will be assessed in relation to their literacy skills and potential. The Head, SENCO, Heads of Learning Support/Inclusion, and all other teaching staff will also

- Use information from the Primary school to aid transition and inform teaching
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning

- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Notify parent/carers of any planned SEND input, with timescales and appropriate targets

5.4 Levels of Response and the Monitoring of Student Progress

Teaching SEND students is a whole-school responsibility. The core of all teachers' work involves a continuous cycle of assessing, planning, delivering and reviewing student progress, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of intervention and this is initially the responsibility of the subject teacher

All teachers are responsible for identifying students with SEND and, in collaboration with the Head of Learning Support, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Progress is the crucial factor in determining the need for additional support. Satisfactory progress is that which:

- Narrows the attainment gap between student and peers or prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to a placement in Further Education, training, and/or employment

The Code of Practice 2014 advocates **a graduated response** to meeting students' needs. The four parts of this response are 'Assess, Plan, Do and Review'.

Assess: Data on the student held by the school will be collated in order to make an accurate assessment of the student's needs. Concerns may arise from the following evidence:

- Making little or no academic progress where such progress would be expected from previous assessments, despite a differentiated curriculum
- Demonstrating difficulty in developing literacy or numeracy skills
- Showing persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Having sensory/physical problems, and making little educational progress despite the level of accommodation within the classroom
- Experiencing communication and/or interaction problems and making little or no progress despite initial interventions

Plan: If initial assessment or review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved, including the parent/carers and the student, will be obtained. Appropriate evidence-based interventions will be identified by the Learning Support and/or Access teams, and targets will be recorded that identify a clear set of expected outcomes. Parent/carers and the student will also be consulted on the action they can take to support attainment of the desired outcomes. The subject teacher will remain responsible for planning, delivering subject based curriculum and the progress of the student in that subject.

Do: Evidence based interventions will be implemented by the Learning Support staff and/or ACCESS (the school’s Inclusion facility) staff. Typical SEND interventions might be:

- Withdrawal from the classroom to work with a member of the SEND team (Specialist Teacher or Teaching Assistant) as part of a very small group response to specific difficulties. This is usually for a set period of time
- Time spent working with a post 16 helper on a 1:1 basis as a response to the student’s specific difficulties.
- Use of specific ICT hardware.
- Access to ‘time-out’ zones.
- Peer support groups for specific difficulties.
- Alternative curriculum if required, as co-ordinated and delivered by ACCESS or outside providers, e.g. colleges or work experience providers.
- For students with a Statement or an EHC Plan, in-class support with a Teaching Assistant working under the direction of the class teacher.
- Shared in-class support with a post 16 helper (or for a very small number of students a Teaching Assistant) working in conjunction with/ under the direction of the class teacher.
- The school may choose to deliver medically supervised programmes e.g. Speech & Language, Physiotherapy etc., but will only do so where there is a clear reason for the intervention to take place in the school and not in the home.

Review: Progress towards targets will be tracked and reviewed with the parent/carers and the student. If targets are met and the student is ‘on-track’ academically the intervention will cease. If these targets are not met and the student is not yet ‘on-track’, then the process of ‘assess, plan, do and review, will be implemented again. New plans and interventions will be made, monitored and reviewed

Where concerns remain, despite sustained intervention, the school will consider requesting either additional GRIP funding or a very small number of cases a Statutory Assessment for an EHC Plan. Parent/carers will be fully consulted and involved at each stage.

Further support may be provided by the involvement of an external support service/specialist outreach teachers who (with the parent/carers/students permission) will advise the school on the student’s education. External support services may provide specialist inputs to the support the student’s education.

External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and level of achievement. The support service may be asked to provide further assessments and advice for the school, and possibly work directly with the student. Parent/carer consent will be sought for any additional information/external interventions as required.

In the small number of cases where despite an individualised programme of sustained SEND intervention supported by GRIP funding, the child's progress is still a significant cause for concern a **Statutory Assessment** may be requested. This may **possibly lead to an EHC Plan from the Local Authority (LA)**. An EHC Plan recognises that the student has 'life-long needs, not just educational ones and will only be issued under these circumstances. To facilitate this school will have the following information available:

- The action followed with respect to SEND intervention
- A clear record of the student's progress made in response to the intervention strategies
- Records and outcomes of reviews undertaken
- Information on the student's health and relevant medical history
- Educational attainment
- Literacy/Numeracy attainment
- Other relevant assessments from external specialists e.g. medical professionals, educational psychologists etc.
- The views of parent/carers
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Records of any other involvement by professionals

An EHC Plan will be provided when the outcome of a Statutory Assessment would suggest to the LA that the child requires sustained provision beyond that which the school can reasonably be expected to provide. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan. An EHC Plan is a legal document that outlines the need of the student and the objectives they should aspire to. It will outline the additional provision that will be allocated to promote achievement and is relevant to the student whilst they are within all forms of education (excluding Higher Education).

An EHC Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHC Plan
- Of shorter term
- Established through parent/carers/student consultation
- Monitored closely and reviewed
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

It will also set out the provision needed to achieve these objectives and will provide 'top-up' funding to support the relevant educational provision. The provision might be very similar to that offered by SEND intervention (with GRIP funding) however the cost associated may be greater or on a more sustained basis. Progress will be monitored by the issuing authority for the EHC Plan. It is for the school to decide how best this funding is used to support the student's learning.

Students who presently have a Statement (similar to an EHC Plan but detailing only the relevant educational support needed and not the additional 'wrap-round' support that an EHC provides) are being transferred from their Statements of SEN to an EHC Plan

EHC Plans/Statements must be formally reviewed annually. The LA will inform the Head at the beginning of each school term of the students requiring reviews. The Head (who may delegate this role to the SENCO) will organize these reviews and invite:

- The young person's parent/carer/guardian
- The child if appropriate
- The relevant teachers
- The SENCO
- A representative of the LEA
- External agency careers guidance
- External support agencies working with the student
- Any other person the SENCO considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to the objectives of the Statement/EHC Plan
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement/EHC Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 9, Y11 and Y13 Annual Reviews will be significant in preparing for the student's transition to KS4, Further Education, work-based training, Higher Education, and adult life. The transition to adult life will form a part of the Annual Review. Progression from this point will be discussed, as will the most effective ways to support the young person to realise their future ambitions. Beyond Year 9 this discussion will form a regular part of the Annual Review.

With due regard for the time limits set out in the Code, the school will write a report of the Annual Review meeting detailing the discussion and any transition planning that has taken place and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease a Statement/EHC Plan.

6: RECORD-KEEPING

The school will record the steps taken to meet students' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the student's SEND information may include:

- Information from previous school/phases
- Information from parent/carers
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Relevant information from health/social services
- Information from other agencies *such as* Careers Service, Local Authority Outreach Teachers etc.

7: EVALUATING SUCCESS

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

- Analysis of student tracking data and test results
 - for individual students
 - for cohorts
- Consideration of each student's success in meeting individual targets
- Monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The School Improvement Plan/Learning Support/Access Improvement Plans
- The annual SEND Report to Governors

8: COMPLAINTS PROCEDURES

The school's complaints procedure is available on the school website. The SEND Code of Practice 2014 outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parent/carers if required.

9: POLICY DEVELOPMENT AND REVIEW

This document has also been made available on the school website and copies are kept in the School office. It will be reviewed annually. If new guidance becomes available, it may be necessary to review this policy at an earlier date.