
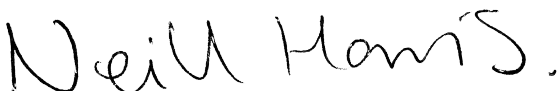


# Special Educational Needs and Disability School Policy

**2017-2018**

Version and Date		Action/Notes
1.0	September 2016	
2.0	January 2018	Policy revised and updated by Rebecca Bright, SENDCo, Dean Trust Ardwick

Reviewed:	Spring Term 2018
Review frequency:	Annually
Next Review:	Spring Term 2019
Signature of Headteacher:	Signature of Chair of Local Governing Body:
	

# Contents

1. Responsibilities .....	2
2. Introduction .....	2
3. Aims .....	2
4. Strategy .....	2
5. Success criteria.....	3
6. SEN support.....	3
7. Education, health and care assessment .....	5
8. Educational psychologist service .....	6
<i>Appendices</i> .....	8
Appendix 1 Role of SENDCO in secondary school .....	9
Appendix 2 Role of governors.....	10

# **1. RESPONSIBILITIES**

SENDCO

Mrs Rebecca Bright

## **2. INTRODUCTION**

This policy should be read in conjunction with the 2014 Pupil and Families Act and the Special Educational Needs and Disability Code of Practice 0 to 25 years. This policy should also be read in conjunction with the policies below and the SEN information report.

- Admissions Policy.
- Single Equality Policy.
- Anti-Bullying Policy.
- Behaviour Policy.
- Child Protection & Safeguarding Policy.

## **3. AIMS**

Dean Trust schools endeavour to provide a high quality of education to all pupils irrespective of ability. Dean Trust Ardwick believes that an inclusive school is 'one in which the teaching and learning, achievements, attitudes and wellbeing of every young person matter. Effective Schools are educationally inclusive schools. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' individual needs and varied life experiences' – OFSTED 2012 'Evaluating educational inclusion.'

## **4. STRATEGY**

- To adopt a whole school approach to inclusion.
- To ensure that pupil needs are identified using the Code of Practice Framework and on this basis that appropriate provision is made to meet these needs.
- To ensure that those pupils with Special Educational Needs and Disability (SEND) receive their full entitlement to the curriculum and have the opportunity to develop their full potential in all curriculum areas.
- To make the effective teaching of SEND the responsibility of every teacher.
- To provide training opportunities for staff and a framework of support through the deployment of Learning Support Assistants (LSAs) in the curriculum.
- To establish links with primary school, further education and the Apprenticeship Service to facilitate the smooth transition of pupils with SEND into our schools and beyond to further education and the work place.

## **5. SUCCESS CRITERIA**

- All areas of the curriculum are accessible to pupils with SEND. Courses are differentiated to meet need.
- There is an effective system for the identification and assessment of pupils with SEND which highlights strengths and weaknesses.
- The school assessment and reporting system includes those with SEND and reports effectively on their progress.
- Opportunities are provided for consultation and formulation of plans and targets for pupils with SEND involving pupil, teacher and parents/carers.
- All staff are involved in appropriate in-service training regarding pupils with SEND.
- Pupils' individual needs are met with the efficient and appropriate use of resources including those of outside agencies.
- Working with parents/carers in identifying and meeting need is given a high priority.
- All encouragement is given for pupils to take part in extra-curricular activities and curriculum enhancement programmes.

### **Arrangements for identification of pupils with special educational needs disability assessment and review**

The Dean Trust schools including Dean Trust Ardwick follow the guidelines laid down by the Code of Practice 2014 which involves a 4 stage model of Assess, Plan, Do and Review.

Pupils in Years 6 at SEN Support are identified via Primary School liaison and meetings with the SENDCo or a member of the Inclusion Team. The SENDCo supports all Year 6 EHCP Annual Reviews. All staff are informed of pupils' needs at the start of the academic year.

During transition all new Year 7 pupils will undertake Cognitive Abilities Tests (CATs). Pupils are grouped in mixed ability form groups.

To aid the transition to secondary school pupils identified from primary school as needing support to be 'Secondary Ready' are grouped into small groups and receive in-depth Literacy and/or Numeracy support, aiding them to progress in line with their peers. During the Autumn Term their needs are assessed in depth and relevant staff are informed of their SEND.

The Inclusion Team compile the list of pupils at SEN Support and those with Educational Health Care Plans (EHCP). An EHCP is a legal document that describes a pupil or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the pupil or young person to achieve what they want to in their life.

## **6. SEN SUPPORT**

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are

revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

## **Assess**

In identifying a pupil as needing SEND support the class or subject teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. We will take into account the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need. In some cases, outside professionals from health or social care may already be involved with the pupil. These professionals should liaise with the school to help inform the assessments.

## **Plan**

Where it is decided to provide a pupil with SEND support, the parents will be notified, although parents will have already been involved in forming the assessment of needs as outlined above.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided should be selected to meet the outcomes identified for the pupil.

## **Do**

The SENDCo or subject teachers should remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any LSAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo should support the class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, and the views of the pupil and their parents/carers sought. This should feed back into the analysis of the pupil's needs.

**Parents** will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps. Other agencies may be involved at this stage. Where a pupil continues to make less than expected progress, despite interventions, we would consider involving specialists from outside agencies.

The parents of the pupil would always be involved in any decision to involve specialists. This would include:

- Specialist teachers
- Educational Psychologists
- Pupil and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapists
- Counsellors
- LA Consultants
- Teacher of the deaf
- Teacher of vision impaired pupils
- Occupational Therapist
- Physiotherapist

## **7. EDUCATION, HEALTH AND CARE ASSESSMENT**

Where, despite us having taken relevant and purposeful action to identify, assess and meet the SEND of the pupil or young person, they have not made expected progress, the school or parents will consider requesting an Education, Health and Care assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN Support through the Assess, Plan, Do, Review process.

The LA must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it may be necessary for special educational provision to be made.

Please refer to the 2014 Code of Practice for greater detail on EHC plans.

An Education and Health Care Plan (EHCP) is a legal document and outlines the nature of a pupil's need and indicates the provision to be made to meet those needs. This provision is in addition to that given to all other pupils attending our school. The pupil's progress must be formally reviewed at least annually however termly assessment reporting also takes place.

The governors have a role to ensure that school has procedures to ensure that:

- all staff are aware of pupil's Special Educational Needs Disability (SEND);
- provision specified in the EHCP/Statement is met;
- pupil progress is monitored and reviewed;
- there is good home/school contact;
- the pupil has full curriculum access;

Effective teaching of pupils with Special Educational Needs and Disability is the responsibility of every teacher. Within Dean Trust Ardwick we have the following broad areas of SEND:

- Pupils with communication and interaction needs.
- Pupils with social, emotional and mental health needs.
- Pupils with cognition and learning needs.
- Pupils with sensory and physical needs.

The additional resources for a pupil with an Educational and Health Care Plan are provided by the Local Authority (LA) and delivered in school using the delegated budget. Under the current arrangements the Inclusion Team allocates resources in line with the EHCP and according to the needs of the individual pupil. School is accountable for the budget through provision mapping and annual review.

## **8. Educational Psychologist Service**

Dean Trust Ardwick specifies an amount of time for identification, assessment and ongoing advice to staff for pupils who are causing considerable concern related to learning, emotional or behaviour issues. The SENDCo meets regularly with the Pastoral Year Teams to monitor pupil performance and presents cases for Educational Psychologist consideration. This is in line with the Code of Practice guidelines and the LA's referral procedure.

We also work with GPs, Medical Consultants, Pupil and Adolescent Mental Health services (CAMHS), Speech and Language Therapists, Physiotherapists, Occupational Therapists, ASD Specialists, Social Workers, Youth Offending Service (YOS), Apprenticeships Team, College, FE Providers and the Sensory Impairment and Complex and Additional Needs team.

### **Manchester specialist outreach services**

This service supports pupils with impairment such as hearing loss and visual difficulties, medical and physical difficulties. Their consultants provide technical support for equipment. They give advice to staff and monitor pupil performance in the curriculum. They visit school regularly to meet with the hearing/visual/physically impaired pupils and are based at various schools across Manchester.

### **Curriculum arrangements**

The SENDCo is a member of the curriculum group and attends these scheduled meetings. Liaison takes place on curriculum planning and establishment of appropriate courses for pupils with learning difficulties. All pupils follow the National Curriculum during years 7 – 9 and in-class teaching support is provided by the Inclusion Team as identified through the cycle of Assess, Plan, Do, Review.

In Years 10 and 11 pupils are guided on appropriate 'Pathways' in their subject choices for Key Stage 4. There are several vocational routes leading to NVQs, BTECs and college placements alongside the more traditional GCSE qualifications.

### **Pupils with SEND are first and foremost the responsibility of their individual subject teachers**

Work must be differentiated to allow pupils access to the curriculum. We endeavour to support all classes, which contain pupils with EHCPs. When a pupil is withdrawn to work on an individual Intervention programme we target withdrawal lessons to ensure minimal disruption to the curriculum. This also includes support with emotional and behavioural needs.

### **Evaluation by the governing body**

The governors are regularly informed of the Inclusion Team and the implementation of this policy through the Local Governing Body.

### **Complaints procedure**

Any complaints regarding support provided by the Inclusion Team should be made using the standard complaints procedure.

### **Role played by parents / carers and pupils in the SEND procedure**

Pupils' views are considered throughout and they attend all review meetings including transition planning meetings. Parents/carers are informed of the procedures involved with identification of SEND through the SEND Information Report which can be found within the LA's Local Offer. They are encouraged to attend all Review Meetings, Progress Evenings and to contact the Inclusion Team informally to discuss their pupil at any time.

### **Links with other schools including Special Schools, small specialist classes (SSCs), colleges and primary schools**

Links are being developed with all feeder schools and members of the Inclusion Team will visit specific primaries where they observe and meet pupils, gather information and collate it to produce a pupil profile. Services who worked with pupils with SEND transfer all records and details to the Inclusion Team.

All pupils with EHCPs are involved in their annual review and are supported in producing and presenting a presentation about the past academic year including their wishes and aspirations. All agencies involved with the young person are invited to help them facilitate their ideas. Pupils are asked to share at the meeting their own thoughts and ideas for the future. An Independent Careers Advisor will be asked to be involved with individual pupils with EHCPs from year 9 onwards. Regular interviews and guidance will be developed.

We will develop close links with colleges of Further Education and sixth forms where pupils may attend Post 16 courses. Relationships with relevant course tutors will be developed with the Inclusion Team regarding 14-16 programmes and Post 16 provision.



# ***APPENDICES***

1. Role of SENDCO in secondary school
2. Role of governors

## **APPENDIX 1 ROLE OF SENDCO IN SECONDARY SCHOOL**

A newly appointed SENDCo must be a qualified teacher and, where they have not previously been the SENDCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.

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

The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.

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

The key responsibilities of the SENDCo includes:

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

## **APPENDIX 2 ROLE OF GOVERNORS**

### **The duties of the Local Governing Body**

- All state school governing bodies (including academies) have important statutory duties towards pupils with special educational needs and/or disabilities. Governing bodies should, with the Headteacher decide the school's general policy and approach to meeting pupil's SEND needs for those with and without EHCPs. They must set up appropriate staffing and funding arrangements and oversee the school's work.
- Governors of schools and LAs have a duty under section 317 of the Education Act 1996 to do their best to ensure that the necessary provision is made for pupils with SEND. The School Standards and Framework Act 1978 require governors to conduct the school with a view to promoting high standards. These high standards relate to all the pupils in the school including those with SEND.
- Through the Performance Management framework the governors should secure that objectives are set for the Headteacher. These should include objectives for leadership, management, pupil achievement and progress, and will also relate to priorities in the school improvement plan. All these objectives should include SEND.
- Every school must have a 'responsible person' who makes sure that all those who are likely to teach a pupil with an EHCP are told about them. The person is generally the SENDCo but could be the Headteacher or a member of the Senior Leadership Team.

The governing body of a school must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs;
- ensure that, where the 'responsible person' has been informed by the LA that a pupil has special education needs, those needs are made known to all who are likely to teach them;
- ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who SEND;
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interest of coordinated special educational provision in the area as a whole;
- ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as is reasonable, practical and compatible with the pupil. This should be matched alongside the efficient education of the pupils with whom they are educated and the efficient use of resources.

- have regard to the Special Educational Needs and Disability Code of Practice 0 to 25 years 2014 carrying out its duties towards all pupils with SEND;
- ensure that parents are notified of a decision by the school that SEND provision is being provided;
- ensure that the SEN information report is updated annually and published on the schools' website.

Governors play a major part in school self-review and should establish mechanisms to ensure that they are fully informed about the school, including the systems for, and the outcomes of, in-school monitoring and evaluation. In relation to SEND the governing body should make sure that:

- they are fully involved in developing and monitoring the school's SEND policy;
- all governors, especially any SEND Governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the school development plan.
- the quality of SEND provision is continually monitored.