

# KING EDWARD VII SCHOOL POLICY



## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

### Document Adopted by Governing Body

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Signed (Chair): *Barbara Walsh*

Date: September 2017

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Date of Next Review: September 2018

Leadership Team Responsibility: Catherine Jackson

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

### Key personnel

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### Definition of Special Educational Needs (SEND)

Children have special educational needs if they have a learning difficulty which calls for special educational provision and interventions to be made for them.

Children have a learning difficulty if they:

- ◆ Have a significantly greater difficulty than the majority of children the same age; or
- ◆ 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 in schools within the area of the local education authority.
- ◆ Children 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.
- ◆ Special Educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area. (Section 312, Education Act 1996)

### Purpose

All teachers are teachers of students with Special Educational Needs (SEND). We recognise that it is the teacher's responsibility to meet the needs of all the students in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if a student does not make adequate progress even when teaching approaches are targeted at a student's identified area of weakness, then the student may be identified as having SEND (Code of Practice 2014 6:2)

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have SEND and not all students with SEND meet the definition of disability, but this policy covers all of these students. Further to this, not all students of low ability have SEND, and not all students with SEND are of low ability.

King Edward VII School is a mainstream secondary school where we believe inclusive practice is central to developing higher quality teaching, with teachers holding responsibility for meeting the needs of all students within their class. We are committed to offering an inclusive curriculum which ensures the best progress for all our students regardless of their particular needs or abilities. We offer a wide range of support to break down barriers to learning in order to reflect the needs of students with communication and interaction, cognition and learning difficulties, social, mental and emotional health and physical or sensory needs.

### **Objectives.**

Our guiding principle is one of inclusion.

The specific objectives of our SEND policy are as follows:

- ◆ to identify students with SEND and disabilities and ensure that their needs are met
- ◆ to work within the guidance provided in the SEND code of practice January 2015 and operate a graduated approach to support
- ◆ to ensure that students with SEND and disabilities are able to join in with all of the activities of the school
- ◆ to safeguard students with SEND and disabilities as they are more vulnerable to abuse and exploitation
- ◆ to ensure that all learners make the best possible progress
- ◆ to ensure there is continual dialogue taking place between parents and school
- ◆ to ensure that learners express their views and are fully involved in decisions which affect their education
- ◆ to promote effective partnerships between school, parents/carers and students and outside agencies when appropriate in order to provide a holistic view of the student's needs.
- ◆ to ensure all staff working with students with special educational needs are provided with opportunities for suitable support and advice.

### **Relationship to other policies**

This policy links with other school policies such as: anti-bullying, equalities, safeguarding, and health and safety policies.

### **Roles and responsibilities.**

Provision for students with SEND is a matter for the school as a whole. It is the teacher's responsibility to provide for students with SEND in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's SEND and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for students with SEND. The governing body maintains a general overview and has appointed a representative governor (the SEND Governor), who takes particular interest in this aspect of the school.

The **Head teacher** has responsibility for:

- ◆ the general management of provision for students with SEND as it relates to the overall work of the school.
- ◆ working closely with the SEND personnel within the school
- ◆ ensuring all staff are aware of the need to identify and provide for students with SEND
- ◆ keeping the governing body informed about SEND issues
- ◆ ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors
- ◆ ensuring there is an SEND Advocate on the SLT.

The **Governing body** will ensure that:

- ◆ they keep themselves fully informed about SEND issues, including the requirements of the SEND Code of Practice (January 2015)
- ◆ SEND provision is an integral part of the school development plan
- ◆ they set up appropriate staffing and funding arrangements
- ◆ students with SEND join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- ◆ parents are notified if the school decides to make special educational provision for their child
- ◆ they appoint an SEND governor to liaise with the SENDCO and report back to the governing body

The **special educational needs co-ordinator** (SENDCO) is responsible for:

- ◆ overseeing the day-to-day operation of this policy
- ◆ co-ordinating the extra/alternative provision for students with SEND as and when it is needed
- ◆ ensuring that an agreed, consistent approach is adopted
- ◆ helping staff to identify students with SEND
- ◆ carrying out detailed assessments and observations of students with specific learning problems

- ◆ supporting class teachers in devising strategies and advising on appropriate resources and materials for use with students with SEND and on the effective use of materials and personnel in the classroom
- ◆ liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- ◆ liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- ◆ maintaining the school's SEND register and records
- ◆ monitoring and evaluation of progress of students with SEND through the use of existing school assessment information
- ◆ contributing to the in-service training of staff
- ◆ managing learning support staff/teaching assistants
- ◆ liaising with the SENDCOs in feeder and other schools to help provide a smooth transition from one school to the other

**Teachers** are responsible for:

- ◆ providing for students with SEND in his/her class and to be aware that these needs may be present in different learning situations
- ◆ making themselves aware of this policy and procedures for identification, monitoring and supporting students with SEND
- ◆ including students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion.
- ◆ giving feedback to parents of students with SEND.
- ◆ providing information and assessment on individual students to the SENDCO when required

**All staff** should:

- ◆ be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND
- ◆ use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.

### **Admission arrangements**

Students are admitted to the school in accordance with Sheffield City Council's Admission Policy and in line with legislation.

Parents or carers seeking the admission of a student with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school's Accessibility Policy is available upon request and should be read alongside the school's Equality Statement. Students with

special educational needs and disabilities, of whatever kind, are admitted without prejudice, although the school gives no priority to admitting such students.

### **Facilities for vulnerable students**

The school works closely with advisory teachers for students with physical and/or sensory disabilities. Lower school building is accessible by wheelchair and there are disabled facilities, e.g. ramps, toilets and lifts giving access to all main school classrooms. Three floors are accessible at Upper school,

### **Arrangements for monitoring and evaluation**

The Governors will receive a report in the Autumn term summarising the outcomes of SEND students across the previous academic year.

### **Specific support for SEND Students**

#### **Identifying special educational needs**

The SEND Code of Practice refers to four broad categories of need:

- ◆ Cognition and Learning
- ◆ Communication and Interaction
- ◆ Social, emotional and mental health
- ◆ Physical/sensory needs

These broad areas of need are for the purpose of identification which will enable the school to decide upon the action that should be taken. The needs of students are identified by considering the whole child, not just their special educational needs.

Pupils who find learning difficult:-

- ◆ Low overall ability
- ◆ Pupils with specific learning difficulties i.e. literacy or numeracy
- ◆ Pupils who have missed part(s) of their schooling
- ◆ Pupils with different experience or backgrounds
- ◆ Pupils who have Emotional and Social difficulties
- ◆ Pupils with physical disabilities
- ◆ Hearing impairment
- ◆ Visual Impairment
- ◆ Pupils with emotional and behavioural problems
- ◆ Pupils with language and /or communication disorders
- ◆ Pupils with exceptional ability
- ◆ Pupils within the autistic spectrum

The additional areas are not a special educational need, but may have an impact on a student's progress and attainment:

- ◆ Disability
- ◆ Attendance and punctuality
- ◆ Health and welfare
- ◆ EAL
- ◆ Student Premium
- ◆ Looked After Child
- ◆ Child of a Serviceman/woman

If a pupil is known to have Special Educational Needs or Disabilities when they arrive at the school,

The school will:

- ◆ Use information from the pupil's primary school to provide an appropriate curriculum for the pupil and focus attention on action to support the pupil within the class
- ◆ Ensure that ongoing observation and assessment provides feedback about pupil's achievements to inform future planning of the pupil's learning
- ◆ Involve parents and pupils in developing and implementing a joint learning approach at home and in school by target setting.

The process of identifying and responding to special educational needs is through a graduated approach with the initial focus being on high quality teaching within the classroom.

### **A Graduated Approach to SEND Support**

The graduated approach to support is based upon the whole school practice of continually assessing, planning, implementing and reviewing our approach. The SEND Code of Practice 2014 identifies high quality teaching which is differentiated for individual students. The SEND Code of Practice 2014 also states that teachers are accountable and responsible for the progress and development of students in their class, including students who have additional interventions, teaching assistant support or specialist input from professionals.

**Early identification** – Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure children's progress by referring to:

- ◆ Evidence from teacher observation and assessment
- ◆ Their performance against the level descriptions within the National Curriculum at the end of a Key Stage
- ◆ Their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- ◆ Standardised screening and assessment tools

## **SEND SUPPORT (K)**

When a subject teacher, member of the pastoral team or the Inclusion Leader identifies a child with SEND they will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

The triggers for intervention through 'SEND Support' could be concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities;

- ◆ Makes little or no progress even when teaching approaches are targeted,
- ◆ Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment
- ◆ Presents persistent emotional, social and mental difficulties, which are not improved by the behaviour management techniques usually employed
- ◆ Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ◆ Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

(Code of Practice 2014 6:51)

If school concludes, after consulting parents, that a pupil may need further support then information about the pupil already in school should be consulted. The SENDCO will support the assessment of the pupil; plan future support for the pupil in discussion with colleagues; and monitor and review the action taken by colleagues.

## **Nature of Intervention**

The SENDCO and the SEND team along with the pupil's subject teachers will decide on the action needed to help the pupil progress in the light of their earlier assessment. This might be:

- ◆ To provide different learning material or special equipment
- ◆ To introduce some group or individual support
- ◆ To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- ◆ To undertake staff development and training aimed at introducing more effective strategies
- ◆ Access to LEA support services for one-off or occasional advice on strategies or equipment for staff training which may make it possible to provide effective intervention without the need for regular or ongoing input from external agencies.

(Code of Practice 2014 6:57)

## **Monitoring and evaluation of SEND**

### **SEND Support (K)**

Students who are identified as SEND Support will initially receive interventions through a range of expertise in school. Where progress is not being made however, we may seek further clarification from external services. A request for help from external services is likely to follow a decision taken by the Inclusion Manager and colleagues, in consultation with parents. External support services may see the child, so that they can advise staff on new strategies and provide more specialist assessments that can inform the planning and the measurement of a pupil's progress. The triggers for additional external support can be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- ◆ Continues to make little or no progress in specific areas over a long period
- ◆ Continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- ◆ Continues to have difficulty in developing literacy and mathematics skills
- ◆ Has emotional, social or mental health difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised support plan.
- ◆ Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

(Code of Practice 2014 6:64)

When school seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been employed and targets achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting support plans for the pupil will set out new strategies for supporting the pupil's progress with the strategies specified.

If the Inclusion Leader and the external specialist consider that the information gathered about a pupil is insufficient, and that advice must be obtained from other outside professionals, then the consent of the pupil's parents will be sought.

### **School Request for Statutory Assessment**

For a few pupils the help given by schools through SEND Support (K) may not be sufficient to enable the pupil to make adequate progress. It will therefore be necessary for the school in consultation with the parents and any external agencies already involved to consider whether to ask the LEA to initiate a statutory assessment. Where a request for statutory assessment is made to a LEA, the pupil will have

demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing;

- ◆ The school's action through SEND support (K)
- ◆ Individual 'My Plans' for the pupil
- ◆ Records of regular reviews and their outcomes
- ◆ The pupil's health including the pupil's medical history where relevant
- ◆ National Curriculum levels
- ◆ Attainments in literacy and mathematics
- ◆ Educational and other assessments, for example, from an advisory specialist support teacher or an educational psychologist
- ◆ Views of the parents and of the pupil
- ◆ Involvement of other professionals
- ◆ Any involvement by the Social Services or Education Welfare

(Code of Practice 2014 6:72)

When the LEA receives a request for a statutory assessment / EHCP, it must decide within six weeks whether to carry out such an assessment.

### **Statutory Assessment / Education Health and Care Plan (EHCP) of Special Educational Needs.**

Statutory assessment (request for an EHCP to be put in place) involves consideration by the LEA, working co-operatively with parents, school and other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child can be brought to the attention of the LEA as possibly requiring an assessment through a request by the child's school, from a parent or a referral by other agency. If the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures then there may be a call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools. The LEA will then consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary is such as to require special educational provision through a statement of special educational needs.

All students with additional needs will have short term targets set out for them that have been established after consultation with parents and child and will include targets identified in the statement of special educational needs. These targets will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the 'My Plan' will continue to be the responsibility of the subject teacher.

### **Annual Review of a Statement of Special Educational Needs / Education, Health and Care Plan**

All Statements / Education Health and Care plans will be reviewed at least annually with the parents, the pupil, the LEA and the school to consider whether any amendments need to be made to the

description of the pupil's needs or to the special educational provision specified in the Statement. The Annual review will focus on what the child has achieved as well as on difficulties that need to be resolved.

Transition Meetings (former Annual Review) held in Year 9, 11 and 13 will be particularly significant in preparing for the pupil's transition to college, employment, the further education sector, work-based training, higher education and adult life. The aim of these reviews initially draw up a 'Person Centred Plan' and then to review it at key points to ensure support for the future. These meetings will involve the Careers service and other key Professionals involved with the student

(Code of Practice 2014 9:45)

### **Managing students' needs on the SEND Register**

The details of all students who have a special educational need are held on the SEND register. The SEND register is a fluid document which is accessible by all teaching and support staff.

In order to ensure the register is current and up to date:

- ◆ The SEND register is reviewed on a regular basis.
- ◆ Specific interventions are shared with the appropriate staff
- ◆ Interventions are undertaken with targets set and tracked and reviewed in line with progress checks
- ◆ The range of interventions and support are outlined in the Local Offer:
- ◆ If students are removed from the SEND Register, they are placed on a monitoring register

### **Supporting students and families**

There are a number of means by which we aim to encourage links between home and school and thereby support both students and families.

- ◆ Parents' evenings
- ◆ Options evenings
- ◆ Information evenings for individual year groups and for specific phases
- ◆ Individual support for families over key transition phases
- ◆ Close links with primary schools in order to develop transition programmes for SEND students
- ◆ Close links with colleges in order to support transition post-secondary school
- ◆ Access Arrangements testing undertaken and results shared with students and parents
- ◆ Further information is available on the local offer at [sheffield.gov.uk/local-offer](http://sheffield.gov.uk/local-offer) The full school SEND report can be found on the school website
- ◆ The policy for supporting students with medical conditions can also be found on the school website

## **Supporting students with medical conditions**

- ◆ The school recognises that students within school with medical conditions need to be properly supported so that they have full access to education. This includes school trips and PE.
- ◆ Where a medical condition is classed as a disability the school will comply with its duties under the Equality Act 2010
- ◆ Some students may also have special educational needs and their Education, Health and Care Plan will outline provision required

The policy is part of our overall strategy to safeguard and promote the welfare of all children. We recognise that students with medical conditions need to be properly supported so that they have full access to education, including physical activities and out of school visits. The school recognises Section 100 of the Children and Families Act 2014 which places a duty on the Governing Body to make arrangements for supporting students at their school with medical conditions. A copy of the full policy can be found on the school website.

## **Training and resources**

We are very fortunate to be working with a wide range of specialists who regularly visit and advise on specific training. We work collaboratively in order to identify and plan training that will enhance high quality teaching within the classroom.

Staff are audited on where they feel training is required and many training needs are identified through performance management discussions.

## **Storing and Managing Information**

All SEND files are kept within a locked space within the SEND work area or stored electronically.

Reviewing the policy

The SEND policy is reviewed annually in conjunction with staff and parents.

## **Accessibility**

### **Statutory responsibilities:**

- ◆ KES is committed to increasing accessibility for disabled students in line with the DDA guidance
- ◆ We work in conjunction with specialist agencies, parents and students in order to identify and remove barriers to learning
- ◆ Regular observations and training for staff encourages discussion and targets for increasing accessibility to the curriculum, whilst focussed homework clubs and after school clubs encourages participation in the wider curriculum of the school for all students
- ◆ Written documentation can be provided in a range of mediums to improve accessibility for all students, parents and carers

## **Dealing with complaints**

Initial concerns should be forwarded to the SENDCO.

All complaints are dealt with on an individual basis.