

2015

Special Educational Needs and Disability Policy



FUTURES
Community College

Review Framework

The policy should be reviewed annually (or sooner in the event of revised legislation or guidance)

	Date
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Revised in light of DfE Guidance and re-issued September 2014

Revised, taking into account internal arrangements, and reissued in October 2015

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Guiding Principles

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

- In this school we have high expectations and set suitable targets for all students.
- In this school a special educational need is defined in accordance with the 2014 SEN Code of Practice: 0 to 25 Years.
- All students are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specified modification or disapplication outlined in an individual student's Statement of Special Educational Need or EHC (Education and Health Care Plan)

Terms:

- SEND refers to a Special Educational Need or Disability. *A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.* [Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv]
- AN refers to an Additional Need; not identified as a Special Educational Need, but a need nonetheless, that is creating a barrier to learning. This could well include a social need or medical need. Students alternatively may require additional challenge.
- ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school.

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for Students with SEND (see also curriculum and assessment policies)
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all Students to participate in lessons fully and effectively
- To value and encourage the contribution of all Students to the life of the school
- To work in partnership with parents
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual Students
- To ensure that all staff have access to training and advice to support quality teaching and learning for all Students

Responsibilities and Resources

The Special Educational Needs and Disability Co-ordinator (SENDCO), in collaboration with the Headteacher and Governing Body, takes responsibility for the operation of the SEND policy and co-ordination of special needs provision, working closely with staff, parents/carers, and other agencies. The SENDCO also provides professional guidance to colleagues to secure high quality teaching for students with SEND.

Teachers have a key role in ensuring that **all** students' needs are identified and met. They are responsible for the progress, development and attainment of all students, including those with SEND, in their classes. In addition teachers are responsible for progress where their students access support from Learning Support Assistants or any other specialist staff.

Learning Support Assistants [LSAs] are a valuable part of the support for students with SEND. Their responsibility is to follow the programmes set by the class teacher; they also keep records and monitor the students' progress. Their role in the classroom is to work, under the direction of the teacher, in supporting the students with SEND. Regular liaison with the class teacher is vital in ensuring that the LSA is effective.

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher works closely with the SENDCO and keeps the Governing Body fully informed of SEND issues, providing an annual SEND Information Report. The content of the report is specified at section 6.79 of the *Code of Practice 2014: 0 to 25 years*.

The Governing Body: the duties of the Governing Body are set out in the SEND Code of Practice, November 2001, section 1:21.

Specialisms

A comprehensive programme of Continuing Professional Development for SEND is planned according to the school pupil profile. In the last academic year this has included training on ADHD, ASD, ODD, ADD, Developing the role of the Additional Adult in the classroom and Managing Challenging Behaviour.

Facilities for Students with Special Educational Needs

The school is a building with steps and stairs. There is, however disabled access throughout most of the building and disabled toilets. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the *Code of Practice 2014: 0 to 25 years* in terms of admitting Students with disabilities. The school ensures that every child will have full access to the curriculum.

There are facilities for small group/individual teaching in the Hub [Library] and the **HANDS** [Health, Attainment, Nurture, Diversity and Safety] Base.

All members of the school community, including students, are invited to inform the school of any disability they have.

The Equality Policy and Plan and the Medical Conditions Policy should be read in conjunction with this policy.

Resources

Delegated funding for students with a Statement of Special Educational Need or an EHC Plan is mainly used to pay salaries for SEND dedicated staff.

Other devolved funding is allocated to support the needs of students where required.

Pupil Premium funds are carefully allocated to support the children to whom they are targeted.

Children Looked After [CLA] funding is utilised to offer a specialist care and support package to each CLA student.

Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the student profile.

Identification, Assessment and Review

The school follows the SEND *Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of Students with special educational needs. The four key actions are:

- Assess:** the class teacher and SENDCO should clearly analyse a student's needs before identifying a child as needing SEND support.
- Plan:** parents must be notified wherever it is decided that a student is to be provided with SEND support.
- Do:** the class or subject teacher should remain responsible for working with the subject on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that student's learning.
- Review:** the effectiveness of the support should be reviewed in line with the agreed date.

Students receive a targeted learning curriculum and those who fail to make the expected progress are initially identified by class teachers but also by the Heads of Year and Heads of Department. The school operates a system whereby any member of staff can raise concerns or issues with the class teacher, SENDCO or Head of Year about a child with a potential SEND or other barrier to learning via a referral system.

We involve parents/carers and the young person in question as soon as we feel a student may have a barrier to learning.

We use a range of assessment data e.g., relevant family/medical history, Foundation Stage Profiles, P Scales, PIPs, Teacher Assessments, Screening Tests, SATs results, RAISE online, Learning Support Assistant assessments, reading/spelling phonological awareness tests; behaviour observations recorded in a diary, etc. A range of diagnostic tests are used as appropriate.

Students who fail to make expected progress on the basis of accumulated evidence are supported. Parents/carers are generally consulted when this decision is made. If the issue is with literacy only, in the first instance the student is placed on the reading and literacy intervention programmes.

General Learning Difficulties

At this stage a Student Passport is drawn up, in consultation with parents/carers where possible, and the student. Occasionally advice may be sought from external agencies to inform effective intervention. The Passport format in use allows teachers and SEND staff to collaborate on strategies best suited to support specific needs. This then facilitates the monitoring of progress towards short-term outcomes, agreed with student and parents/carers; these are reviewed termly. If a student fails to make the expected progress, advice may be sought from external agencies which may include social as well as educational services. At this stage, a specific SEND may be identified.

Four Categories of SEND – Broad Areas of Need

1. Communication and Interaction, including:

- SLCN (Speech, Language and Communication Needs)
- ASD

2. Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where Students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

3. Social, Emotional and Mental Health Difficulties. They include:

- Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

4. Sensory and/or Physical Needs, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

Specific Special Educational Needs

If a child is formally identified as having a specific SEND by an external agency, with the agreement of parents/carers, they are placed on the SEND register. If they are not making expected progress or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan [Education Health Care Plan]. An application can only be made following two full cycles of **Assess, Plan, Do, Review** [see page 5] covering at least two terms.

On gathering all relevant advice about a student's progress the SEND team may issue an EHC Plan outlining outcomes to be met and additional provision to be provided.

Support for improving the emotional, mental and social development of students with SEND:

- Form Tutors
- Student Support Assistants [assigned per year group]
- Head of Year
- HANDS Base
- Curriculum + [C+]
- Counselling Services within the school
- External mentors as required

Review Meetings

Review meetings are held termly for all students with Statements of SEND and for CLA students. Parents/carers and students are invited to attend, as well as a Learning Support Assistant, if involved. Representatives from external support agencies may also be invited, if appropriate. The Passport will be adapted to meet the progress rate of the student; the SENDCO will file a copy centrally and send a

copy to parents/carers and any external agency which is involved.

An Annual Review is also held to review progress towards objectives and outcomes outlined in the Statement or EHC. A copy of the review report is sent to all invitees, including parents/carers, and the SEND Team.

For children issued with a Statement of Special Educational Need, Disability or EHC Plan, there will be an additional review no later than 6 weeks after the issue date. The SEND Team will be involved as well as any other external agencies.

The SEND Register

The register is updated termly to take into account summative assessment results. Class teachers who wish to nominate additional students to be supported will be required to provide the following evidence for the SENDCO:

- Class record (e.g. Record of Concern)
- Results from any curriculum tests
- Evidence of strategies already in place
- National Curriculum levels or P Scales
- A piece of unaided work from the curriculum area deemed to be problematic
- Any other relevant information e.g. medical, family circumstances, etc.
- Overall Teacher Assessment that shows the student is working at a level that is below the national expectations for their age or is progressing at a slower pace.

Curriculum

Students have access to a targeted, broad and balanced curriculum with their needs identified in planning documents and Passports. To enable access to the curriculum for students with SEND, the school provides:

- Specialist teachers
- Learning Support Assistants
- Individual teaching programmes
- Individual timetables
- Intervention resources
- Specialist equipment

See the Local Offer for a comprehensive list, available on our website: www.futures.uk.com

Complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting students' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

External Support

Agencies include:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired Students)
- Paediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- Behaviour Support Service
- Autistic Spectrum Disorder Team

- Children's Services Unit
- The SEND Team
- The School Nurse
- Education Welfare Service
- Parent-Partnership Service
- Special Schools
- Specialist Inclusion Services (e.g. ASD Team)
- Children's Social Care
- Children and Adolescent Mental Health Service
- Parent Partnership
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

The school will also seek support from voluntary and private agencies as required.

In the first instance parents/carers should contact the school, however external support contact details are as follows:

Local Authority SEND Officers are based in:

Children's Services, Civic Centre, Victoria Avenue, Southend-on-Sea, SS2 6ER

Telephone: 01702 215007

Email: council@southend.gov.uk

The Parent Partnership is also based in the Civic Centre.

Telephone: 01702 215658

Email: parentpartnership@southend.gov.uk

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. For up-to-date signposting, please see the document entitled 'Local and Core Offer' which can be found on our website. www.futures.uk.com

Liaison with Parents/Carers

The school works in partnership with parents of Students in accordance with guidance in the 2014 SEND Code of Practice: 0 to 25 Years.

- If the class teacher has an initial concern about a student's progress parents will be invited to discuss this at the earliest opportunity and be informed of strategies in place to help their child
- If a decision is being considered to move a student on to the SEND Register then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child and will be given details of the about Parent-Partnership Service
- When a student's Passport is drawn up parents'/carers' views will be sought; suggestions will be offered as to how the student can be supported at home
- Parents/carers are invited to each review and their comments are taken into consideration when decisions are made regarding future actions.
- Parents'/carers' comments are sought prior to the Annual Review report being drafted and are then incorporated into the final report

Consulting Young People with SEND

- Students' views will be sought and taken into account during the review process and at other key times throughout the year, e.g. at Passport reviews.

Transition Arrangements

Where possible, transition reviews for Year 6 pupils are held in the autumn term and a representative from the SEND department is normally invited to attend. Additional transition arrangements may be made at these reviews e.g. extra visits, travel, training etc. Every effort will be made, in consultation with the parents/carers, to have a support programme in place prior to the student joining Futures Community College.

SEND Students who are moving between key stages will have transition arrangements in place via the Passport review process, in collaboration with Connections Youth Advisory Service.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or ability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

A copy of this policy can be found on the school website: www.futures.uk.com

Other related documents

This Policy should be read in conjunction with the following documents, all of which are available on the school website, see link above.

- The Equal Opportunities Policy
- Local Offer/ Core Offer/ School Offer