



## **SEND Policy**

**Aspire | Commit | Succeed**

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**Date of Policy: Spring 2018**

**Committee: Staffing & Students**

**Next Review Date: Spring 2020**

**The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity.**

## **Introduction**

The SEND policy at Alperton Community School written in accordance with the 2015 SEND code of practice (January) aims to ensure that every student at ACS has access to the national curriculum. Equality of opportunity is at the core of our philosophy and thus the full range of curriculum opportunities should be extended to all.

### **The Alperton Community SEN Team is made up of the following people:**

- SENCO
- Deputy SENCO
- SEN Teacher
- Specialist Teaching Assistants
- Teaching Assistants

## **Roles and responsibilities**

The SENCO's responsibilities include:

- The day-to-day operation of the SEN department to deliver the statutory provision set out in the code of practice
- Line managing the Deputy SENCO, SEN teacher, the team of Learning and Teaching Assistants and the Counsellors
- Liaising with and advising both curriculum and pastoral colleagues, including support staff about individual students
- Co-ordinating provision for students with SEN
- Maintaining the schools' SEN Support Register and records of all students with SEND
- Working with the Educational Psychologist, Speech and Language Therapist, Hearing Impaired Therapist, support teacher from B.O.A.T, Occupational Therapists, medical and Social Care.
- Working with the Connexions Personal Advisors in relation to transition planning
- Working with LA SEND consultants
- Contributing to and planning the training of the SEN team
- Contributing to the training of all staff to meet the needs of students with SEND
- Testing students and providing staff with assessment information
- Working with families to meet the needs of their child

## The Deputy SENCO

The role of the Deputy SENCO is to assist the SENCO to carry out the responsibilities listed above. This includes specific responsibility for timetabling teaching assistants so that they are best deployed to meet students needs. The Deputy SENCO also carries out annual reviews with students and their parents. This is done in addition to specialist SEN teaching and the delivery of literacy interventions.

## The SEN Teacher

The SEN teacher, in addition to specialist SEN teaching, is responsible for the administration of the first stage of testing to identify whether or not a students may have SEN. It is also the responsibility of the SEN teacher to apply for access concessions for public exams and maintain the records and documentation according to the requirements of the examining boards.

### **1a. SEN code of practice**

The 2015 code of practice (on the Identification and Assessment of Special Educational Needs) sets out a graduated approach. The graduated approach comprises four phases which are:

Assess → Plan → Do → Review.

The SEND code of practice covers students on the SEN Support Register and students with Education Health Care Plans (EHC Plans).The basic principles of the 2015 SEN code of practice are:

- All teachers are teachers of students with SEND
- All students with SEND should have their needs met
- Students' needs will normally be met in mainstream settings
- The views of the student should be sought and taken into account
- Parents/carers have a vital role to play in supporting their child's education
- Students with SEND should be offered access to a broad, balanced and relevant education
- Proper attention should be given to the special needs of children with medical conditions
- The power of governors to refuse admission to students with an EHC Plan has been eliminated.

## **1b. THE 2015 SEND CODE OF PRACTICE:**

- Sets out how schools should identify and assess students with special educational needs
- Shows how they can adopt a graduated approach of action and intervention
- Recognises that there is a continuum of SEND
- Suggests that, where necessary, external specialist expertise should be used
- Recognises that some students will have SEND and will require additional or different forms of action (from those provided as part of the usual differentiated curriculum).

## **1c. The 2015 CoP identifies four broad areas of need**

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and physical needs

**2a.** A student is identified as having SEND if he/she is making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

## **2b. Adequate progress might be progress that:**

- Closes the attainment gap between the student and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers
- Matches or betters the student's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in the student's behaviour.

**3. Support to meet students' SEND should be graduated and fall within the following broad strands:**

- Assessment, planning and review
- Curriculum and teaching methods
- Grouping for teaching purposes
- Additional human and other resources
- Parental involvement

#### **4a. Why are students placed on the SEND Support Register?**

Students are placed on the SEND Support Register if they have an identified need that causes them to experience significant difficulty with their skills development in one or more of the four areas of need which impacts on their ability to make progress.

**4b.** Students on the SEND Support Register with EHC Plans or complex SEND will have an Individual Pupil Plan (IPP). IPPs focus on up to three or four key individual targets and should include information about:

- The short term targets set for or by the student
- How the Targets will be achieved
- Strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and /or exit criteria
- The student's and parent's views.

IPPs may form part of a teachers' lesson plans, as long as targets are set for students and progress reviewed regularly.

For some students provision to meet their needs will include the involvement of external support services to help with:

- Advice on new IPPs
- Advice on new targets
- Provision of further specialist assessments
- Advice on new or specialist strategies or materials
- Provision of support for particular activities.

## **5a. Meeting the needs of students with SEND**

Every student with special educational needs should have access to a broad and balanced curriculum adapted where necessary to meet their particular needs. We aim to accommodate them with a student-centred pedagogy capable of meeting their individual needs.

We will maintain and develop procedures to identify student's special needs as early as possible. The identification of the student's needs will be undertaken through evidence-based professional assessments, which also take into account information provided by the student's parents, where feasible by the students, and by others who have knowledge of the student. The contribution of other statutory and professional agencies will be actively sought and valued. Voluntary organisations have an important role to play in supporting the education of students with special educational needs. The school will promote and support partnership between all those agencies that are potentially involved in a student's education.

## **5b. Special Educational Provision**

For students with SEND, there is a range of provision which starts with high quality teaching by the subject teacher targeted at their area of weakness.

Additional provision may include:

- In-class support
- Withdrawal for work on literacy, communication or numeracy skills in small groups or one to one sessions
- Behavioural / emotional support by the Behaviour team or Teaching Assistant
- Access to counselling
- Exam access arrangements

## **5c. LA Support for students with an EHC Plan**

The number of hours of support for students with an EHC Plan is directed and financed by the LA. The hours of support may include:

- in-class support some, of which is spent working with the student individually or in groups.
- additional adults working with the teacher to provide differentiation to meet the students' needs
- on learning programmes in or outside of the main lesson aimed at meeting the objectives on EHC Plan or targets on the IPP.

The Local Authority may designate how many hours of support each student with an EHC Plan is entitled to. Sometimes there is no provision for teachers or TAs, only resources eg a laptop or administration time to produce resources

## **6a. Resources**

Local Authority funding is available to support students with EHC Plans. This helps to pay for all of the resources required to meet the student's SEND. It includes the cost of specialist resources, additional in-class support, consultation and planning with external specialists, time to develop Individual Pupil Plans, time for consultation and planning with members of the SEND team, support teachers, specialist services and special resources. Provision for students without EHC Plans is met wholly out of the school budget.

- Lexia Reading Programme
- Speech and Language
- Brent Outreach Autistic Team (BOAT)
- Counsellors
- Interventions from Specialist Teaching Assistants

## **6d. School Counsellors**

The school's employs two counsellors who are trained Child and Adolescent Therapists. They see students with emotional and or social developmental problems on a weekly basis. Each individual session last for 30-45 minutes. A review of the sessions and student outcomes is done at the end of each term. Some of the students counselled have EHC Plans. The counsellors also facilitate group work as appropriate.

## **Appendix**

### **I. Meetings**

SEN Department meetings are held regularly. The meetings help to facilitate the task of assessing students, disseminating information, monitoring progress and training of the teaching assistants and SEN teachers within the team. The SENCO also meets fortnightly with the school counsellors. The SENCO or the Deputy SENCO attends the IIG meetings at which students' needs are discussed and interventions agreed. The SENCO also meets regularly with the Speech and Language Therapist and the Educational Psychologist. The aim of these meeting is to refer, implement, coordinate and monitor the progress of students who are receiving interventions.

## **2. Identification, Assessment and Review**

A major part of this work is carried out during the first half of the autumn term and is on-going. The SENCO assisted by the Deputy SENCO keeps and updates the SEN Support Register which includes records of students with medical and sensory needs. The MidYis test is conducted for year 7 students on the Year 7 Induction day in July to determine more accurately students' needs. Students causing concern can be referred to the SENCO or the Inclusion Intervention Group via a Referral Form completed by the Pastoral Manager or any member of the Inclusion team or class teacher. Information is then gathered from all subject and pastoral staff, collated and discussed to decide the best course of action. The student will be assessed using the Lucid Literacy assessment and or other assessment tools. Parents will be informed if the student appears to need additional intervention because they are not making good progress or at assessment, is significantly below the level expected of their peers. With Parental consent, further specific advice may be sought. The student may be referred to the Speech and Language Therapy Service or Educational Psychology Service for an assessment. This may also lead to a request for statutory assessment. Individual Pupil Plans are drawn up for all students with EHC Plans or students with complex SEND. Staff teaching students on the SEND Register have access to the student's IPP and any other relevant information to support the teaching and learning of the student.