



Special Educational Needs & Disability (SEND) Policy

Status	Statutory	Date created	March 2017
Any other statutory names for this policy (where applicable)		Date first approved	8 May 2017
Responsibility for this policy	SENDCo	Date last reviewed	
Governors' Committee with responsibility for its review	Teaching and Learning Committee	Frequency of review	Every two years
Tick here if Bucks Policy attached in its entirety		To be put on the school website? (Yes/No)	
Approval necessary	Whole Governing Body		

Learning Support Department

Mrs Crafts, Special Educational Needs Coordinator (SENDCo)

Mrs Fox, Learning Assistant

Mrs Hamnett, Deputy Headteacher

Mrs Lewis, SEND Governor

Student SEND Ambassador(s)

Aim

We aim to ensure that each student at Aylesbury High School (AHS) reaches her full potential and is supported to do so. The aim of the SEND Policy at AHS is to ensure consistency in the:

- Definition of SEND
- Identification and assessment of SEND
- Provision for SEND within subject areas
- Responsibility of the SENDCo
- Responsibility of all teachers for their students with SEND

Definition of SEND

The school welcomes diversity and seeks to help each student reach her full potential. In accordance with the Special Educational Needs and Disability Code of Practice 2014 (Department of Education),

“a child of compulsory school age or a young person has a learning difficulty or disability if she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders her from making use of educational facilities of a kind generally provided for others of the same age”.

Four areas of need as defined by the SEND Code of Practice 2014	
Social and communication issues	Speech and language difficulties (SpLD) Autistic Spectrum Disorder (ASD) or Asperger's Syndrome
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD) Anxiety and related disorders Depression and severe low self-esteem Obsessive compulsive disorder (OCD), ASD and Asperger's
Cognition and learning	Dyslexia, Dyslexic type difficulty Dyspraxia, Developmental coordination disorder (DCD) Organisational difficulties Specific Processing Speed Difficulties
Sensory and/or physical needs	Visual impairment Hearing impairment Physical Difficulties Medical issues requiring physical adaptations at school

Objectives:

- To identify students with a barrier to learning.
- To provide appropriate support for SEND students.
- To help SEND students become independent learners.
- To celebrate each individual's efforts and achievements.
- To provide clear guidance and support to all school staff, governors and parents regarding SEND issues.
- To involve the student in the process of identification, assessment and provision for SEND related matters.
- To ensure that the student is aware that her wishes will be taken into account as part of the process and of the shared responsibility in meeting her educational needs.
- To involve the parents at an early stage to promote and develop a successful and effective home/school partnership.
- To provide appropriate resources and to ensure these are used properly and to best effect.
- To devise support plans, called One Page Profiles (OPP) in collaboration with the student, external agencies and parents/carers. OPPs focus on strategies that enable students to access the curriculum by consideration of their learning needs.
- To maintain the confidentiality of sensitive information within the school.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a "whole student, whole school" approach to the management and provision of support for SEND.
- To keep a centralised list of students who require SEND support for the purpose of monitoring, supporting and providing an appropriate level of support.
- To provide support and advice for all staff working with SEND students.
- To seek advice and support from external professionals.

Where a potential need is recognised a **graduated approach** will be completed. The student's needs and desired outcomes are at the centre of this approach.

Assessment

Students identified with a potential need will be assessed using more formal assessment tools with consideration of the concerns, observations and individual assessments made by subject teachers. Students will be tested using the electronic screening software, Lucid Exact and Lucid Recall, and if necessary a specialist teacher may be instructed to carry out a formal assessment.

Plan and Do

The SEND Code of Practice 2014 places the teacher at the centre of the day to day responsibility for working with all students, including those with Special Educational Needs. Inclusive Quality First Teaching, differentiated for individual students, is therefore the first step in our response to SEND students.

This means teaching which:

- appeals to the learning preferences of all students i.e. multi-sensory teaching
- encourages students to become independent learners
- makes students recognise how they 'learn to learn'

We expect all students to make progress and if the progress is not at the expected level we will intervene. In addition to inclusive quality first teaching, more targeted support and evidence based interventions matched to an individual's needs will be considered. These might be in or outside the classroom, in small groups or one to one. When a student is withdrawn from a lesson, care is taken to avoid her missing the same lesson twice.

Any intervention will be student centred and will include consultation and collaboration with subject teachers. The SENDCo will meet with parents, students and subject teachers, as appropriate, to discuss activities, support, responsibilities and strategies that will help to improve progress.

Review

The review process is a crucial part of the graduated approach and subject teachers are responsible and accountable for reviewing and tracking the progress of all students. Review is sometimes on an informal basis, through marking and feedback opportunities; at other times, it is on more formal assessments, observations and work scrutiny.

If a student continues to make little or no progress, despite targeted support matched to her needs, the school:

- will seek specialist support from external agencies
- will request, where appropriate a statutory assessment of the student's needs

Education Health and Care plan – EHCP (formally a Statement of Special Educational Needs)

When evidence suggests a student is still not making progress despite being supported, the school will apply initially for High Needs Block Funding (HNBF). If the student meets the criteria for an EHCP, the school will make an application after consultation with the student, her parents and staff. The school will involve external agencies and an updated One Page Profile (OPP) will be drawn up, with revised targets and strategies. The student will receive support as directed by the Statement/EHCP if the criteria is met. In this instance the OPP will be updated and reviewed termly, with a mandatory annual review. Appropriate training and communication will be offered to teaching staff in this situation to ensure the needs of the student can be met. The school admits students who already have EHCP/Statements and makes appropriate arrangements for their support.

Monitoring the progress of students with SEND

Regular assessments are used to monitor every student's progress and thereby identify her needs. Regular assessments are made by the subject teacher including: baseline assessments in Year 7 (CATS), class assessments, termly progress tracking and school exams from Year 9. These are recorded by the teacher in SIMS, thereby enabling progress to be monitored and further action to be taken. The SENDCo monitors the data relating to SEND students in order to monitor the progress of these students more closely and to keep track of how they are progressing in relation to the rest of the year group.

It may be necessary for the SENDCo to observe a student in class, monitor her work or for her to liaise with the appropriate Head of Year about attendance or progress of the student.

Overall the SENDCo is responsible for;

- The effective transition into Year 7 of students already identified with SEND (in collaboration with the Head of Year 7).
- The day to day operation of the SEND Policy.
- Keeping accurate records of all SEND students.
- Passing information to teachers about the SEND students they teach.
- Ensuring teachers have the skills, knowledge and understanding to provide high quality teaching for all students.
- A student centred approach.
- Forming a partnership of support between the school, student and home and if necessary, external agencies.
- An individualised approach to meeting the needs of those students with a Statement/EHCP.
- The Annual Reviews of students with either a Statement/EHCP.
- Working with the Examinations Officer to process and implement all access arrangements i.e. examination concessions, such as extra time, rest breaks, computer access and modified papers.
- Informing teachers of access arrangements and their responsibility for providing 'evidence of need as normal way of working'.
- Line managing the Learning Assistant with a focus on specific interventions.
- The representation of SEND students in terms of academic progress, attendance, participation in House and other extra-curricular activities, exclusion and bullying.

Subject Teachers are responsible for:

- Providing information about students with additional needs to the SENDCo.
- Keeping up to date with advances in SEND provision.
- Setting appropriate targets for the SEND students in their class.
- Using the information provided on the OPP to ensure appropriate provision through differentiated planning.
- Monitoring the performance of the SEND students.
- Using appropriate resources to accommodate those with SEND.
- Reporting to parents and others on the progress of the SEND students.

Parents/Carers of students are responsible for:

- Their daughter's education.
- Being aware of, and complying with, the SEND Policy.
- Positively influencing their daughter's expectations about education.
- Assisting their daughter to access activities and support provided by the school and other external agencies which will offer their daughter appropriate support and/or challenges to meet their needs.

Evidence for extra time in public examinations

- SEND students will be encouraged to change colour pen once they start to go over the allocated time in their homework/assessment tasks.
- Assessments/tests where extra time was allowed need to be closely monitored and impact measured.
- Evidence will be sent to the SENDCo in order to build up a picture of need for extra time. This evidence will be filed to support JCQ regulations.

Use of computers in public examinations

- Computer use needs to be established as a student's normal way of working by consistent use in the classroom to complete work.
- Typing speed & accuracy will be assessed regularly as part of their SEND provision – ensuring they are fully equipped with the necessary skills.

Medical Conditions

- Reasonable adjustments are made in response to the individual medical needs of students at AHS and access arrangements put in place as required under JCQ regulations during external exams. Medical evidence will be required in the form of a letter from a GP or specialist working with the young person.

Documents of reference

- The Children and Families Bill and the Special Educational Needs Code of Practice 2014
- JCQ Access Arrangements

Local Offer:

- The Local Authority's "Local Offer" is published online and can be found at <http://www.bucksfamilyinfo.org/localoffer>