



# Special Educational Needs Policy

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## SPECIAL EDUCATIONAL NEEDS POLICY

This policy takes into account information that is required in Schedule 1, Regulation 51 of the Special Educational Needs and Disability Regulations 2014.

### 1. AIMS

The aims of this policy are:

- to provide clarity in our provision for SEND pupils using the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
  - [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
  - [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- to ensure that every pupil with special educational needs and/or disabilities has the maximum opportunity to make progress so that they:
  - achieve their best and are encouraged to maximise potential
  - have full access to the curriculum where possible
  - become confident individuals and live fulfilling lives
  - make a successful transition into adulthood – whether that is into further and higher education, training or employment.

### 2. THE OBJECTIVES OF THE GOVERNING BODY IN MAKING PROVISION FOR PUPILS WITH SEND ARE TO:

- do its best to ensure that the necessary provision is made for any pupil who has SEND.
- determine the role of the SENCO in relation to the leadership and management of Studley High School.
- determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities.
- make sure that all staff are aware of the importance of identifying and making provision for pupils with SEND.
- make sure that parents are notified of a decision by the school that SEND provision is being made for their child.
- ensure that pupils with SEN and/or disabilities join in the activities of the school together with pupils who do not have SEN or disabilities, so far as is reasonably practical and compatible with the pupil receiving the SEND provision.
- ensure that, where the 'responsible person' has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach them.
- ensure that all staff are aware of the SEN and Disability policy of the school and work appropriately with all SEN and disabled children.
- have regard to the SEND Code of Practice 2014 when carrying out its duties toward all pupils with SEN and disabilities
- report to parents on the implementation of the school's SEN and Disability policy
- consult the LA and governing bodies of other local Academies, when it seems to be necessary or desirable so as to co-ordinate SEN provision in the local area.
- provide the appropriate information to the LA for inclusion in the School Local Offer

The Senco is Mrs Jo Lumley.

The school has a named governor responsible for Special Educational Needs: Mrs Jayne Woodward

### **3. DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

At the heart of the work of every school lies a cycle of planning, teaching and assessing. These general arrangements in a school take account of a wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress within these arrangements. Those who have difficulty in so doing may have special educational needs.

The Children and Families Act 2014 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream Academies within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.

The Equality Act 2010 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Special Educational provisions means:

- a) Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in schools.

Pupils with SEN and/or disabilities admitted to Studley High School could have difficulties with one or more of:

- cognition and learning
- communication and interaction
- social, emotional or mental health
- sensory and/or physical

For the vast majority of children such needs will be met in school through quality first teaching and internal interventions - with outside help if necessary - and the school governing body has statutory responsibilities to ensure that these needs are met.

The school has a SENCo who is responsible for co-ordinating all things relating to special educational needs in school. This teacher is supported in this role by an Assistant SENCo and Lead Learning Assistant.

### **4. ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR PUPILS WITH SEND**

The school employs a SENCo to coordinate provision.

All children should receive a broad, balanced curriculum and are entitled to experiences offered to all children. This includes working within the boundaries of The National Curriculum.

In order to do this, SEND pupils may need assistance in the form of support, and to be provided with differentiated work.



The support could include.

- a) Intervention Statements
- b) A Pupil Profile
- c) In-class support.
- d) Short-term withdrawal.
- e) After-school workshops
- f) Allocation of Learning Mentor
- g) Discussions between SENCo/Assistant SENCo, subject staff on aims, content of lessons, strategies used with a pupil and materials used during lesson.
- h) Advice and help with preparing and differentiating material.
- i) Regular student progress meetings.
- j) Distribution of information on update sheets and appropriate leaflets.
- k) Outside agency support.

**Access arrangements** for examinations are organised jointly by the SENCO and the Examinations Officer/Deputy Officer. This can include 25% extra time, and/or provision of reader and /or scribe. Students might also use IT equipment. Rest breaks may be provided.

Studley High School uses a combination of all the above, whilst having strict regard to the Code of Practice and JCQ regulations.

## 5. INTEGRATION OF PUPILS WITH SEND

Studley High School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At Studley High School we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

On admittance all pupils are put into mixed age tutor groups. These tutor groups are academically and pastorally mixed. All pupils, including those with special needs go through the same process of placement, SEND pupils will find themselves in various pupil groupings including setting, banding and mixed ability.

## 6. ADMISSION ARRANGEMENTS

Studley High School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs. Their transition will be considered and supported on an individual basis. We have a Transition Co-ordinator who leads this in conjunction with the SENCo.

## 7. IMPLEMENTATION



**All teachers at Studley High School are teachers of pupils with SEND.** All teachers and support staff receive in-service training/support in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils.

Studley High School has regard to all the requirements of the SEND Code of Practice (2014). The SEND Code promotes a cyclical and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of action and intervention to help children who have SEND:

- achieve the outcomes that have been set for them
- make progress against the planned milestones, in line with the outcomes set
- successfully access an appropriate and broad curriculum.

The focus of the graduated response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each pupil and the way they teach. All teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each pupil learn. This is one way of personalising teaching and learning. Teachers are expected to provide Statements of Intervention for SEND learners detailing provision in their classroom and smart targets, which are reviewed regularly under the monitoring of the Curriculum Area Leader.

Individual departments have resources appertaining to their subject. Other specialist resources may be available from the SENCo/Assistant on request. The school Drive, has a resource bank of strategies to support pupils, which is accessible to all staff.

Support teachers not only support pupils with Education, Health and Care Plans (EHCP), but any pupil needing help within the same room. Our aim is to promote independence and preparation to adulthood, post-16 in line with the Code of Practice 2014.

## 8. IDENTIFICATION AND ASSESSMENT ARRANGEMENTS

It is our policy to identify as soon as possible children who appear to have a special educational need. We then try to ensure the best possible support, resources, continuity of response, parental participation and progress for the child.

## 9. PRE-TRANSFER

Pupils transferring from feeder schools Yr 6, to Yr 7 Secondary school.

1. Primary school visits are undertaken by the Transition Coordinator, the Assistant SENCo or SENCo and information gathered during the Summer Term prior to transfer. Visits are also made by Transition Coordinator and Assistant SENCo to feeder schools during the pupils Yr6.
2. Liaison with Educational Psychologists concerning pupils, with whom they have had contact. Where possible, detailed information is transferred before the pupil enters Yr 7.
3. Liaison with support services, where information is transferred concerning any pupils with special educational needs prior to entry.
4. A meeting with parents where they can talk about matters relating to their child's need is arranged in the

Summer Term. This is the Prospective Parents Evening and the Transition Co-ordinator and SENCo are always present. A transition Pupil Profile/ Plan may be created where necessary.

All information received is passed onto the staff and is also made available to them through detailed records filed with the SENCo.

## 10. ASSESSMENT AND MONITORING/REVIEW PROCEDURES

During a Yr 7 pupil's first term, pupils are assessed within departments and in spelling, reading and numeracy by the school using appropriate material. Assessment is ongoing and rigorous using various tools to track progress and identify underachievement.

## 11. IDENTIFICATION, ASSESSMENT AND MONITORING TESTS FOR SEND PUPILS

Lucid EXACT	A standardised test which gives an evaluation of children's reading ability.
NFER - NELSON Group Reading Test 9 – 14	A standardised test which gives a quick and accurate evaluation of children's' reading ability.
NFER – Nelson Non-verbal Reasoning Tests	Standardised tests which provide a reliable measure of a pupil's reasoning abilities.
NFER - Nelson 7 - 12 Maths Assessment	Standardised tests which provide a reliable measure of a pupil's mathematical ability.
Neale Analysis of Reading Ability	Standardised reading test with comprehension which measures the child's accuracy and rate of reading.
GRT standardised reading test	A reliable measure of a pupil's reading ability
Standardised spelling test	A reliable measure of a pupil's spelling ability.
Alpha Omega	An assessment of spelling skills and a reading and spelling course
Aston Index Screening Test	A test for screening language, spelling and reading difficulties
WRAT / Literacy / Numeracy	A standardised test which gives an accurate evaluation of reading, spelling, comprehension and maths abilities.
Cerium colour over-lay test	Assesses whether a pupil would benefit from an overlay. It can improve reading pace and relieves eye strain.
Hodder Standardised Access Reading Test	The Access Reading Test is purpose-designed for wide-range assessment from age 7 to 20+ years, testing Literal comprehension; Vocabulary; Comprehension requiring inference or prediction and opinions; Comprehension requiring analysis. This is used for Year 7 baseline and access arrangements.
Hodder Standardised Numeracy Test	The Assess Numeracy Test is purpose designed for wide ranging assessment from 7 years plus, testing basic numeracy skills required and is used for Year 7 baseline and access arrangements.

## 12. THE SINGLE BASED CATEGORY OF NEED: SPECIAL NEED SUPPORT 2014

The procedures follow the SEND Code of Practice 2014. The school employs a graduated response through interventions at SEND Support (K)\* replacing School Action and School Action Plus categories of need as per 2001.

The graduated response to meeting individual needs as identified in the local offer, starts once it is decided that a pupil may have SEND and immediately any SEND provision is made for that pupil. The key test is where the pupil is not achieving the agreed outcomes, making at least adequate progress or is unable to access the curriculum. The SENCO will inform the pupil's parents as the school starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

Once a pupil is identified as having SEND, the additional or different provision is described as SEND Support (K). The provision could be - further assessment, additional or different curriculum materials or a different way of teaching and it might sometimes but not always be additional adult support or external support from advisory services.

Strategies and interventions used are recorded in a Statements of Intervention. Statements of Intervention are a teaching and planning tool. They are working documents for all teaching staff recording key short-term targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class.

Intervention packages will vary according to the level and type of need. The School's Provision Management System shows how interventions are deployed and monitored.

### **13. IDENTIFICATION AND REVIEWING PROCESS**

Identification of particular individual needs of pupils is a collaborative process between school staff, the SENCo, pupil and parents, with additional expertise provided as and when appropriate from an outside agency/ professional such as an Educational Psychologist. Private diagnoses will be accepted at the school's discretion and may require further evidence assessment.

Needs and provision for pupils with statements of SEND / EHC Plans is determined by the LA, and are met by through resources provided directly by the LA and from school resources.

School Intervention Statements are reviewed at least twice a year. Statutory reviews of EHC Plans take place at least annually or more frequently if required. Interim or early reviews are called where the school identifies a pupil who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be appropriate.

### **14. STAFFING**

Different aspects of special educational needs provision are supported by Learning Assistants, support staff, Life Space learning mentors, specialist teachers, student academic lead mentors and health care professionals from a range of services.

The SENCo is **Mrs J Lumley** and is responsible for:

- overseeing the day-to-day operation of the Academy's SEND policy
- liaising with and advising teachers and support staff
- managing the SEND team of teachers and learning assistants
- coordinating provision for pupils with special educational needs
- overseeing the records on all pupils with SEND
- liaising/overseeing liaison with parents of pupils with SEND



- contributing to the in-service training of staff
- liaising with external agencies.

The SEND Department also consists of:

- Assistant to the SENCo: Mrs S. McKenna
- 6 Teaching Assistants
- Literacy and Numeracy Co-ordinator
- Student Support Centre Manager

All staff in the school have a responsibility to understand the needs of, and work with the SEN and disabled pupils in their classes and to follow and contribute to Intervention Statements.

## **15. EVALUATING THE SUCCESS OF THE SCHOOL'S SEND POLICY**

- a) pupil achievement
- b) monitoring of classroom practice by subject Curriculum Area Leader
- c) use and effectiveness of resources
- d) pupil view/voice
- e) parental view
- f) schemes of work reflecting provision for SEND
- g) views of subject teachers and external professionals
- h) analysis of pupil tracking data and test results – for individual pupils
- i) analysis of pupil tracking data and test results – for cohorts
- j) S.E.F.

## **16. ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SEND IN SCHOOL**

### **COMPLAINTS PROCEDURE**

Most complaints can be dealt with by contacting the school's SENCo or Headteacher. Parents who may not be satisfied with are advised to follow procedures laid out in the school's Complaints Policy.

## **INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL**

## **17. ARRANGEMENTS FOR SEND IN-SERVICE TRAINING**

The SENCo conducts CPD as required and updates staff regularly e.g. for NQTs and new staff as part of induction programme.

## **18. LINKS WITH OUTSIDE AGENCIES**

Close links are kept with all outside agencies. These agencies are contacted when we feel further advice is needed regarding a pupil with special educational needs. Consideration is also given to courses run by certain agencies for individual pupils. A specialist agency is in school regularly under the direction of the SENCo to support individual pupils or groups. A range of outside agencies support Studley High School SEND learners as required:





Educational Psychologists  
Hearing Advisory  
Educational Social Worker  
SEND Supported  
CAMHS  
Dyslexia Association  
Specialist Teacher Service  
Life Space Mentors and Counsellors

Early Help Hub Support Workers  
Visual Impairment team  
Social Workers - Social Services  
Speech Therapist  
Physiotherapist  
Speech and Language Team (SALT)  
Parenting Project

## **19. PARTNERSHIP WITH PARENTS**

Studley High School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them.

The overriding aim is to have a productive partnership with parents:

The SEND department ensures that parents are kept informed of the work done with their child.

Parents are encouraged to contact the SEND department if there are concerns they wish to discuss.

- Parents are invited to contribute to review processes.
- All contact with parents is recorded.

## **20. LINKS WITH OTHER MAINSTREAM SCHOOLS AND SPECIAL SCHOOLS, INCLUDING ARRANGEMENTS WHEN PUPILS CHANGE SCHOOLS OR LEAVE SCHOOL.**

The SENCo and Transition Coordinator have links with the feeder schools prior to transfer and with post 16 providers.

Relevant information from KS2 is passed to Studley High School at transition.

Some children on the SEND register at KS2 spend an additional day with us at transition.

## **21. CHANGE OF SCHOOL OR LEAVING SCHOOL**

Pupils changing school during Yrs 7 - 11 who have been registered as having a special educational need, automatically have their documentation and records passed onto their new school.

At 16+ the SEND pupil who moves from secondary to Further Education is assisted with Careers Interviews as well as contact being made with the further post 16 establishments. This is a continuation of the Transition Reviews held in Yr 9 - 11 when plans are drawn up for the future. Included in these plans are decisions concerning special arrangements for public GCSE examinations.



## **22. LINKS WITH HEALTH AND SOCIAL SERVICES EDUCATIONAL WELFARE SERVICES AND ANY VOLUNTARY ORGANISATIONS**

The SENCo has close links with the school medical team and can discuss pupils' health problems readily with the school nurse and Lead First Aider.

The Children's Services team are available to be contacted when the school feels it necessary.

### **REFERENCES:**

SEND Code of Practice 2014 & Transition Guidance

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEN and Disability Regulations 2014 [http://www.legislation.gov.uk/uksi/2014/1530/pdfs/ukxi\\_20141530\\_en.pdf](http://www.legislation.gov.uk/uksi/2014/1530/pdfs/ukxi_20141530_en.pdf)