

## LITTLE HEATH SCHOOL

### POLICY FOR SUPPORTING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS and DISABILITIES - SEND

#### Purpose and background:

Our aims, in relation to students with SEND, are the same as our aims for all students and are in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years – September 2014: **“All young children and young people are entitled to an education that enables them to make progress so that they:**

- **Achieve their best**
- **Become confident individuals living fulfilling lives**
- **Make a successful transition into adulthood, whether into employment, further or higher education or training”**

We recognise that some students will need additional support in order to make progress and achieve success, and we ensure that such support is tailored to their particular and personal needs.

This benchmark of high quality provision for our students is our minimum expectation as a school and a strong foundation from which to build further success.

This policy relates to provision for all students who face barriers to learning as a result of learning difficulties and/or physical disabilities. We recognise that students may also face barriers to learning as a result of behavioural or social emotional and mental health difficulties. Our response to these issues is set out in separate policy documents (Behaviour Policy/Equality Policy).

Little Heath School abides by and adheres to the Special Educational Needs and Disability Code of Practice: 0 to 25 years - September 2014 – (from here on 2014 SEND CoP). This statutory document sets out guidance on principles, policies and procedures that shape the legal framework around support for students with special educational needs and disability (from here on SEND). It is also a document aimed at providing clear advice and guidance for parents, carers and other stakeholders. At Little Heath, we use this guidance to inform our whole-school approach in regard to enabling all students in the school community to reach their full potential and make a successful transition to adulthood. We have created, and continue to promote, an inclusive environment in which all students can succeed; one in which barriers to learning are accurately and promptly identified, addressed and overcome. As such, our practice and policy reflects the terms of the 2014 SEND CoP in that we are committed to provide, “High quality teaching that is differentiated and personalised, meet(ing) the individual needs of the majority of children and young people.”

#### Policy objectives:

- to support students with SEND and to enable them to access the curriculum. Where possible this should be in an inclusive, mainstream classroom setting, **“teachers are responsible and accountable for the progress and development of the pupils in their class.”** (2014 SEND CoP);
- to provide appropriate additional support for individual students, based on a careful analysis of individual needs;
- to work in partnership with students, parents/carers and relevant external agencies in order to improve provision for students with SEND;

- to provide guidance, information and training for teaching and support staff in order to improve the quality of their planning, differentiation of materials and delivery of lessons, so that all students, including those with special educational needs, achieve well.

## Management of policy

**School:** This policy is implemented and managed by the Headteacher, the Leader of Inclusion and the Special Educational Needs and Disability Co-ordinator (SENCo)

**Governing Body:** The Behaviour Welfare and Safety committee reviews this policy annually and recommends amendments to Governors for final decision.

**Approval:** Approved by the BWS Committee on 29 March 2021 and the Full Governing Body on 28 April 2021

**Next review due:** March 2022

## Practice and procedures

### Admissions Policy

Priority of admission is given to pupils with an Education, Health and Care Plan if Little Heath School is named as the parental choice in all relevant legal documentation. In all other cases, procedures remain as stated in our admissions policy. The school retains the option of giving detailed consideration to individual cases where there is justifiable and sufficient professional concern that, **“the attendance of the child or young person (at LHS) would be incompatible with the efficient education of others, or the efficient use of resources.”** (2014 SEND CoP)

Comprehensive and often personalised additional support is given to students with SEND in making the transition from primary to secondary school. Key staff will liaise closely with primary school colleagues to ensure that students are offered effective provision. We may also offer the student additional visits to Little Heath before he/she joins to help them to familiarise themselves with the school.

### Identification:

Students with SEND may be identified in various ways:

1. Students who have diagnosis from outside agencies
2. Identification from data – e.g. CAT tests, internal assessment etc., with a particular focus on progress across curriculum subjects.
3. Referral by subject teachers / departments.
4. Parental concerns.
5. Referrals by doctors, Local Authority services, Educational Psychologist or related external services.
6. Students who have been identified as SEND at primary school

### Review

The Inclusion department regularly reviews the progress of students who are on the whole school SEND register. The SEND register is reviewed and updated on a regular basis and information relating to this review is sent to all staff and support teams via the SEND

Information pack. **Support and Achievement Plans** (SAPs) are created for an identified cohort (all EHCP students and students with high levels of need) and managed in accordance with the **'Assess, Plan, Do, Review'** model as set out in the 2014 SEND CoP. SAPs are overseen by the core leadership group of the Inclusion Department. SAPs are discussed with and distributed to the students, their parents and relevant staff.

The school will review annually provision for individual students who have an Education, Health and Care plan in partnership with the student, their parents and other relevant agencies, as outlined in the 2014 SEND CoP.

### **Facilities to support students with special educational needs**

The Inclusion department is able to support pupils with various needs. Our Learning Plus area supports one to one and small group literacy work and delivers bespoke packages of learning to pupils in Key Stage Three and Four. Our team delivers the ASDAN programme for Year 9 onwards and this package of work is part of our Curriculum Pathways pathway for a set number of pupils each year. Our Success Plus facility is able to help pupils with emotional needs and some behavioural needs.

The Inclusion department is managed by teaching and non-teaching members of staff who are able to provide students with specific support. These teaching areas are equipped with appropriate resources for SEND students. Two of the teaching spaces have ICT facilities alongside laptops for class and individual pupil use.

Little Heath has its own full time West Berkshire trained ELSA and a school counsellor is employed full time by Little Heath School to provide additional emotional and social support to students on a referral basis across all Key Stages. This provision is available to all pupils, including our SEND cohort.

### **Access to the curriculum**

A pupil with SEND can be given personalised support to enable them to access the full school curriculum where appropriate. If it is felt that a student should be dis-applied from a subject in order to further support them and/or close gaps in their knowledge, and to enable them to make better progress, for example in functional literacy or numeracy, then this will be discussed fully before any decisions are made.

All students should be able to access the full range of extra-curricular activities provided at Little Heath School. Our **'Best endeavours'** (2014 SEND CoP), are made in all cases to ensure excellent progress and full integration for students with SEND.

### **Level of support**

A student with SEND can be given the level of support appropriate to his or her needs and we implement the 'Assess, Plan, Do, Review' cycle. As such, a student's support is monitored and reviewed in consultation with them, their class teachers and the Inclusion department.

Teaching Assistants and Technical Support Assistants (TAs/TSAs) are allocated across the curriculum to help our SEND students make progress in lessons.

Teachers, TAs and TSAs differentiate work as appropriate to suit the level of individual students within a class in accordance with 2014 SEND CoP, **'SEND provision is underpinned by high quality teaching and compromised by anything less.'**

## **Specialist teaching**

Specifically identified students are given specialist support to improve their functional literacy and/ or numeracy skills. Students identified in Year 7 receive small-group or individual teaching. Additional support is given during afternoon registration for some students, with TAs and TSAs working with students on a range of programmes (i.e reading intervention or handwriting provision).

Older students may also be given bespoke curriculum packages. In these cases, the student will receive small group teaching in literacy and/ or numeracy and may work towards a different qualification, for example ASDAN or Functional Skills qualifications.

SEND students are assessed regularly to ascertain their progress and plan future intervention. The support they are given is reviewed regularly.

## **Support services**

The school has an attached Educational Psychologist (EP), who supports the school on a regular basis with specific student referrals, parental consultation and wider Inclusion team support.

Where appropriate, the Inclusion team will consult other external agencies i.e. ASD advisory service/CAMHs and designated SEND schools and resources for guidance or to access specialist support for individual students.

## **Staff training**

The Inclusion department will receive appropriate training in relation to SEND on an ongoing basis, where appropriate, attending courses regularly to update their knowledge and understanding of effective SEND provision.

All new staff and Initial Teacher Training (ITT) trainees receive training in working with students with SEND and our NQTs receive an introduction to the Inclusion department as part of their training programme.

The school runs an induction programme for new members of the Inclusion team. They receive ongoing training in relation to working with students with SEND, some led by our own staff and some by external providers. Our existing colleagues are given training opportunities as they are available to enhance their knowledge of how to support our pupil cohort.

## **Recording, monitoring and reviewing provision for students with special educational needs and disability**

The governing body is ultimately responsible for reviewing and evaluating the quality of the school's provision in relation to students with special educational needs, and therefore receives regular updates on SEND provision.

A member of the governing body is the Inclusion Department's linked governor. The Behaviour Welfare and Safety committee is the Governing Body group responsible for reviewing the quality of provision for students with special educational needs, and for reporting to the full governing body. The Leader of Inclusion updates this committee regularly on the SEND cohort within the school.

The Inclusion department regularly reviews aspects of their practice and amends procedures and structures as appropriate. The department welcomes feedback from all staff in school about the effectiveness of the support that is being offered

In addition to the school's regular tracking of pupil progress measures, students with SEND will be assessed regularly and monitored by the Inclusion department to examine if gaps in their learning are closing and that students make at least expected progress. Criteria for success may include data showing that the student has made progress in terms of their reading or spelling age.

## **Communication**

All students at Little Heath School, including those with special educational needs, are encouraged to work in partnership with staff, and communication is an important element of this. Students are encouraged to speak to their tutor, Head of Year or a member of the Inclusion team if they are experiencing difficulties. Parents are also encouraged to work closely with the Inclusion department, contacting the relevant member of staff (see Appendix 3) to discuss any issues that may arise in relation to their child's learning.

Subject teachers, Form Tutors and Heads of Year liaise regularly with the Inclusion team, helping to identify any students who may be in need of additional support.

The school has a complaints policy in place should parents wish to raise formal concerns in about individual or whole school SEND provision. This policy operates in line with complaints procedures outlined in the 2014 SEND CoP **(Section 11 – P.254 – 260)**.

## **Associated policies**

Accessibility plan, disability and equal opportunities  
Admissions  
Anti-bullying, Pupil discipline, behaviour and disciplinary  
Attendance  
Behaviour  
Child Protection  
Complaints  
Confidential reporting  
Equality  
Health and Safety  
Safeguarding

## APPENDIX 1

### Definitions

Whilst recognising that all students have individual special needs, we define students as having special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) 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
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

(Definition as written in the Education Act 1996)

## **APPENDIX 2**

### **List of associated documents**

This policy has been produced with reference to the following documents:

2001	SEN & Disability Act
2001	“Inclusive Schooling”, DfES
2001	“Accessible Schools, DfES
2003	Report of the Special Schools Working Group
2004	DfES SEN Strategy
2004	The Children’s Act
2004	“Every Child Matters: The Next Steps”.
2005	Education Act
2010	Disability Discrimination Act
2011	SEN Green Paper
2014	SEND Code of Practice

### **APPENDIX 3**

SENCo and Leader of Inclusion

Mrs Trudi Cameron

Deputy SENCo/Leader of Learning Plus

Miss Radha Verma

Leader of Success Plus

Mrs Diane Gonzalez

Inclusion support

Mrs Debbie Barnes

## **APPENDIX 4**

Guidance on different levels of support for students with special educational needs

**E: EHCP Education, Health and Care plan** (either issued post Sept 2014 or converted from existing Statement of SEN)

**K: SEN support**

### **Education, Health and Care plan**

EHCPs ensure that the education, health and care of a pupil is considered as a body of support around a young person (up to the age of 25). EHCPs also have the additional dimension of medical services being routinely involved in the setting of objectives to meet assessed needs. In considering whether an EHCP is necessary the school should consider if there is evidence that despite the school having taken relevant and purposeful action the young person in question has not made expected progress.

### **SEN support**

Pupils on the SEND register below the level of EHCP are identified as SEN support. Schools are still encouraged to adopt a graduated approach to SEND provision working within the Assess, Plan, Do, Review framework.