



High Storrs School

SEND Policy

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Governors Committee : Student & Community

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High Storrs School: SEND Policy

Special Educational Needs Co-ordinator- Louise Hamnett (PG Cert Special Educational Needs Co-ordination)

Senior Leadership Link – Claire Tasker, Headteacher

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September, 2014) 3.65 and has been written with reference to the following guidance and documents and in consultation with parents of children with Special Educational Needs:

Equality Act 2010: advice for schools DfE February 2013

SEND Code of Practice 0-25 (June, 2014)

Schools SEN Information Report Regulations (2014)

Statutory Guidance on Supporting pupils at school with medical conditions, April 2014

Safeguarding Policy

Accessibility Plan

Teacher Standards 2011

High Storrs School is continually striving to provide a balanced and comprehensive education for all students in our community. It is our belief that all children have an entitlement to a broad curriculum regardless of any special educational need or disability.

It is essential that we create an environment in which all children feel safe and fulfil their potential. At High Storrs this is very much at the forefront of our practice and will continue to be so.

Aim

The school aims to provide equality of opportunity to enable students to move on having the necessary literacy, numeracy and social skills necessary to meet the requirements of post 16 education/employment.

We aim to raise the aspirations of and expectations of all students with SEN. Support needs to be measured in terms of the outcomes for students as opposed to just the number of hours of support given.

We strive to ensure that High Storrs is a safe and happy environment for all of our students; especially important for our vulnerable students. We aim to ensure that their interaction is healthy and positive.

We have a moral and statutory requirement to ensure that all learners, regardless of their age, gender, ethnicity, impairment, background and attainment have an equal chance of a broad and balanced education which eliminates prejudice and discrimination. Inclusion is a

recurring theme throughout our policies and is central to what we aim to achieve at High Storrs.

Objectives

1. To comply with the new SEND Code of Practice, incorporated within the Children and Families Act 2014. Under the guidance of the Senior Leadership Team the Special Educational Needs Co-ordinator is committed to ensuring that the directives of the legislation are adhered to.
2. To ensure that all students with SEND are supported through quality first teaching and targeted intervention is provided when identified and required.
3. To make every teacher a teacher of students with special needs by equipping them with the necessary skills and training to support all students. All newly qualified teachers undergo training with the SENCO and reviewed.
4. To provide support and advice for all staff working with students with SEN.
5. To continually monitor the progress of all students and identify any needs as they arise
6. To ensure that parents/carers are fully informed and participate in the decisions made around their child's support.
7. To ensure that decisions are student centred and they have an active role in the process of supporting their learning.
8. To have regular reviews with all students on the Record of Need.

Special Educational Needs

At High Storrs we use the definition for Special Educational Needs and Disabilities as stated in the SEND Code of Practice (July 2014).

A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (Page 94 of the SEND Code of Practice 0-25 years. July2014)

• There are four broad categories of SEN:

- o communication and interaction
- o cognition and learning
- o social, emotional and mental health
- o physical and sensory.

Individual children often have needs that cut across all of these areas and their needs may change over time.

Disability

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

Identifying Special Educational Needs and Managing the Students' Needs

'SEN support' is used in place of the terms 'School Action' and 'School Action Plus' in accordance with the 2014 Code of Practice. It should be noted that having previously been supported at 'School Action' and 'School Action Plus' will not guarantee that the same child will be identified to receive 'SEN support'.

Students who have been awarded a Statement of Educational Needs in the past will have them transferred to an Education and Healthcare Plan (EHCP) by March 2018. This process is carried out by the Local Authority.

The responsibility for the management of the Record of Needs remains with the SENCO and the record of Needs will be reviewed on a termly basis.

Students with medical or other needs are identified on the register student snapshot to identify how we can support them in the classroom and overcome any barriers to learning.

Any students who are removed from the Record of Need will continue to be monitored by the SENCO and the classroom teacher.

In line with the 2014 Code of Practice, the responsibility for the student's progress will remain with the class teacher regardless of a student receiving additional SEN support. At High Storrs the needs of the student are looked at from a holistic point of view and the aim is not to fit a student into a category but to determine what action needs to be taken. Other areas which are NOT SEN but may impact on progress and attainment are:

- Attendance and Punctuality
- Students with English as an additional language.
- Being from a financially disadvantaged background.
- Being a Looked After Child

Students with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring the progress of all students:

- The progress of every student is monitored at regular intervals throughout the year. Where students are identified as not making progress in spite of quality first teaching they are discussed with the SENCO and a plan of action is agreed. The SENCO will have tri-annual reviews with parents and students of all students on the Record of Needs in which progress and support can be discussed and an action plan put in place. This is in addition to the regular subject updates and parent/teacher meetings.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

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 student's previous rate of progress

Partnership Working in a Student-centred Environment

The new Code of Practice is explicit in the requirement to ensure that the voices of the student and parents/carers are heard throughout any decision which is made in support of a student's needs.

High Storrs will commit to ensuring that regular review meetings are held with the parents/carers of students on the SEND record of need. Other students with SEND will be monitored and their progress and achievement regularly tracked.

High Storrs aims to maintain an open line of communication between home and school via telephone and email. In addition, meetings can be requested with the SENCO to discuss concerns face to face.

We will occasionally seek the advice and support from external services to best support the needs of our students with SEND. Prior to any referral we will seek parent/carer permission and will provide regular updates.

We are accommodating of parents/carers with SEND and will tailor our communication to those needs accordingly.

Students will be involved in target setting for reviews with support from specialist SEND staff.

Transition

It is imperative that there is a smooth transition from each key stage for students with special educational needs. At High Storrs we ensure that this occurs in a number of ways, primarily through effective communication. The transition from primary to secondary school is managed through partnership with the primary schools. Extra visits can be arranged for the students for whom the transition is particularly troublesome.

Post 16 transition is managed through careful consultation with our own 6th Form and through our further education partners across the city. Once again visits are made by the students and detailed discussions take place to ensure that the needs of the students continue to be supported.

Supporting Students and Families

We take all parental requests seriously and endeavour to investigate them all. In most cases the concern can be addressed by quality first teaching support.

Although the school can identify some special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have some form of disability (including Autistic Spectrum Disorder (ASD) or Attention deficit Hyperactivity Disorder (ADHD)).

Accessibility within the school for students with Medical Conditions and Disabilities

High Storrs recognises that students with medical conditions should be properly supported so that they have full access to the curriculum. Where the medical condition is a disability the school will comply with its duties under the Equality Act 2010.

Where students have a Statement or Education Healthcare Plan which brings together health and social care needs, the SEND Code of Practice (2014) is followed.

High Storrs is accessible to wheelchair users and has 2 lifts. There are modified tables and facilities within the design and technology area allowing students with disabilities to engage with the curriculum.

There are key areas within the school in which students who present with high anxiety levels can spend social times supported by empathetic specialist staff.

Monitoring and Evaluation and Roles and Responsibilities

The Headteacher is responsible for ensuring that the SENCO fulfils the remit of the role, which includes:

- Overseeing the day to day operation of the SEND policy.
- Developing and training a team of teaching assistants
- Planning, monitoring and reviewing student progress
- Supporting and training of teachers with classroom techniques, differentiation and classroom strategies.
- Liaising with parents/carers of students with SEND.
- Liaising with other schools regarding the transition of students.
- Co-ordinating and preparing documentation for statutory assessment.
- Liaising with outside agencies to support students with SEND.
- Planning and organising provision for students with SEND.
- Holding annual reviews and regular reviews with students and parents/carers.

Procedures for Considering Complaints

At High Storrs we believe that students make the most progress where home and school are working together; we hope that there will be good communication between us and that any difficulties can be resolved quickly.

If there are any problems or concerns we would ask parents initially to contact the Special Educational Needs Co-ordinator in order that the problem can be investigated and hopefully resolved.

If this initial approach proved unsuccessful parents should bring the matter to the attention of the Headteacher.

In the case of a complaint that is unresolved, parents may wish to ask the governors to investigate and should approach the governor with the special interest in SEND. They would also be able to advise on further procedures and can be contacted via school.

October 2015

Minor adjustment June 2017 – L Hamnett