



# SEND POLICY

Reviewed by: H Reidy	Date: Sept 2021	Next review: Sept 2022
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Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The SENDCO (Special Needs Co-ordinator) is responsible under the leadership and direction of the Head of School, for overseeing the development, implementation, monitoring, evaluation and reviewing of the SEND Policy at Adcote School in consultation with:

- Parents
- Students
- Teaching Staff and Teaching Assistants
- External Agencies

**This policy should read in conjunction with the following school policies:**

- Teaching and Learning
- Medical Needs
- Admission Policy
- Equalities Policy
- Assessment Policy
- School Complaints Policy

### **Statement of Intent**

We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school. All teachers are teachers of pupils with Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.

We will provide the structure for a pupil-centred process that engages the pupils, family, school and other professionals in planning for and implementing full access to a broad and balanced education that ensures an appropriate, high-quality curriculum for every child.

### **Agreed definition of Special Educational Needs**

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made, namely provision 'which is additional to or different from' that normally available in a differentiated curriculum.

Adcote School regards pupils as having a Special Educational Need if they have:

- a significantly greater difficulty in learning than the majority of pupils the same age or

- a disability which prevents or hinders her from making use of facilities of a kind generally provided for others of the same age

Pupils will not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught.

Adcote School will have regard to the SEND Code of Practice 2014, updated 2015, when carrying out its duties towards all pupils with SEND and ensure that parents are informed by the school (In line with its admission policy) if SEND provision is advised/requested for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils may need to be provided with interventions and/or support that is 'additional to or different from' the normal differentiated curriculum. This will only be implemented at Adcote School following consultation with parents. This may be on an ongoing basis or for a limited time to provide targeted support.

### **Areas of Special Educational Need**

Under the SEND Code of Practice 2014, updated 2015, pupils identified as having a special educational need or disability (SEND) will be considered within one or more of the following categories of need:

- Cognition and Learning e.g. dyslexia, dyscalculia, dyspraxia
- Social, Emotional and Mental Health Difficulties e.g. attachment disorders, ADHD
- Communication and Interaction needs e.g. speech, language and communication needs, autism.
- Sensory and/or Physical needs e.g. Visual or hearing impairment, physical disability.

### **Provision**

The school has special provision for SEND students in the accommodation and facilities provided by:

- Personalised learning programmes.
- Teaching assistants assigned to support students in lessons (where necessary and agreed) [This must be funded privately by parents unless pupil holds an EHCP and the agreed support includes a TA]
- Appropriate differentiation implemented by teaching staff, supported through up to date information on SEN students and regular CPD.
- Advice and support from a range of external agencies. (Privately funded)
- A medical room
- A counselling room

## **Identification and Assessment**

All pupils' attainment and achievements are monitored by their classroom teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support may be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of their peers
- Match or better the pupils' previous rate of progress
- Close the attainment gap between the pupil and their peers
- Prevent the attainment gap growing wider

Where pupils continue to make inadequate progress despite support and quality first teaching, the class/subject teacher will work with the school's Special Educational Needs Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases, it may be necessary to seek assessment or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents.

When considering whether a pupil has a special educational need, any of the four categories outlined in the previous category may be evident on their own or in conjunction with each other.

## **Nature of intervention**

The SENCO and the pupil's subject teachers should decide on the action needed to help the pupil to progress in the light of their earlier assessment. This might be:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- providing different learning materials or special equipment, such as laptops, coloured overlays, visual timetables, larger font, etc.
- to introduce some group or individual support,
- to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies.
- access to support services for one-off occasional advice on strategies or equipment or for staff training may make it possible
- to provide effective intervention without the need for regular or ongoing input from external agencies.

## **Individual Learning Plans**

Strategies employed to enable the pupil to progress should be recorded within an Individual Learning Plan (ILP). The ILP will include information about:

- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when ILP is reviewed).

The ILP will only record that which is additional to or different from the differentiated curriculum provision and will focus on three or four individual targets to match the pupils needs. The ILP will be reviewed at least twice a year and parents' views on their child's progress will be sought wherever possible. The pupil also will be invited to contribute to the review process and be involved in setting the targets.

### **Educational Profiles**

These are used to highlight to teaching staff any initial concerns about a pupil, together with outlines of what helps the pupil succeed in the classroom. They precede the introduction of an Individual learning Plan and contain background information about external agency involvement, assessments etc.

### **Assess, Plan, Do and Review**

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

For pupils on the wider SEND register the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all pupils. Any ongoing concerns will be addressed in conjunction with the school's assessment coordinator, For those students with an EHCP or statement for educational needs the regular termly assessment and planning cycle will be incorporated into the formal annual review process and more regular communication with parents.

When a pupil has made sufficient progress in their area of need that they no longer require provision that is 'different from or additional to' that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND support. At this point, through discussion and agreement with parents the pupil will be removed from the school's SEND register.

### **Statutory Assessment of Needs (Education, Health and Care Plans)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupils, the child has not made

expected progress, the school or parents should consider requesting an Education, Health and Care (EHC) needs assessment.

Where a pupil has an Education Health and Care Plan, Adcote School will hold annual review meetings and complete the appropriate paperwork for this process.

### **Monitoring and Evaluation of SEND**

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly and at least termly. Additional training, advice, resources and support will be provided to teaching staff in house where necessary in order to facilitate pupil progress and to meet pupil needs.

### **Supporting Pupils and Families**

We make every effort to work in full co-operation with parents and guardians, recognising and respecting their roles and responsibilities. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

Short courses are offered as boosters to students, which sit alongside normal lessons. This is often a sufficient level of support, alongside small class sizes, to facilitate learning. It will be assessed on an individual basis and reviewed accordingly.

Learning Support staff plan what level of support is put into place ready to care for your child. We have 2 Specialist Learning Support teachers with specialisms in Dyslexia and Autistic Spectrum Disorders and a team of Learning Support Assistants who offer provision on either a 1:1 or small group basis throughout the school.

Where parents have a child with an EHCP, regular communication is encouraged through their child's teaching assistant, as well as the SENDCo and Head of Student Services. This is in addition to the normal reporting procedures and annual review meetings.

### **Exam access arrangements**

Access arrangements allow pupils with Special Educational Needs or temporary disabilities to fully access all external examinations, resulting in pupils not being penalised for their difficulties. During the application process for exam access arrangements for pupils, the school has to follow regulations from JCQ (the Joint Council for Qualifications). These regulations require supporting evidence of need and confirm that any proposed access arrangement is the pupil's normal way of working.

Those pupils receiving learning support or identified by other methods will be assessed to establish evidence of need. Testing where detailed evidence is required will be undertaken by an appropriately qualified outside agency and charged to parents.

Exam access arrangements which are available include:

- Extra time up to 25%
- Coloured overlays
- Coloured paper
- Human Reader/Scribe
- Computer Reader/exam pen
- Supervised rest breaks
- Word processors

### **Continuing Professional Development (CPD)**

SENDCo, SMT and external agencies provide regular CPD to teachers as part of the school's wider CPD and Learning and Teaching programme. This has recently included areas such as differentiation, autism in girls, cross-curricular teaching methods and identification of issues which need supporting evidence.

External trainers/advisors are brought in periodically to address more specialist training needs: Diabetic Nurse etc.

Support Staff are also engaged in ongoing training led by the SENDCo or external specialists depending on the needs identified within the Learning Support department and SMT.

### **Roles and responsibilities**

All teaching and support staff – the day to day support of students through additional support and a differentiated, high quality curriculum.

Teaching Assistants – where appropriate, a child with an EHCP has a named Teaching Assistant who has daily contact with the pupil. Regular email/written contact is maintained between home and school as well as daily support for the student.

The SENDCo (Helen Reidy) and Head of Student Services (Jackie Greenwood) oversee the following:

- Responsibility for all students with an EHCP and on the wider SEND register
- Day to day running of the Learning Support department
- Point of contact for external agencies who provide additional support for students on the SEN register as well as for parents of SEND pupils
- Leading on the development of high quality SEND provision as an integral part of the school
- Liaising with and advising fellow teachers and teaching assistants
- Meeting medical needs, in co-operation with the school medical support staff

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support to meet the medical needs of such children.

Some children with medical needs may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Oversight of these plans is delegated to the

Learning Support department. Please see the school's Access Plan and Medical Needs policy for further details.

Storing and Managing Information Pupil SEND records will be kept in accordance to the DfE guidance contained in 'Statutory Policies for schools' (February 2014)

**Complaints** will be dealt with through the School's Complaints procedure. This is available from Adcote School's website.