



## Special Educational Needs and Disability (SEND) Policy

**Date approved:** 16th May 2017

**Date of review:** 16th May 2018

**Responsible Governor:** Michael Atkinson (SEN Governor)

**Responsible Member of Staff:** Julia McDonald (Settlebeck SENCO)

**Signed on behalf of the Governors:** .....

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents:

- ⤴ Equality Act 2010 (Advice for schools DofE May 2014)
- ⤴ SEND Code of Practice 0 – 25 (2015)
- ⤴ Schools SEN Information Report Regulations (2014)
- ⤴ Statutory Guidance on Supporting students at school with medical conditions (Dec 2015)
- ⤴ Children and Families Act (2014)
- ⤴ Settlebeck School Safeguarding Policy
- ⤴ Settlebeck School Accessibility Plan
- ⤴ Teachers Standards (2012)

### Responsibility

The SENCO at Settlebeck School is Julia McDonald. Julia is a member of the Senior Leadership Team at the school and holds the National Award for SEN Co-ordination. On a day to day basis, Julia is responsible for the implementation of this policy and the management of SEN Resources across the school. Julia is an Autism Specialist Teacher and is responsible for the management of the Learning Resource Centre at Settlebeck. Julia is assisted in these responsibilities by our Deputy SENCO, Liam Richardson, who is also responsible for teaching the Nurture Group.

### Rational

This policy was created by the school's SENCO with the SEN Governor in liaison with the Senior Leadership Team. The views of all staff and parents of students with SEND were taken into account when drawing up this policy so that it clearly reflects the principles laid out in the 2015 Code of Practice:

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- ⤴ The views, wishes and feelings of the child or young person, and the child's parents.
- ⤴ The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- ⤴ The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- ⤴ The participation of children, their parents and young people in decision-making.
- ⤴ The early identification of children and young people's needs and early intervention to support them.
- ⤴ Greater choice and control for young people and parents over support.
- ⤴ Collaboration between education, health and social care services to provide support.
- ⤴ High quality provision to meet the needs of children and young people with SEN.
- ⤴ A focus on inclusive practice and removing barriers to learning.
- ⤴ Successful preparation for adulthood, including independent living and employment."

Settlebeck School values the abilities and achievements of all its students and all our staff are committed to providing, for each student, the best possible environment for learning. In that light, and bearing in mind the principles outlined above, this SEN policy:

- Has been developed to meet the needs of all our students
- Recognises that all students have individual needs.
- Provides a framework for the on-going development of best practice in meeting students' SEN.
- Is linked to the School Development Plan and is reviewed annually.
- Aims to support staff in the identification and assessment of students' needs, and in the provision and monitoring of appropriate teaching and learning programmes.
- Enables all students to engage in all activities.

In particular, this policy is based on the following key principles:

- ⤴ All students have the right to a broad, balanced and relevant education.
- ⤴ We recognise a continuum of need.
- ⤴ Early intervention is very important.
- ⤴ Responsibility for SEN lies collectively with all staff. Every teacher is a teacher of every student, including those with SEN.
- ⤴ Using best practice can minimise the impact of SEN.
- ⤴ Students should be able to participate in decision-making.

- ⤴ We work with parents as partners in education.
- ⤴ We work constructively with all agencies involved with the student.

Every student with SEN and disability in our inclusive school has an entitlement to succeed. This is achieved by ensuring the well-being of all students in relation to the five principles embodied in 'Every Child Matters':

- Being healthy.
- Staying safe.
- Enjoying and achieving.
- Making a positive contribution.
- Achieving social/economic well-being.

All students should have access to a broad and balanced curriculum. Careful planning of lessons to address potential areas of difficulty and to remove barriers to student achievement will mean that, in many cases, students with SEN and disabilities will be able to study the full curriculum.

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 students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support. Such improvements in whole class provision tend to be more cost effective and sustainable.

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

Settlebeck School includes the Learning Resource Centre (LRC), which is a facility for 8 students of secondary school age (Years 7 to 11) with Autistic Spectrum Condition. The resources and staff within the LRC play an important part in the SEN provision at Settlebeck.

The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring SEN Provision and that the school achieves the objectives set out in this policy.

### **Section 1: Aims and Objectives**

Settlebeck School's approach to SEN aims to raise the aspirations and expectations for all students with SEN. Our primary focus is on achieving outcomes for our students with SEN that facilitate their development and prepare them effectively for adulthood by helping them to achieve the best possible educational and other outcomes.

At Settlebeck School we achieve these wider aims by meeting the following, narrower, objectives:

- ⤴ We identify and provide for students who have special educational needs and additional needs.
- ⤴ We work within the guidance provided in the SEND Code of Practice (2015)
- ⤴ We operate a “whole student, whole school” approach to the management and provision of support for special educational needs
- ⤴ We provide a Special Educational Needs Co-ordinator (SENCO) who will work with our SEN Policy.
- ⤴ We provide support and advice for all staff working with special educational needs students.

Pastoral Team Leaders (Heads of Year), act as key support for individual students across their year group. These staff meet regularly with students and parents/carers to identify and implement strategies for best meeting their needs.

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

## **Section 2: Identifying Special Educational Needs**

The 2015 Code of Practice outlines the following four broad areas of need:

### **1. Communication and Interaction**

- ⤴ Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- ⤴ Children and young people with Autistic Spectrum Condition (ASC), including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **2. Cognition and Learning**

- ⤴ Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to Profound and Multiple Learning Difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

- △ Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

### **3. Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **4. Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas merely give an overview of the range of needs that a school should be prepared to address. The purpose of identification is to work out what action the school needs to take, not simply to fit the student into a category. At Settlebeck School we are careful to identify the needs of a particular student by considering the needs of the whole child rather than just the special educational needs of the student.

At Settlebeck any concerns relating to a student's behaviour, progress or attainment will see them as varying responses to a underlying need (or needs) which the School will be able to recognise and identify clearly as a result of our extensive knowledge of each and every student. Central to the latter is a close working relationship with each and every parent/carer associated with the school.

At Settlebeck School we recognise that the following are not Special Educational Needs but that they may well impact significantly on progress and attainment:

- △ Disability
- △ Attendance and Punctuality
- △ Health and Welfare
- △ English as an Additional Language

- ⤴ Being in receipt of student Premium Grant
- ⤴ Being a Looked After Child
- ⤴ Being a child of a Serviceman/woman

The SEN Code of Practice makes it clear that all teachers are teachers of students with SEN. All teachers are responsible for identifying students with SEN and, in collaboration with the SENCO will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEN can be identified. Whether or not a student is making progress, is seen as a significant factor in considering the need for SEN provision. We closely follow the Code of Practice in that students are only identified as SEN if they do not make adequate progress once we are satisfied that they have had all the intervention and adjustments that constitute high quality, personalised teaching. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.

Central to this process is the identification of students making less than expected progress given their age and individual circumstances. 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 child's previous rate of progress.
- ⤴ Fails to close the attainment gap between the child and their peers.
- ⤴ Widens the attainment gap.

It can include progress in areas other than attainment. For example, where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

When a student is making less progress than expected, the first response will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the subject teacher (working with the SENCO) will assess whether the student has SEN. While informally gathering evidence (including the views of the student and their parents) the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress. The student's response to such support may well help identify their particular needs.

This identification process will involve the teacher and SENCO considering all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. Early identification of students with SEN is a priority. The school will use appropriate screening and assessment tools and ascertain student progress through:

- ⤴ Evidence provided by teacher assessment or observation.
- ⤴ National Curriculum test results (SATS)
- ⤴ External examination results.
- ⤴ Specific tests designed to test reading and spelling ages.
- ⤴ Information and records from primary schools.
- ⤴ Cognitive Ability Tests in Year 7
- ⤴ Information from parents.

- ⤴ RAGS and annual student school reports.
- ⤴ Assessments carried out by an external Specialist Teacher, Educational Psychologist or other external service.
- ⤴ Whole school data analysis.

This information will be used to inform personalised teaching and learning approaches and the development of Individual Education Plans (IEPs)

This information gathering will include an early discussion with the student and their parents. These early discussions with parents will be structured in such a way that they develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the student and the next steps. A short note of these early discussions should be added to the student's record on the school information system and given to the parents. The schools will also inform parents and students about the local authority's information, advice and support service.

At Settlebeck we recognise that slow progress and low attainment do not necessarily mean that a student has SEN and should not automatically lead to them being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. We also recognise that it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some students may be high achieving academically, but may require additional support in communicating and social interaction. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

For some students, SEN will have been identified at an early age. However, for other students difficulties only become evident as they develop. Everyone who works with our students at Settlebeck will be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all staff listen and understand when parents express concerns about their child's development. They will also listen to and address any concerns raised by students themselves.

We recognise that persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Teaching staff will also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. In all cases the school will ensure that we make appropriate provision for a student's short-term needs in order to prevent problems

escalating. Where there are long-lasting difficulties the school will consider whether the child might have SEN.

### **Section 3: A Graduated Approach to SEN Support**

Under the provisions of the Children and Families Act 2014, the original designations of School Action and School Action Plus have been replaced by SEN support, a graduated approach to supporting students with SEN or disabilities. At Settlebeck this SEN Support takes the form of a four-part cycle (**Assess, Plan, Do, Review**) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of students.

Settlebeck School aims to develop good transition arrangements to ensure early and effective intervention for students already identified as having SEN. Prior to joining this is achieved through:

- ⤴ Meetings between the SENCOs at the feeder primary schools and the Settlebeck SENCO and Progress Leader for years 7 and 8 in the summer term prior to transition.
- ⤴ Attendance at final primary Statement/EHC Plan Reviews, and in some cases, Year 5 reviews for students with complex statements.
- ⤴ Meetings will also be held with the student and their parents and with key teachers at their Primary School.
- ⤴ Any outside agencies that have been involved with the student will be consulted as well.

Where necessary, a detailed transition programme will be put in place. The exact process is individualised at a transition meeting held in the Spring Term before the student is due to transfer. This meeting will be attended by parents, key workers at the Primary School and the Settlebeck SENCO.

In all cases, relevant information will collated ready for use by teaching staff at Settlebeck and decisions will be made regarding groupings in Year 7. SATS results, teacher assessments and information about the students emotional and social needs will all be taken into account. The majority of students will be placed in one of three sets (A,B and C) and will access the normal National Curriculum (NC). Students working at Levels 3 and 4 within the NC may well be taught initially in our Foundation Group. By the end of Year 8 these students will almost certainly have moved on from the Foundation Group and will be accessing the normal NC. In Key Stage 4 a small number of students may well be taught an alternative curriculum.

A similar transition program will be put in place when students leave Settlebeck at the end of Year11.

All students with SEND will be placed on the SEN Register and all teaching staff coming into contact with them will be issued with Key Strategy Sheets (KSS). In

addition, Individual Education Plans (IEPs) will be drawn up for all students with either an EHCP or who are working at School Action Plus. Julia McDonald, Liam Richardson and all keyworkers involved with a student will update a student's IEP and/or KSS each term. Furthermore, IEPs and KSS will be formally reviewed in the presence of the student, their parents, the SENCO and other key workers/teachers at least once a year.

Keyworkers will set targets on a weekly basis for students which are updated as and when they are achieved. These targets are reviewed formally each term by keyworkers and the SENCO.

It will be the responsibility of subject teachers to use this information to plan, assess and deliver.

Julia McDonald has overall responsibility for keeping the SEND Register up to date.

When deciding whether to make SEN provision, the teacher and SENCO will consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress. For higher levels of need, the school has in place arrangements to draw on more specialised assessments from external agencies and professionals.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the student and their parents. This then helps the school determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required. From Year 9 onwards, the nature of the outcomes considered will include those needed to make successful transitions between phases of education and to prepare for adult life. The school will engage with other secondary schools and further education providers as necessary to help plan for these transitions. The schools will agree with parents and students the information to be shared as part of this planning process.

The agreed actions may also include those taken to make sure the school meets its duty to ensure that students with SEN engage in school activities together with those who do not have SEN.

When a student is identified as having SEN, the school will take action to remove barriers to learning and put effective special educational provision in place. Parents will be made fully aware of the planned support and interventions and (where appropriate) plans should seek parental involvement to reinforce or contribute to progress at home.

However support is provided, a clear date for reviewing progress will be agreed and the parents, student and teaching staff will all be clear about how they will help the student reach the expected outcomes. The overriding purpose of this early action is to help the student achieve the identified outcomes and remove any barriers to learning. Where it is decided that a student does have SEN, the decision will be recorded in the school records and the student's parents will be formally informed that special educational provision is being made.

Settlebeck School take a Person-Centred Approach to identifying and implementing support so students are very much involved in helping to draw up a support plan along with their parent(s)/carer(s) and other key staff and agencies. Targets will be set and reviewed by all key parties at least 3 times a year. These reviews could be via Parents' Evening, set meetings (such as annual reviews), telephone conversations or by email or letter if this is better for parent(s)/carer(s) and the student.

When appropriate, strategies for student progress will be recorded in an IEP containing information on:

- Short term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria

The IEP will record only that which is different from or additional to the normal differentiated curriculum and will have no more than 4 targets that closely match the student's needs. The IEP will be reviewed three times a year, one of them coinciding with a parents' evening. The school will endeavour to hold reviews in an informal manner and parents'/carers' views on their child will actively be sought as well as the students. Form tutors will play an important part in the review process.

The main methods of provision made by the school are:

- ⤴ Full-time education in classes, with additional help and support by subject teachers, through a differentiated curriculum.
- ⤴ Periods of withdrawal to work with the SENCO or a teaching assistant, individually or in small groups.
- ⤴ In-class support with a teaching assistant.
- ⤴ Placement in either the Nurture or Foundation Group as necessary.
- ⤴ Attendance in the LRC on a part-time basis where appropriate.

A small number of students have an individualised curriculum where they access some of their learning in the Learning Resource Centre or our Foundation Base or Nurture Group. For example, some of our younger students might have support to develop their reading or numeracy skills, whilst others might have support with social skills, emotional development or homework. Occasionally timetabled subjects are replaced by a different subject such as ASDAN Qualifications, Gardening Qualifications or Work Experience. On occasion, we also make use of vocational courses which are delivered at Kendal and Lancaster and Morecambe colleges. This is always done in consultation with the parents/carers and student.

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's areas of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational

therapists or physiotherapists. The school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. The student's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the student in the same way as other SEN support. The SENCO and subject teachers, together with the specialists, and involving the student's parents, should consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the student's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

SEN support will always be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a student, the student has not made expected progress, the school or parents will consider requesting an Education, Health and Care Needs Assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support. In some cases the school may make a request for an assessment in the case of the very small minority of students who have such significant needs that the school considers it impossible or inappropriate to carry out its full chosen assessment procedure without immediate specialist assessment and interventions which it is unable to provide.

The views of the student will be included in these discussions. This might be through involving the student in all or part of the discussion itself, or by gathering their views as part of the preparation. A record of the outcomes, action and support agreed through these discussions will be kept and shared with all the appropriate school staff. This record should be given to the student's parents. The school's management information system (SIMS) should be updated as appropriate.

At Settlebeck School the Senior Leadership Team will regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This will include reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

The quality of teaching for students with SEN, and the progress made by students, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. The Senior Leadership team involve all teaching staff in the observation of any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching within the school.

#### **Section 4: Managing The Needs of Students On The SEN Register**

The needs of many students with SEND will be met by the use of appropriate differentiation within the normal curriculum. In cases where this is not possible these students will be taught in the Foundation Group or the Autism Base. In some cases these students may well be taught an alternative curriculum (See Section 3).

Weekly staff meetings, morning briefings and general discussion and communication with key staff involved with each student will highlight whether their needs are being met or not. Termly RAG reports will also be used to identify whether or not a student's needs are being met.

When it is felt that a student is not making expected progress and the School's own intervention strategies do not appear to be having the expected impact then an Early Help Assessment may well be requested from the Early Help Team at Cumbria County Council. The student and their parents/carers will be closely involved at every stage in the process.

When appropriate, individual student's behaviour management plans will contain details of how to support those students and minimise the effect of any disruptive behaviour on other students.

### **Section 5: Criteria For Exiting The SEN Register**

Julia McDonald reviews the students on the register each term. Where necessary, she will consult with teaching and support staff for their thoughts on the student and whether or not they need to remain on the register. When specific planned provision has been successful and accelerated progress has been made so that the student is working within national expectations, then they will normally be removed from the SEN register but their future progress will be monitored to ensure no further problems arise. Parents will also be informed and reassured as to what changes have been made.

Each term an up to date SEN Register will be issued to all teaching staff.

### **Section 6: Supporting Students and Families**

Cumbria's Local Offer for SEN can be found here:

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/specialeducationalneeds/>

Settlebeck School's SEN Information Report is available upon request, and is accessible on the Settlebeck website, and outlines the SEN provision at the school.

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEN students. When it is considered necessary, colleagues from the following support services will be involved with SEN students:

- ▲ Educational Psychologist
- ▲ School Nurse
- ▲ Medical personnel
- ▲ Paediatricians
- ▲ Speech therapists
- ▲ Physiotherapists

- ⤴ Occupational therapists
- ⤴ Specialist advisors for Autism
- ⤴ Hearing and Visual Impairment Advisors
- ⤴ Learning Support Advisory Support Teachers
- ⤴ Behaviour Support Team personnel
- ⤴ Cumbria Early Help Team

In addition important links are in place with the following organisations:

- ⤴ Inspira Cumbria
- ⤴ Education Welfare Officer
- ⤴ Social Care
- ⤴ Youth Service
- ⤴ Children's Services
- ⤴ Child and Adult Mental Health Service
- ⤴ Kendal College
- ⤴ Lancaster and Morecambe College
- ⤴ Community Police
- ⤴ Child and Adult Mental Health Service

A copy of Settlebeck School's current admission arrangements is available upon request.

The school's admissions criteria do not discriminate against students with SEND and the school will identify and provide for students not previously identified as having SEND. Students with SEND but without EHCPs will be treated as fairly as all other applicants for admission.

Every effort will be made to ensure that students with SEND are able to access exams and other assessments. Julia McDonald (SENCO) and Laura McKenzie (Examinations Officer) are responsible co-ordinating these activities at Settlebeck and carrying out the necessary assessments.

The transition process for students arriving at Settlebeck is outlined in Section 3. Within school when students are moving from one group to another, a gradual, planned, individualised programme will be put in place in consultation with the student and their parents.

At Settlebeck we value the contribution parents/carers make to the education of their children and actively seek to involve them in all aspects of their child's education and to provide access to information about their child's needs and education. We seek to achieve this by:

- A Welcome Parents' Evening for parents/carers of Year 7 students in their first half-term, which includes an opportunity to meet the SEN team.
- Statement/EHCP review meetings.
- Parents' evenings.
- Individual meetings with parents.
- Telephone and email contact.
- Communication in student planners and home-school books.

- When it is appropriate we involve parents in INSET training offered by outside agencies.

We aim to deal sensitively and effectively with any parental complaints about SEN provision. (See Section 14)

## **SECTION 7: SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS**

Settlebeck School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision. In these cases the SEND Code of Practice (2015) is followed.

Where a student is covered by SEN and disability legislation, reasonable adjustments and access arrangements will be considered as part of SEN planning and review.

Students with medication needs will receive appropriate care and support at school. The Headteacher will accept responsibility in principle for members of the school staff giving or supervising students taking prescribed medication during the school day where those members of staff have volunteered to do so or where it is part of their job description. On a day to day basis Julie Metcalfe is the member of staff responsible for managing the medical needs of students. Further details are available in the Policy for the Administration of Medication in School.

## **Section 8: Monitoring and Evaluation OF SEND**

SEND provision at Settlebeck is continually monitored through our regular review of student's progress and achievement. It forms an important part of the Assess, Plan, Do, Review cycle that is central to the work of the SEN Department. It takes place at all points in the cycle whether that is a formal review of an EHCP, IEP or KSS, or at regular SEN Staff meetings. The views of students, parents/carers and staff are an important and integral part of this process of self-evaluation.

The SEN provision at the school is also subject to peer review by members of the SEN teams in our partner schools within the South Lakes Federation.

Regular contact is made between the SEN Governor and the SENCO, and the SEN Governor then reports back on a regular basis to the Governing Body. SEN issues are a regular Agenda Item at Full Board Meetings of the Governing Body. In addition the Headteacher reports to Governing Body on the success of SEN provision within the school.

## **Section 9: Training and Resources**

In order to maintain and develop the quality of teaching and provision, and to respond to the strengths and needs of all students, all staff are encouraged to undertake training and development that help them to acquire the skills needed to work with SEN students. In particular, our staff are trained in the needs of ASC students as we have a Strategically Resourced Provision for eight ASC students together with significant numbers of additional ASC students in the main body of the school.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

All teaching assistants, the SENCO and other volunteer members of staff, including the headteacher, are trained in Team-Teach procedures.

All teaching staff have basic training in de-escalation techniques.

Part of the SENCO's role in school based INSET is to develop awareness of resources and practical teaching procedures for use with SEN students. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. Teaching Assistants' requirements in supporting students' needs will be considered frequently by the SENCO and Senior Leadership Team.

Any perceived requirements will be addressed through the SEN Department plan and professional development of individual teaching and support staff. When required, outside agencies may well be used to update staff on new legislation, etc, and to carry out INSET training.

Julia McDonald regularly attends both the South Lakes Federation and the Local Authorities SENCO network meetings in order to keep up to date with local and national updates in SEND. She is responsible for writing the SEN Department plan and implementing its annual review. Julia is also responsible for the performance management for Teaching Assistants.

All mainstream schools are provided with resources to support those with additional needs, including students with SEN and disabilities. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is the school's responsibility to provide high quality appropriate support from the whole of its budget. The school will, as part of its normal budget planning, determine its approach to using their resources to support the progress of students with SEN. The SENCO, Headteacher and Governing Body will establish a clear picture of the resources that are available to the school. They will consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the student premium. This will enable the school to provide a clear description of the types of special educational provision they normally provide and will help parents and others to

understand what they can normally expect the school to provide for students with SEN. The school is not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per student per year. The responsible local authority (usually the authority where the student resides) should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

## **Section 10: Roles and Responsibilities**

The governing body of every mainstream school is encouraged to have a Special Educational Needs (SEN) Governor to promote the issue of special educational needs within the work of the governing body and to have specific oversight of the school's arrangements and provision for meeting special educational needs. At Settlebeck the SEN Governor meet regularly with the SENCO to monitor the school's SEN provision and reports regularly to the Governing body. The Governing Body will report annually on the success of the policy. The designated SEN Governor at Settlebeck School is **Michael Atkinson**.

The Governing Body's responsibilities to students with SEN include:

- Ensuring that provision of a high standard is made for SEN students.
- Ensuring that SEN students are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing SEN policy.
- Reporting to parents on the school's SEN policy including the allocation of resources from the school's delegated budget

Every Mainstream School must appoint a SEN Co-ordinator who has day to day responsibility for the operation of SEN Policy and the co-ordination of specific provision made to support individual students with SEN (including those who have EHC plans). The responsibilities of the SENCO also include:

- ⤴ Liaising with the relevant Designated Teacher where a looked after student has SEN.
- ⤴ Advising on the graduated approach to providing SEN support.
- ⤴ Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- ⤴ Liaising with parents of students with SEN.
- ⤴ Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- ⤴ Being a key point of contact with external agencies, especially the local authority and its support services.
- ⤴ Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned.

- ⤴ Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ⤴ Ensuring that the school keeps the records of all students with SEN up to date.

The SENCO at Settlebeck School is **Julia McDonald**. Julia is a member of the Senior Leadership Team at the school, is a Specialist Autism Teacher, and holds the National Award for SEN Co-ordination. Julia is also responsible for the management of the Learning Resource Centre at Settlebeck. Her roles makes her directly responsible for managing the SEN Teaching Assistants within the school. Julia is assisted in these responsibilities by **Liam Richardson**, Deputy SENCO.

**Julia McDonald** is the designated Teacher with specific Safeguarding responsibility and is the Designated Teacher for Looked After Children.

**Mrs Karen Grant** is the member of staff responsible for managing student Premium Premium grant.

**Julie Metcalfe** is the member of staff responsible for managing the schools responsibility for meeting the medical needs of students.

### **Section 11: Storing and Managing Information**

Current SEN documents are stored in a locked filing cabinet in the SENCO's office. Older documents are retained for 10 years and stored in a locked attic.

A copy of the school's Data Protection Policy is available on request or can be found on the Settlebeck website.

### **Section 12: Reviewing The Policy**

This policy will be monitored on a continuing basis by the SENCO and the Headteacher. The Headteacher will report to the Governing Body on the progress of the policy and will recommend any changes.

The Governing Body have been fully involved in developing this SEN policy and will play a prominent role in its subsequent review. The SEN Governor will meet regularly with the SENCO to monitor the school's SEN education provision. The Governing Body will report annually on the success of the policy.

Given the climate of reform underlined by the new requirements for SEND for school effective from 1 September 2014, this policy will be reviewed annually for the foreseeable future.

### **Section 13: Accessibility**

The Disability Discrimination Act (1995), as amended by the SEN and Disability Act (2001), places a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

Schools are required to produce accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the schools in their area. The current Settlebeck Accessibility Policy is available upon request and can be found on the Settlebeck website.

At Settlebeck we are committed to increasing and promoting access for disabled students to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

At Settlebeck we ensure that the delivery of written information to disabled students will be carried out in the most appropriate manner. This will include all written information that is normally provided by the school to its students. Examples might include handouts, timetables, textbooks and information about school events. This information will take account of students' disabilities and students' and parents' preferred formats and will be made available within a reasonable time frame.

#### **Section 14: Dealing With Complaints**

A copy of the Settlebeck School Complaints Procedure is available upon request and can be found on the Settlebeck website.

Anyone who has dealings with the school can use this procedure, whether a pupil, a parent or carer, a visitor, a neighbour, or a provider of a service to the school. If you wish to raise a concern or complain on someone else's behalf, the school will only deal with this if the person on whose behalf you are complaining is unable to do so for themselves. If this is the case, we may be able to direct you to or obtain support from a local advocacy service, such as [People First](#).

#### **Section 15: Bullying**

Copies of the School's Behaviour and Safeguarding Policies are available on request or can be accessed on the Settlebeck Website.

Settlebeck School is very proud of its inclusive nature, and central to that is the fact that we educate all our students about the whole range of disabilities affecting other students, what forms each disability takes, and explain how the school supports each disability. With regard to Autism in particular, this training takes place in the first few weeks of Year 7.

When appropriate, we use outside agencies to help us educate students in areas such as cyber bullying.

Students are welcome to come into the LRC or Foundation Room before school and during break and lunch time for homework or social group support. A small number of students have a base in the LRC where they can meet their keyworker, whilst other students have a base in the Foundation Room.

We safeguard the needs of students with SEN, promote independence and build resilience into their learning through an individualised curriculum and, where

necessary, through one to one or small group work with the SENCO or an early help advisor.

When problems arise we organise mediation between students, and when necessary, between students and staff. We talk to students on a one to one basis and educate them about the specific needs of other students as part of this process.

### **Section 16: Appendices**

The following documents are available upon request or are to be found on the school website:

Settlebeck SEN Information Report.

Complaints Procedure

Accessibility Policy

Behaviour Policy

Data Protection Policy

Safe Guarding/Child Protection Policy

Administration of Medicines in School Policy

Admissions Arrangements.