



SETTLEBECK SCHOOL

Special Educational Needs and Disabilities Policy (SEN/D)

2017/18

Adopted by the Governing Body on:

Approved by¹: Myles Ripley

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Settlebeck School SENCO: Mr Liam Richardson
Responsible Governor: Mr Michael Atkinson

This policy complies with the statutory requirement laid out in the SEN/D Code of Practice 0-25 (2015) and has been written in conjunction with the Governors and the Headteacher with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DFE 2014
- SEN/D Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- DFE Statutory Guidance Supporting Students with Medical Conditions (2015)
- Settlebeck School Safeguarding Policy
- Settlebeck School Accessibility Plan
- Teacher Standards (2012)

1. INTRODUCTION

Settlebeck School is an inclusive, optimistic and fiercely ambitious school for all its students, whatever their level of ability whether they have or may have a Special Educational Need (SEN) or have no Special Educational Need. We believe that all young people are entitled to the highest quality teaching, an appropriate curriculum offer and the best personal guidance and these principles lay at the heart of our day to day practice.

Settlebeck School is proud of its status as a strategically resourced provision for students with special needs in the area of Autism. The specialist provision for these students includes access to a mainstream provision where appropriate and access to bespoke curriculum provision where needed.

Some of our students have a number of other barriers to learning, including social, emotional and mental health needs, severe and moderate learning difficulties, dyslexia, dyspraxia, hearing and visual impairment. Where learning falters, for whatever reason, we look to design intervention into our system to resolve the deficit. In deciding whether to make special education provision the subject teacher and Special Needs Co-ordinator (SENCO) draw on a wide range of information and where there are higher levels of need arrangements are made to draw on more specialist assessments from external agencies and professionals.

2. OBJECTIVES

- 2.1 To raise academic achievement for those students with SEN/D, ensuring all learners make the best possible progress and thereby encouraging lifelong learning and increasing their life chances.
- 2.2 To provide a safe environment to enhance the development of personal and social skills.
- 2.3 To ensure an effective curriculum to meet the needs of all our students.
- 2.4 To encourage and develop students to become independent learners.
- 2.5 To identify, monitor and review student's individual needs from the earliest possible stage so that appropriate provision can be made and progress reaches expectation or above.
- 2.6 To ensure learners are actively involved in decision makings that affects their education and future.
- 2.7 To promote effective partnerships with and involve external agencies where appropriate.
- 2.8 To provide support and advice for all staff working with students who have special educational needs and/or disability.
- 2.9 To ensure parents and carers are fully informed of their child's special educational needs and that there is effective communication between school and home.

Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for a special provision to be made.

The needs identified in the SEN Code of Practice (2015) are;

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health
- Sensory and/or physical

3. IDENTIFICATION OF STUDENTS WITH SEN/D

Teachers are responsible and accountable for the progress and development of all the students in their class, including those cases where a student accesses support from a Teaching Assistant or specialist staff. Quality first teaching, differentiated for individual pupils, is the first step to responding to students who have or may have SEN/D. Additional intervention and support cannot compensate for a lack of good quality teaching. Access to a broad and balanced curriculum is achieved for most students by differentiation of class work by subject teachers. We believe that the purpose of identification is to take action to meet the needs of the whole child not just their special educational need. Support of a student should be based on a full understanding of their particular strengths and needs.

It is also important to note that slow progress and low attainment do not necessarily mean that a child has a SEN and should not automatically lead to a student being recorded as having SEN. The following can impact on attainment and progress and are not SEN;

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being eligible for the Pupil Premium Grant
- Being a Looked After Child

- Being the child of Service personnel.

However, slow progress and low attainment may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Some students will already have been identified as requiring SEN support by their primary school. In such cases transition arrangements can be put into place from Year 5. SEN/D transition arrangements range from:

1. Primary SENCO completing a form 'Primary Transition Information for SEN/D students' which then informs our SENCO of the needs of the student. This information is used to create a student support plan.
2. For students with more challenging needs a bespoke transition package can be put into place from Year 5. Each case is individual and will be arranged via review/transition meetings arranged by the primary school.

As students' progress through the school we have a systematic approach to 'Assess-Plan-Do-Review' which means that should a student require further investigation by the SENCO we can intervene at any point through a graduated approach.

3.1 ASSESS

In Year 7 reading and spelling screening tests are carried out in addition to Cognitive Ability Tests (CATs). The information for these tests is scrutinised by the SENCO. Further investigation may be carried out and some students removed from the SEN/D Record of Need and some may be added to the Record of Need and a support plan created.

3.2 PLAN

Where it is decided that support is required parents/carers will be notified by the SENCO. The SENCO, in consultation with parents/carers and the child will agree the desired outcomes i.e. interventions to be put in place, the expected impact on progress, development or attitude to learning and a clear date for review. Plans will always take into account the views of the child. Any staff development needs will be identified and addressed. Parents/carers will be involved in planning support and, where appropriate, in reinforcing provision or contributing to progress at home.

3.3 DO

The students' individual teachers and teaching assistants are responsible for working with the child on a day to day basis. With support from the SENCO, they will oversee the implementation of the interventions agreed as part of SEN support.

Interventions may include:

- In class teaching assistant support
- Group reading and or subject support
- SEMH 1:1
- Mentoring
- Counselling

- Time out pass to key worker
- Literacy support through IDL and Lexia
- Interventions from outside agencies.
- Access to quiet areas at break and lunchtime
- Social skills groups

3.4 REVIEW

The effectiveness of support and its impact on progress will be reviewed regularly. The impact and quality of support will be evaluated by staff and the SENCO in collaboration with parents/carers and the child. Together we will agree any changes to outcomes and support for the student in light of progress made towards achieving their targets. Parents will have clear information about the impact of the support provided and be involved in planning next steps.

Education Health and Care Plans (EHCP)

EHC plans must be reviewed annually. The SENCO will organise the reviews and invite:

- The child's parents or carers
- The child
- The relevant teaching assistant, Progress Leader and/or Pastoral Manager.
- A LA representative if appropriate.

The aims of the review are:

- Assess the student's progress in relation to the EHCP objectives.
- Review the provision made for the student in context of attainment and national expectations.
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year and whether to cease, to continue or amend the plan.
- Set new targets for the coming year.

4. A GRADUATED RESPONSE TO SUPPORT FOR STUDENTS WITH SEN/D

Teachers are responsible and accountable for the progress and development of the students within their class, including where students access support from teaching assistants or specialised staff.

The school has a systematic approach to formative assessment and teachers rigorously 'assess –plan-do-review'. This approach is used to drive the quality of teaching in the school and the progress of students. Formative assessment is used to establish challenge in students' learning. Formal assessments take place at key points across the academic year for all subjects; progress is monitored and tracked against expectation. Teachers systematically review the effectiveness of their teaching against student progress. It is a cyclical process which enables the teacher and the student to evaluate the effectiveness of learning and to adapt and modify practice accordingly, usually with a specific focus on formative assessment and differentiation.

In addition to the formative assessment cycle there is a rigorous whole school monitoring, evaluation and review (MER) to support the improvement in teaching and learning. This involves:

- Lesson observation
- Work Scrutiny
- Student voice

- Parental consultation

The basis upon which all MER protocols operate is to generate information for well-informed conversations about the quality of provision. It is the school's forum to discuss pedagogy, to plan CPD and share good practice.

The outcomes of all students, whatever their ability, and the quality of teaching are explicit in all appraisal targets for all teaching colleagues. Students' outcomes are evaluated against a minimum national expectation; there is an explicit link between student outcomes and the quality of teaching.

Where there are concerns about progress, and it is suspected progress is being hindered by a special educational need, the SENCO will become involved. The decision whether to make a special educational need provision will be considered, after a period of consultation, with any of the following: parents/carers, students, colleagues, external specialists including Educational Psychologists, Specialist Teaching Service etc.

If appropriate, the student will be placed on our Record of Need at SEN Support. The student will be given a Support Plan, which is a short document which outlines the strengths of the student, barriers to learning, strategies that are recommended to use when working with the student and any additional provision required to allow the needs of the student to be met. Provision will vary from student to student. Support can be within the class setting, outside of the class setting or could be a specialist programme.

If we are unable to fully meet the needs of the student through our own provision arrangements, in consultation with parents/carers and the student, evidence will be gathered by the SENCO and a SEN/D Early Help Assessment will be completed and a referral for advice made to the appropriate specialist/service/agency. Should it be identified that additional funding and support are needed from the Local Authority, a request will be made for an assessment for an Education Health and Care Plan (EHCP).

The SENCO and key staff will review the students on the Record of Need each year, and the SENCO will formally notify parents of any changes, this may include removal from the SEN Record of Need.

5. SUPPORTING STUDENTS AND THEIR FAMILIES

5.1 Cumbria Local Authority offer can be found at;

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/home.page>

5.2 North Yorkshire Local Authority offer can be found at;

www.northyorks.gov.uk/send-local-offer

5.3 Lancashire Local Authority offer can be found at;

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

The school firmly believes in developing a strong partnership with parents and carers and that this will enable our students with SEN to achieve their potential. The school recognises that parents and

carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the relationship.

We are fully committed to working with other agencies to support the student and the family, and will actively seek to work with other professionals/ agencies with the permission from families to do so. We follow the Local Authorities (Las) Early Help Assessment/ SEN/D Early Help Assessment procedures, and have a Team Around the Child/Family approach.

The school's SEN Information is available on the school website and on request. This document outlines provision at Settlebeck School.

We are an inclusive school and our admission arrangements apply to all students. The published admissions policy will provide information on the school procedures.

We seek to ensure our SEN students are able to access examinations and other assessments. Information regarding this can be found in our exams policy.

We work closely with our primary colleagues to ensure smooth transition for all learners, especially SEN/D students. Students with SEN/D have a personalised transition programme to ensure successful transition. For students with a high level of need additional transition arrangements are put in place from Year 10 and reflect the need to ensure that students are prepared for adulthood. We work closely with Post 16 providers to ensure a smooth transition to future provisions.

6. ROLES AND RESPONSIBILITIES

6.1 The Special Educational Needs Co-ordinator (SENCO) at Settlebeck School is Mr Liam Richardson. He can be contacted on 015396 20383 or via email at richardsonl@settlebeck.org

6.2 Mr Richardson is line managed by the Headteacher who is an advocate for Special Educational Needs and Disability and inclusive education.

6.3 We also have a team of specialist HLTAs, STAs and TAs who support our SEN/D students.

6.4 Our SEN/D governor is **Michael Atkinson**, who liaises regularly with the team and reports back to the full governing body.

7. SEN/D POLICY REVIEW

This policy is monitored regularly by the Headteacher and SENCO. The Headteacher will report to the Governing Body on the implementation of the policy and any changes.

The school considers the SEN/D policy document to be important and undertakes to review policy and practice annually.

Policy Review Date: February 2019

8. GLOSSARY

SEN Special Educational Needs
SEN/D Special Educational Needs and/or Disability
SEMH Social Emotional and Mental Health
SENCO Special Needs Co-ordinator.