



# **Sturminster Newton High School**

## **SEN and Disability Policy**

<b>Policy Status and Review Programme</b>	
<b>Reviewed by SLT</b>	<b>July 2016</b>
<b>Ratified by Full Governing Body</b>	<b>10<sup>th</sup> September 2015 7<sup>th</sup> July 2016 30th March 2017</b>
<b>Effective from</b>	<b>7<sup>th</sup> July 2016</b>
<b>Review scheduled for</b>	<b>March 2017</b>
<b>Responsible person</b>	<b>Inclusion Manager / SENco</b>



# STURMINSTER NEWTON HIGH SCHOOL

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (*July 2014*), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) – SCHOOL INFORMATION

The Headteacher, Jason Davis, has overall responsibility for Special Educational Needs and Disability in Sturminster Newton High School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Janet Grose, Inclusion Manager\*, at Sturminster Newton High School.

This person is not a member of the Senior Leadership Team.

The person co-ordinating the day to day SEN and disability provision for children/young people at Sturminster Newton High School is Janet Grose.

The Governor with oversight of the arrangements for SEN and disability is TBC and for Pupil Premium is Deborah Gomer.

This policy was developed in conjunction with:

The Inclusion Manager/SENCo, Governor responsible for SEN and the Headteacher.

\* Inclusion Manager incorporates the role of SENCo

## AIMS AND OBJECTIVES

Sturminster Newton High School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals, live fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Additionally, the school provides a focus on outcomes for SEND students by ensuring high quality, individually tailored provision and support.

## AIMS

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- To identify individuals who need extra help and support.
- To enable each child to take part and contribute fully to school life.
- To develop individuals' self-esteem.
- To provide access to and progression within the curriculum.
- To involve children in planning, addressing and monitoring their special educational needs and / or disability.
- To work in partnership with parents to support children's learning and health needs.
- To provide quality training for staff that enables them to support children with special educational needs and / or disability.

## OBJECTIVES

- To identify and provide for children who have special educational needs and / or disability
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs and / or disability
- To employ a Special Educational Needs Co-ordinator (SENCo) who will work within the bounds of the SEND Inclusion Policy
- To provide support and advice to all staff who work with children with special educational needs and / or disability.

## ROLES AND RESPONSIBILITIES

The Governing body will exercise its duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Sturminster Newton High School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

All Governors are strongly encouraged to attend a Safeguarding Course which includes a reference to SEND provision. The Inclusion Manager / SENCo has regular communication with the Governor responsible for SEND and provides a SEND Report to the Full Governing Body annually.

The Inclusion Manager / SENCo has full responsibility for SEND provision, is the designated teacher for 'Looked After Children' and works in conjunction with Heads of Year and the designated Governors for SEND and Pupil Premium students. The Inclusion Manager / SENCo also contributes to pastoral matters and attends regular Pastoral meetings. These responsibilities involve overseeing support and interventions for vulnerable groups and representing Sturminster Newton High School at all formal meetings.

## **ADMISSION ARRANGEMENTS**

Sturminster Newton High School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Sturminster Newton High School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Sturminster Newton High School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions wherever possible. More information can be found in the Local Offer information held on the local authority's website. [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer)

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported upon every four years to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate and as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place. These include: -

- Acoustically treated classrooms to support children with hearing impairment
- Ramps and platform lifts to enable wheelchair access to most areas of the School
- Assistive technology
- Exam Access Arrangements
- School transport where arranged through Dorset County Council
- Student Guidance Unit providing an alternative learning environment for special cases

## **SEND INFORMATION AND LOCAL OFFER**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND within the school's Local Offer. This can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- I. Communication and Interaction.
- II. Cognition and learning.
- III. Social, emotional and mental health difficulties.
- IV. Sensory and/or physical needs.

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

The teaching staff at Sturminster Newton High School use a wide range of tools to assess students, the Inclusion Manager / SENCo will use these assessments, other relevant data and observations to gauge any special educational needs and barriers to learning

These include:

### Identification

- The Inclusion Manager / SENCo visits all feeder primary schools to meet and gather information about children in Year 6, in particular those who have been identified as having SEND and other vulnerable groups. A plan is put together for each student to ease the transition into secondary school.
- Assessment and observation of children as they progress through secondary school, including standardised testing, will draw attention to any SEND and an appropriate package of support will be discussed and implemented with parents / carers consulted.
- Parents / carers may have concerns about their own child and possible SEN or disabilities that have not been identified at school. Parents / carers are encouraged to speak to the Inclusion Manager / SENCo at the earliest opportunity to address these concerns. The school welcomes information from parents / carers regarding any regular medication or professional involvement.

### Provision

- Each child's individual needs and desired outcomes are considered when planning and implementing support and interventions. This may include in-class support, specific classroom strategies and individual tutoring. In some cases provision may include support from outside agencies. This support is put in place with the agreement of parents / carers.
- The school encourages parents / carers to share Professional advice and information regarding medication.
- All support and interventions are reviewed regularly and modified to reflect any progress or additional requirements. Parents / carers are kept informed of any amendments to the level of support for their child.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The EHCP will eventually replace a Statutory Statement of Special Educational Needs (Statement). The majority of children with special education needs or disability will have their needs met by the school. This support is referred to as SEN Support and has replaced the former categories of School Action and School Action Plus. EHCPs will move away from specifying a set amount of support hours for students and instead will focus on desired outcomes for individuals.

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

Quality First Teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the parents / carers **must** be informed in writing that special educational provision is being made.

The SENCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless may have an impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Other influences affecting progress may include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Children
- Service children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Family difficulties such as bereavement or divorce

## **MANAGING SEND CHILDREN IN OUR SCHOOL**

Where a child is identified as having SEN and / or a disability, Sturminster Newton High School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over

time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

- Children who have been identified as having SEN or disabilities will have an SEND Educational Plan. This details the child's individual learning difficulties, suggests strategies to remove key barriers to learning effectively and identifies clear desired outcomes. The SEND Education Plan also gives details of the 'graduated approach' to support and is a "live" document, regularly reviewed and updated by the SENCo. This is put in place to support the child's learning and inclusion in school life and will include details of the involvement of outside agencies. Contributions from the child and parents / carers in this process are welcomed and encouraged.
- Children who have an Education, Health and Care Plan or Statement in place have an Annual Review meeting where their progress and achievements are discussed. These meetings will take the form of a 'Person Centred Review'. Parents / carers and their child, together with other professionals involved, are invited to the Review meeting; the meeting will be facilitated by the SENCo or other trained professional. Progress towards desired outcomes, support and future provisions are discussed and used to produce an Action Plan for the year ahead.
- Parents / carers are invited to attend Parents' Evenings where their child's progress can be reviewed with individual subject teachers. This is also an opportunity to discuss areas where additional support may be needed.
- The level of provision is decided according to the needs of each individual child and is based on the support required to enable them to work towards their intended outcomes and achieve their full potential. This may be a combination of differentiated Quality First Teaching provided by the class teacher, in-class support and additional provision or intervention.
- Support is available from Class Tutors, Heads of Year, Inclusion Manager / SENCo, Teachers, Teaching Assistants, Peer Mentors, School Counsellor and Emotional Literacy Support Assistants (ELSA). Liaison between these individuals takes place regularly and whenever appropriate to ensure the best support is available for individual students.
- Where the student continues to experience difficulties despite all attempts to support them within school, the Inclusion Manager / SENCo or Head of Year may, after consultation with parents / carers, engage external support services. The relevant referral paperwork will be completed and an assessment will be made by the appropriate services and specialist advice given to help support the student.
- If support is then identified as being ineffective, despite varied approaches and a range of attempted provision, it may be necessary, with the advice of outside professionals and discussion between the Headteacher and SENCo to consider alternative provision either at a Special School or Learning Centre. Where this is the case, evidence of work carried out with this child along with assessments will be gathered and the case put forward to the appropriate external panel. This action will always be taken with the child's best interests as the priority.

- The SENCo works closely with the Local Authority SEND team and the Educational Psychology Service to plan provision for children needing additional support from outside agencies. The cost of such provision is dependent on the service provided and will be taken in to consideration through discussion with the Headteacher. The process of involving outside agencies is always with agreement and consent from parents / carers.
- It is vital that all teaching staff and Teaching Assistants have access to relevant information regarding each child's individual needs and strategies for breaking down barriers to learning. Each child receiving additional support will be on the SEND register and this document is available to all staff giving them the information they require to adapt and individualise their teaching styles as appropriate. The child's SEND Education plan is also available to all relevant staff. This information is available in paper copy and electronically and is regularly updated. Progress data, Teacher assessment and experience of the child is monitored by teaching staff and the SENCo and is used to review support and update SEND documents.
- The school has stringent systems in place to track the progress of all students including those with SEND and any child who appears not to be making their expected progress will be reviewed and additional support requirements discussed with the Inclusion Manager / SENCo.

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

The processes put in place for supporting children with SEND are carried out in line with the guidance provided by the Special Educational Needs and Disability Code of Practice 2014 and are monitored and evaluated as part of the School Improvement Plan.

- The provision in place for children with SEND is reviewed regularly. Progress towards desired outcomes and the next stages of support, if required, are recorded on the individual child's SEND Education Plan. The SENCo has continuing communication with Teachers, Teaching Assistants and Heads of Year in order to monitor and evaluate support and provision.
- Where a child receives individual support in the form of 1:1 or small group tutoring a 'Tutorial Review Sheet' is completed giving details of the provision. This specifies the aim of the provision and the impact it has made. The facilitator and the child's views are also recorded and referred to when considering next steps. Feedback is given to parents / carers.
- The SENCo has regular line management meetings with the Headteacher where all aspects of SEND support is reviewed and evaluated. The SENCo also meets regularly with the governor responsible for SEND.

## **COMING OFF THE SEND RECORD**

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

## **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

## **SUPPORTING CHILDREN WITH MEDICAL CONDITIONS**

Sturminster Newton High School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Sturminster Newton High School are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the Sturminster Newton High School policy on "Supporting children at school with medical conditions".)

## **TRANSITION ARRANGEMENTS**

Sturminster Newton High School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school.

The Inclusion Manager / SENCo visits all feeder primary schools to meet and gather information about children identified in Year 6 or below as requiring SEND support. A plan is put together for each student to ease the transition into secondary school.

- Students receive advice and support from specialist Careers Advisors leading up to their transition from secondary school to their next phase of education or apprenticeships. Where a child has SEND the Careers Advisor will liaise with the Inclusion Manager / SENCo to make the necessary arrangements for necessary provision within the new setting.
- Class tutors work with students to develop the life skills that will enhance their independence as they leave secondary education. Students have the opportunity to engage

in Work Experience where local business offer placements to develop confidence and awareness of the world of work.

- In transition from secondary education, all information concerning the child, including Statements of Special Educational Needs and Educational, Health and Care Plans, will be forwarded to the new setting to make the transition as successful as possible.

For children with a current Statement of Special Educational Need, the local authority aims to move all students with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and children as and when required.

- The Inclusion Manager / SENCo holds the National SENCo Award which is a qualification in Advanced Educational Practice for Special Educational Needs. The SENCo also attends any relevant training courses in a range of aspects of SEND in order to update and further her knowledge and expertise.
- The Inclusion Manager / SENCo regularly delivers training and advice to staff to develop skills and expertise in supporting children with SEND.
- Teaching Assistants in school are well qualified to support children with SEN and disabilities. Most Teaching Assistants have a minimum of Level 3 Vocational Qualifications linked to Learning Support. Some Teaching Assistants have achieved Higher Level Teaching Assistant Status. Two teaching Assistants have undertaken the Emotional Literacy Support Assistants Course and have qualified as ELSAs. One Teaching Assistant has achieved Level 5 Diploma in Teaching Learners with Dyslexia / Specific Learning Difficulties.
- Professionals are invited into school to present current training to staff on a range of medical and SEND conditions from time to time. This has included presentations about Asperger's Syndrome, Autistic Spectrum Disorder, Attachment Disorder and Bereavement.
- All new staff are fully briefed on how support is provided within the school and how to access all SEND information. The Inclusion Manager / SENCo provides detailed guidance on key information and support required for specific children with SEND.
- The Inclusion Manager / SENCo attends regular network Inclusion Briefings organised by the local authority and other relevant courses that are available from time to time.

- Inclusion Manager / SENCo attends regular meetings with local Learning Centres and Pyramid Schools

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

## **SEND INFORMATION**

Sturminster Newton High School presents its SEND information in three ways:

- I. by information placed on the school website which can be found at [www.mysnhs.net](http://www.mysnhs.net)
- II. by following the link from the school website to the local authority's Local Offer website
- III. through information contained in this policy which is also published on the school website

All information can be provided in hard copy and in other formats upon request.

## **ACCESSIBILITY**

Sturminster Newton High School publishes its Accessibility Plan on the school website; this information can be found at [www.mysnhs.net](http://www.mysnhs.net). Further information about the school's accessibility can be found on the local authority's *Local Offer* website; this can be found at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer).

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCo.

Sturminster Newton High School publishes its Complaints Policy on the school website; this information can be found at [www.mysnhs.net](http://www.mysnhs.net).

## **REVIEWING THE SEND POLICY**

This policy will be reviewed and updated annually by the Inclusion Manager / SENCo and will then be formally approved by the Sturminster Newton High School Governing Body. This will be carried out by referring to any recent legislation or official guidance, by reviewing our practice and taking into consideration the views of all stakeholders.

## **LINKS TO OTHER RELATED POLICIES**

Sturminster Newton High School Policies are published on the school website and can be found at [www.mysnhs.net](http://www.mysnhs.net)

Policies include:

- Accessibility Policy
- Child Protection and Anti-Bullying Policy
- Equality Policy