

# WALKDEN HIGH SCHOOL



## SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

Revised: December 2016

Accepted by Governors January 2017

Committee Approved: Personal Development Behaviour and Welfare

This policy has been written with regard to the Special Educational Needs and Disability Code of Practice 2014 part of the Children and Families Act 2014 and the Special Educational Needs and Disabilities Act 2001(which came into effect in September 2002). It also takes into account the guidance set out by Salford Local Authority (LA)for SEND practices and procedures.

### **Definitions**

Students may be said to have Special Educational Needs and Disabilities if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student has a learning difficulty if he/she

- has significantly greater difficulty in learning or in accessing education than the majority of students of the same age
- has a disability which either prevents or hinders him/her from making full use of educational facilities available in school of a kind generally provided for others of the same age in a mainstream school
- Students with a disability have special educational needs if they have any difficulty accessing education and if they need any special educational provision to be made for them.

### **General Principles behind the SEND Policy**

Every student in the school has an entitlement to personal, social and intellectual achievement. All students are entitled to the opportunity to achieve their potential in learning. Those children with Special Educational Needs and Disabilities should have access to high quality and appropriate education.

### **The Objectives of our SEND Policy**

- To ensure students with special needs and disabilities can achieve success and progress according to their potential and which closes the achievement gap with their non-SEND peers
- To ensure that these students are identified and assessed promptly so that provision matches need
- To ensure that students with special needs and disabilities are given full and equal access to a broad and balanced curriculum
- To make provision and provide interventions that are additional to / different from that made generally for other young people of the same age
- To allocate appropriate resources to ensure that learners make the best possible progress
- To ensure parents/carers are informed about their child's progress and attainments and are fully included in meetings and reviews, so that communication between parents/carers and school is effective
- To ensure that all students express their views and are fully involved in decisions which affect their education
- To ensure that all staff are fully aware of the entitlements of SEND students and the school's responsibility to them

### **Evaluating the Success of the SEND policy**

Student progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Evidence of "Diminishing differences" in performance between SEND and Non-SEND students
- Use of standardised tests
- Evidence generated from SEND reviews

## **Identification of SEND**

Usually, Special Educational Needs and Disabilities are identified initially through liaison with primary schools. Identification strategies include:

- Observation at primary
- Observation during transition visits
- Teacher assessment
- Discussions between subject staff, SEND staff or external agencies
- Discussions with parents/carers
- Discussions with the student
- Results of standardised tests e.g. reading tests, spelling tests etc

Where there are concerns about SEND, parents/carers are informed by the Special Educational Needs Coordinator (SENCO) and/or Head of Year.

Information is gathered about a student's needs. This may include learning difficulties or emotional and behavioural difficulties, student strengths and weaknesses, and any possible medical issues. This information is then used by the SENCO / Head of Year / subject teacher to target areas for development and plan appropriate strategies.

## **Transition from Primary to Secondary School**

The school follows guidelines for the transfer of record systems and information between primary and secondary schools.

The transition team will contact teachers of year 6 students in primary schools to identify children who will need extra support and visits to observe, talk to students and teachers and collect information are made.

A comprehensive programme of events at and visits to Walkden High School and visits to main feeder schools is well established for all students. Additional visits to schools with students are made by the SENCO or a representative. Additional visits to Walkden High School with parents, teaching assistants and /or teachers from primary schools are encouraged.

The SENCO or a representative will attend year 6 reviews of students with SEND. They may, where requested, attend Year 5 reviews or occasionally, even earlier. Any student with an Education, Health and Care Plan will be referred early in Year 6 to allow additional time for effective transition.

## **Key Principles of Curriculum Access**

All teachers are teachers of special educational needs. Teachers will plan their lessons using differentiation of materials, tasks and outcomes so that all students have access to an appropriate, broad and balanced curriculum and to extra-curricular activities.

All subject teachers have a responsibility to see that that SEND policy is put into practice. Their responsibilities include:

- Ensuring they are fully aware of students' diverse learning needs and recommended strategies for responding to them
- Overcoming potential barriers to learning
- Identifying students who do not make expected progress
- Liaise closely with any assigned teaching assistant to ensure effective deployment

## **Graduated Response**

The school will adopt a graduated response to meeting special educational needs that requires initial school assessment and the use of school's personnel and resources before bringing specialist expertise to assess and support the student. When a young person is identified as having special educational needs, the school will intervene as described below. Such interventions are a means of helping schools and parents/carers match special educational provision to individual student needs. School will record the steps taken to meet the needs of individual children.

If a student is known to have special educational needs when they arrive at the school, the school will:

- Use information from the primary school to provide an appropriate curriculum for the student and focus attention on action to support the student within lessons
- Ensure that ongoing observation and assessment provides feedback about student's achievements to inform future planning for the student's learning
- Involve the student and parents/carers in planning and agreeing targets that match their needs

### **Student Profile**

Strategies employed to enable a student to progress will be recorded within a Student Profile for students at SEND Support and those who have statements or an Education Health and Care Plan (EHCP)

The Profile includes:

- A descriptive outline of the student's needs
- A description of the student's area of strength
- Targets set for or by the student
- The teaching strategies to be used
- The provision to be put in place

Where a student has a Statement or an Education Health and Care Plan, the Profile will be reviewed each year when parents'/carers' views on their child's progress will be sought. The student will also be invited to contribute to the review process and be involved in setting the outcomes.

### **SEND Support**

SEND Support is a graduated response with Support Intervention Bands A, B and C. All SEND students who do not have a statement or an Education Health and Care Plan will be supported through SEND support.

**Support Intervention Band A** is characterised by good quality first teaching, sharing of information and a range of interventions carried out within the school

**Support Intervention Band B** is characterised by the involvement of external services such as special needs advisory teachers, educational psychologists etc. A request for help from external services is likely to follow a decision taken by the Special Educational Needs Coordinator (SENCO) and colleagues, in consultation with parents/carers. These agencies may observe the child, so that they can advise subject and pastoral staff on targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for Support Intervention Band B could be that, despite receiving Quality First Teaching to meet the students' needs, the student:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels significantly below those expected of students of a similar age and is not underachieving for other reasons
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which significantly and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to staff, by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When the school seeks the help of external support services, the consent of the student's parents/carers will be sought. The services will need to see the student's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly.

### **School Request for an Education Health and Care (EHC) Plan Assessment**

For a few students the help given by schools through SEND Support may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents/carers and any external agencies already involved, to consider whether to ask the LA to initiate an Education Health and Care Needs Assessment.

Where a request for a Statutory Assessment is made to an LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing :

- The school's action/interventions
- The Provision Map identifying the support the student has had records of regular reviews and their outcomes
- The student's health including the student's medical history where relevant
- National Curriculum levels in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers and of the student through a 'My Story' document
- Involvement of other professionals
- Any involvement by the social services or education welfare service.

When the LA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

### **Statutory Assessment of Special Educational Needs**

This involves consideration by the LA, working co-operatively with parents/carers, the child's school and, as appropriate, other agencies, as to whether a EHC assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent/carer or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a EHC Plan for the child.

The LA may decide that the degree of the student's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Educational Health Care Plan. An Educational Health Care Plan will include:

- The student's name, address and date of birth
- Details of all of the student's special needs
- Identify the special educational provision necessary to meet the student special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision
- Identify expected outcomes from the plan.

All children with an EHC Plan will have short-term targets set for them that have been established after consultation with parents/carers, child and include outcomes. These outcomes will be set out in a Student Profile and be implemented, at least in part and as far as possible, in the normal classroom setting.

### **Provision for Students with Special Educational Needs and Disabilities**

As far as is practicable and advisable, all students should be included in normal school activities. Where a physical or learning disability hinders inclusion in any activity, advice from appropriate professionals will be sought. Special equipment or support may be provided to enable access to the activity for the student.

### **In-class Support**

Students who have an EHC Plan may receive in-class support to help them access the curriculum. This is usually delivered by a designated Teaching Assistant (TA) Other individuals or groups of students without statements may also receive in-class support. Teaching Assistants may work in a variety of ways to provide support to a wider number of students with special needs.

### **Withdrawal Support**

Students may be withdrawn either from form time or from lessons so they can receive targeted small group or one to one support from staff within the SEND team. We aim to use form time to minimise lesson withdrawal as much as possible. The withdrawals might include:

Improving basic skills.

Speech and language small groups working on specific skills

1:1 reading intervention with a teaching assistant

Friendship groups

Peer mentoring

Mentoring with a teaching assistant

Work on numeracy skills

Social Stories /comic strip conversations

Programmes of spelling and handwriting support

Programmes for students who experience social and communication difficulties; raising self-esteem; team-building activities.

### **Strategies/provision for supporting students with SEN include:**

Quality First Teaching

Known and quiet space for social times for identified students

Personalised teaching and learning strategies e.g. emphasis on the child's preferred learning style

Provision of special equipment or resources

Additional time for adults to plan interventions and monitor their effectiveness

Additional staff training around students' with specific difficulties

Courses that lead to accreditation other than GCSE for a small number of identified students.

Student interviews from year 9 onwards with our internal Careers Advisory team, who are also invited to attend Annual Reviews for Year 11 students with a Statement of Special Educational Need or EHC Plan. Priority for early interviews is reserved for those with Statements of SEND or EHC Plan

Access to ICT and special adaptations as appropriate

Application to exam boards for access arrangements

Differentiated examination papers for students with visual, hearing or physical disabilities

### **The Hive – Enhanced Resource Bases for students with Moderate Learning Difficulties**

The Hive is a provision for identified students with moderate learning difficulties. The Hive is a hub for all students with Special Educational Needs in school. We have a suite of small, well equipped classrooms with a large and welcoming social space. Students' social and emotional needs are supported in addition to their academic needs here, as supporting the whole child is of utmost importance to us.

Seven students in every year group have an EHCP or statement referring them specifically to the Hive at Walkden High School. They have a personalised timetable, and most learn Maths, English and Humanities in a very small, highly supported groups in the Hive, and also access the rest of the mainstream curriculum with teaching assistant support. We also provide an intervention and enrichment programmes for these students. Close Monitoring and assessment with target setting is an integral part of the programme. Students in Years 9-11 are able to choose appropriate mainstream options and also follow s Personal and Social development course to achieve alternative qualifications.

The Hive has a Zone Leader, one other teacher, two Higher Level Teaching Assistants (HLTAs) and a number of Teaching Assistant level 2 (TA2s) who specifically work with the students referred to the Hive. They have additional training and responsibilities with regard to specific interventions and small class teaching methods necessary to support their progress.

#### **Student Progress**

Students with SEND are monitored throughout the year. We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. The progress of students with SEND is monitored as follows: Through the termly screening process which takes place for all students.

Through Annual Reviews for Statemented /EHCP students

Through our school's Data Capture

#### **Staffing**

There are two full-time teachers, one whom is the Zone Leader for the Hive. There are three **Higher Level Teaching Assistants** (HLTAs), fourteen Teaching Assistants and one part time administration support who work with our SEND students, both in the Hive and those with EHCPs or statements in the mainstream. We have weekly meetings, collaborative planning and delivery time in addition to strategy and meetings to address particular concerns or needs. The SENCO has overall responsibility for the management of staff, although there is a hierarchy of line management.

The school also includes the following who work with all students, but specifically work closely and collaboratively with the SEND team on a regular basis

School Nurse

Attendance Officer

Family support worker

Learning mentors

Heads of Year

Behaviour support team

Concerns or other important information is shared with these staff at twice weekly meetings, and filtered to all staff where necessary.

There are an additional six teaching assistants specifically linked to zones within the school.

### **The Responsibilities of the SENCO**

- The responsibilities of the SENCO include:
- Determining the strategic development of the SEND policy and provision with the Headteacher
- Day to day responsibility for the operation of the SEND policy
- Keeping the Headteacher informed of developments.
- Managing the SEND team of teachers, teaching assistants and clerical staff
- Liaising with and advising fellow teachers
- **Producing the SEN report on an annual basis ??**
- Overseeing the records of students with SEND
- Liaising with parents/carers of students with SEND
- Establishing a Provision map for students with Statements/EHCPs
- Monitoring the quality of teaching and standards of student achievement
- Contributing to the in-service training of staff
- Liaising with external agencies.
- Linking with special schools and ensuring individual programmes of support and learning are discussed with the relevant pastoral and curriculum staff.
- Transferring all SEND records and relevant documentation between receiving mainstream schools Ensuring records for students with a Statement of Special Educational Needs and Disabilities or EHC Plan will be transferred to post-16 establishments.
- Attendance and representation at reviews, case conferences and consultation sessions
- Liaising with Traded Services, ie. Speech & Language, learning support service, ASC team, visually impaired and hearing impaired teams
- Maintaining close links with the LA through the caseworker appointed to the school

### **Role of Teaching Assistants (TAs)**

The core purpose of a TA is to support high quality teaching and improved progress and learning in the classroom. An effective TA understands the relevant curriculum requirements, the role of the teacher and their own role in the classroom. TAs aim to achieve the following:

- To be competent to develop children's literacy, numeracy and other basic skills
- To use their skills effectively to support children and to help assess their progress
- To monitor progress and give feedback to children and the teacher on attainment; to contribute to reports on the progress of students with whom they are working
- To work with teachers to identify and plan for learning goals and teaching strategies in response to individual needs
- To help create and maintain a purposeful, orderly, safe and supportive learning environment
- To use a range of interesting, appropriate and clear strategies and tasks to promote learning
- To make constructive use of computers and other learning resources.
- To work with parents/carers or carers to inform about progress and any concerns and to maintain regular contact where needed
- To work with relevant outside agencies and support services, accessing relevant training opportunities when available
- To contribute to the implementation of student target setting and reviews
- To attend review meetings
- To directly support the learning of individuals or groups of students

### **External Support Agencies and Co-ordination of SEND**

A wide range of external agencies provide support and guidance to help the school meet the needs of students with SEND.

The SENCO together with Heads of Learning, School Health Practitioner and other appropriate personnel meet with representatives from the following services who are invited to attend as required:

- Educational Psychology
- LA SEND Caseworkers
- Teachers of the Visually Impaired
- Teachers of the Hearing Impaired
- Specialist teachers for students with Autism Spectrum Condition
- Speech and Language therapists
- Physiotherapists
- Medical specialists where appropriate
- Social Care
- Child Health Services

### **The role of the Governing Body**

The governing body will challenge the school to:

- Ensure that the necessary provision is made for any student who has special educational needs
- Ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LA that a student has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs and disabilities.
- Ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- Have regard to this Code of Practice when carrying out its duties toward all students with special educational needs and disabilities.
- **To support this the governors will receive the SEN report annually in the Winter Term???**
- To achieve the above, designated SEND governors will meet the SENCO and other key staff from the Inclusion Faculty on a minimum of a termly basis to gain information about the provision made for students with SEND and to monitor the implementation of the SEND policy.

### **Parent/carer/Carer Involvement**

Walkden High School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/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 partnership. The school considers parents/carers of SEND students as valued partners in SEND processes.

Parents/carers of students with SEND will be informed where there is a concern about their child and be invited to contribute to the assessment of their needs. They will be invited to reviews of their child.

Parents/carers/carers will be supported in understanding the roles of other professionals who may need to be invited to assess their child.

Parents/carers and carers will have access to the SEND Policy.

We encourage parents/carers to:

- Communicate appropriately with staff in order to facilitate appropriate support.
- Communicate on a regular basis, noting any concerns they might have about their child's learning or provision.
- Play an important part in the process of planning/reviewing their child's Profile.
- Participate in the Annual Review of a Statement of SEND or EHC Plan where such applies to their child.
- Fulfil any home-school agreements which are set in place.

Further information regarding SEND services available can be found on our website in the SEN Information report and the Local Offer. For Salford services, a link to the Salford Local Offer is also on the website.

Further advice about Special Educational Needs and Disabilities, parents'/carers' rights and responsibilities and the roles of professionals are available from Salford Information, Advice and Support Service. This is a service provided by the LA. Support to parents/carers, and may include:

- giving help and advice on individual circumstances.
- interpreting and discussing information.
- acting as a link to other agencies.
- participating in reviews and meetings to assist parents/carers.
- helping parents/carers in presenting their own opinions and wishes.
- providing a direct link with the Local Authority.

### **Student Participation**

Depending on age and appropriateness, students with SEND will also be encouraged to participate in the decision making processes affecting them. Students will be progressively more involved in decision making, developing outcomes and target setting. This can be achieved by:

Completing 'students' views' sheets for review

Attending and contributing to their own reviews

### **Staff Training and Development**

Training needs are established through the Appraisal System.

The school will provide training on a regular basis, and those staff working closely with students with SEN receive training on a wide range of targeted SEND issues.

All staff new to the school will receive appropriate training from a member of the SEN team

The SENCO will provide training for newly qualified teachers as part of their ongoing training scheme.

### **Arrangements for Considering Complaints about SEND Provision**

Any complaint about SEND provision should be addressed in the first instance to the SENCO who will be responsible for recording the complaint and the action taken. The complaint may be directed to the Headteacher. The complaint may be further directed to an SEND Governor. Should action need to be taken, Walkden High School's complaints procedure will be followed. Parents/carers may be advised of their right to refer matters to the Disagreements Resolution Service.

### **Arrangements for the Regular Review of the School's SEND Policy**

The SEND policy will be reviewed annually. The review should include at least the Governors for SEND and the SENCO.

## **APPENDIX**

### **ACRONYMS USED IN THIS DOCUMENT**

<b>SENCO</b>	Special Educational Needs Co ordinator
<b>EHCP</b>	Education, Health and Care Plan
<b>TA</b>	Teaching Assistant
<b>LA</b>	Local Authority
<b>HLTA</b>	Higher Level Teaching Assistant
<b>TA2</b>	Teaching Assistant Level 2
<b>IEP</b>	Individual Education Plan
<b>ASC</b>	Autistic Spectrum Condition
<b>VI</b>	Visually Impaired
<b>HI</b>	Hearing Impaired