



Helsby High School SEND Policy

Section 1

The SENDCo is Mrs Tobin

Telephone 01928 723551

Email etobin@helsbyhigh.org.uk

The SEND Governor is Mrs J Cawley-Gelling

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEND information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2011 (undated 2013)

The policy has been created by the school's SENDCO in liaison with appropriate school staff, governors and parents.

This is an inclusive school and there are high expectations for the achievement of SEND students. The school has a regard for the Code of Practice 2015 in that:

- It sees that all students are entitled to an education that enables them to make progress.
- All students have access to a broad and balanced curriculum.
- Teachers are expected to set high expectations for every student, whatever their prior attainment.
- Teachers are expected to use appropriate assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset.
- Students with SEND are able to study the full national curriculum.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- The school regards high quality teaching, differentiated for individual students, as the first step in responding to students who have or may have SEND.
- The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement.

Section 2: Aim

For all students to receive an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The quality of teaching for students with SEND, 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.

Objectives

This policy should:

- Identify and provide for students who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice (2015)
- Support the operation of a “whole student, whole school” approach to the management and support of special needs.
- Provide a SENDCO who will ensure a clear vision for the school by developing a robust response to the new legislation.
- Provide support and advice for all staff.


Section 3: Identifying Special Educational Needs

A student has SEND when 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.

Student skills are assessed on entry and information from their previous setting also helps inform teaching staff.

The SENDCO will visit all feeder Primary Schools where SEN pupils applying to Helsby have been identified. The SENDCO will ensure that the Secondary setting receives:

- A Learning Profile, written in conjunction with Key Stakeholders.
- Prior Attainment Data
- Medical Information

<p>I like:</p> <ul style="list-style-type: none"> • Rewards for good behaviour <ul style="list-style-type: none"> • Basketball • X box • Football • Lessons with lots of movement 	<p>I struggle with:</p> <ul style="list-style-type: none"> • Focusing – I daydream <ul style="list-style-type: none"> • Sitting still • Getting ideas from my head to paper <ul style="list-style-type: none"> • Starting a task 	<p>It helps me when:</p> <ul style="list-style-type: none"> • My teacher says my name before giving an instruction • The teacher gives me a few words to start my paragraphs • I am allowed 2 minute breaks to move around • I have blue tack to play with
<p>In the classroom I like:</p> <ul style="list-style-type: none"> • To sit near the teacher • To not copy too much from the board 	<p>Joe Bloggs Diagnosis: ADHD</p> 	<p>Resources that help me are:</p> <ul style="list-style-type: none"> • A timer • A prompt sheet • A gym ball
<p>I will help myself by:</p> <ul style="list-style-type: none"> • Asking when I don't understand • Using my timer • Putting my hand up before I move 	<p>I can get extra help from:</p> <ul style="list-style-type: none"> • The nurture zone • Maths breakfast club <ul style="list-style-type: none"> • The library • The homework club • Talking to my mum about my day 	<p>When I am older I would like... To work as a chef</p> <p>So I need to...</p> <ul style="list-style-type: none"> • Work hard at school • Research different foods • Help my Dad in the kitchen

Example Learning Profile

To help with early identification of SEN, all Year 7s sit a Reading Age test and a CAT test. We also have a pastoral evening in the October of a pupils start year, which is a perfect platform to discuss concerns.

There are additional transition visits, supported through our “JIGSAW” project for pupils with additional needs and particular vulnerabilities.

Subject teachers, supported by the senior and extended leadership team, will make regular assessments of progress for all students. These should seek to identify 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 student’s previous rate of progress
- fails to close the attainment gap between the student and their peers
- widens the attainment gap

Teacher assessment will include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Methods of assessment:

- Subject teachers and Subject Leaders will track the progress of SEN pupils within their groups.
- To SENDCo will assess the data of pupils with SEN.
- If the current intervention isn’t working it will be modified or changed. This will not be done without a discussion with the parent/carer.
- SEN is reviewed and evaluated through the School Improvement Plan. The SENDCo provides regular reports to the governing body on a yearly and termly basis to share successes and outline plans for areas of improvement.
- Progress is monitored through the school’s data tracking system. Data is RAG (Red, Amber, Green) rated and compared to expected progress.
- For students on EHCPs, personalised learning targets are set and reviewed regularly.

Responses

Where progress continues to be less than expected, the SENDCO, working with other key members of staff, should assess whether the young person might have SEND.

This will include:

- Evidence of high quality teaching targeted at areas of weakness.
- TA and staff observations of the pupil
- Extra teaching or other rigorous interventions designed to secure better progress, where required.
- Monitoring student response to support
- Involving parents and carers

Broad areas of need

- 1) Communication and interaction

- 2) Cognition and learning
- 3) Social, emotional and mental health difficulties
- 4) Sensory and/or physical needs

The purpose of identification is to consider the action the school needs to take rather than fitting a student into a category. At Helsby High School, the needs of the whole young person are considered, not just the special educational needs.

There are some problems which may impact on progress and attainment but which are not SEND. These are:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty under current Disability Equality legislation but these alone do not constitute SEND)
- 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 young person of Servicemen/women

Section 4: The Graduated Approach to SEND support in Helsby High School

Responses

The role of subject teachers is to provide high quality teaching for all students, as the Code of Practice states: *High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement.*

The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. The SENDCo provides fortnightly "advice surgeries" for staff.

In recording student needs on a central register, the criteria for entering a student will include:

- Previous support such as information from primary school and outside agencies
- Evidence of little progress despite quality first teaching from subject teachers.
- Considering individual student progress in school, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

Where a student is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the

form of a four-part cycle of **IIII (Information, Intervention, Impact, Innovation)** 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 is at this stage that a young person will be placed on the SEND register.

The four part cycle:

Information - looking at the information we have and assessing where a pupil currently is at.

The subject teacher working with the SENDCO should assess where a young person is not making adequate progress, despite high quality teaching targeted at an area of weakness.

They should draw on evidence from a clear analysis of the student's need such as:

- The subject teacher's assessment and experience of the student
- Information regarding student progress, attainment and behaviour
- The student's development in comparison to peers
- The views and experience of parents
- The student's own views
- Advice from external support services when available

Once SEND has been established, the Local Authority documentation, Young Person Profile, Our Story and Young Person's Views will be initiated.

Intervention

Targets and objectives for intervention will be identified and agreed with the student, parents and teachers. Additional provision, where appropriate, will be incorporated into the plan. The plan will clearly outline interventions to be undertaken and the personnel involved. There will be clear, measurable outcomes. These will be recorded on the Young Person's Profile.

Here are some examples of interventions currently offered, but this is not an exhaustive list.

- Literacy intervention
- Numeracy intervention
- Literacy and Numeracy catch-up programmes
- Speech and Language intervention
- Meet and Greets
- Art Therapy
- Self-Esteem workshops
- Reading Club
- Nurture group
- Daily expectations
- Catch up sessions
- Extra spelling work
- Additional access to ICT
- Access Arrangements
- Reflection logs
- IDL dyslexia intervention
- Social stories intervention

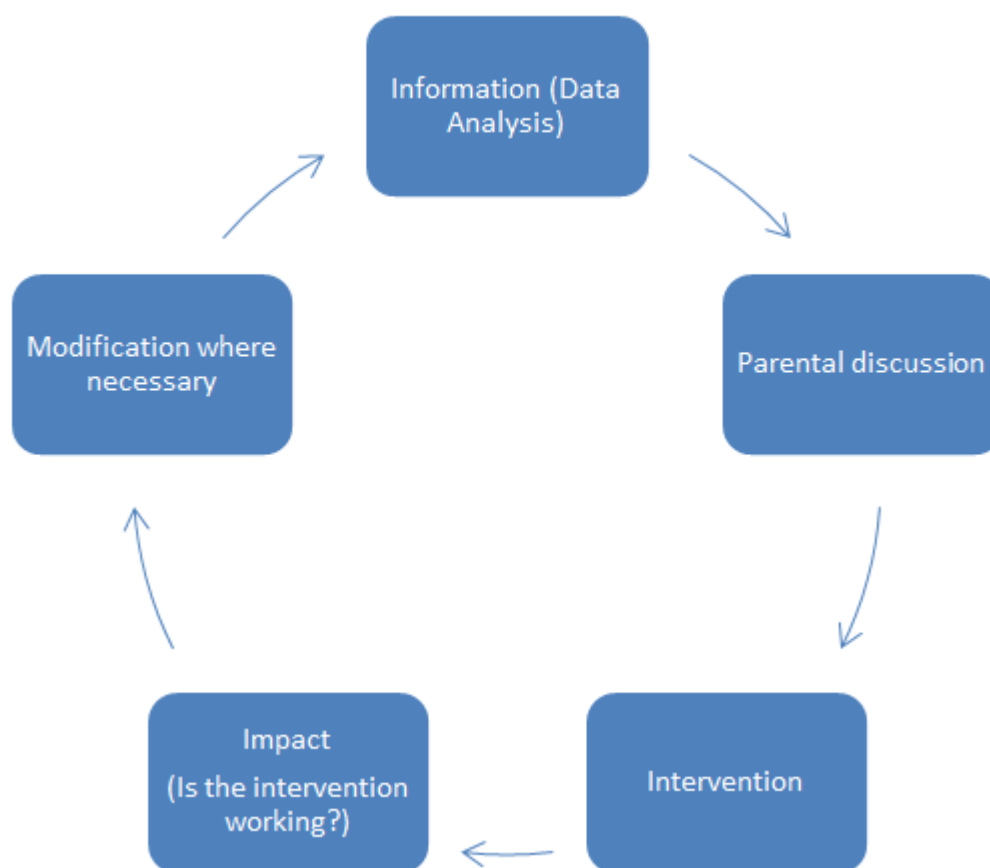
Impact – measure whether the intervention has led to pupil progress.

Reviews will evaluate the effectiveness of the support given and the impact on the student's progress. Assessment information will be gathered, measured against desired outcomes and written into the Young Person Profile to monitor impact. Adjustments may be made following the review. Progress will be formally reviewed every term.

Where a student has a statement or Educational Health and Care Plan (EHCP), a statutory annual review meeting will take place.

Innovation

Where needed the intervention may be modified and the ILL cycle begins again.



Section 5 Managing Students' needs on the SEND register

Appropriate Local Authority documentation will be initiated for all students placed on the new (Code of Practice 2015) SEND register. This includes parental information (Our Story), student information (Young Person's Views) and the tracking document (Young Person Profile).

The tracking document (Young Person Profile) will determine desired outcomes, summarise SEND, Additional Needs, main areas of strength and main areas of difficulty. It will incorporate recent outside agency advice, suggested teaching strategies, provision map information, reading and spelling data and tracking information.

SMART targets will be written into the document and they will link with the desired outcomes. There will be termly evaluations in order to monitor progress and decide on next steps.

Administrative staff will keep it updated at the direction of the SENDCO and Key Stage Leaders.

It will be reviewed at least termly, although interim assessments will be monitored when published half-termly.

By completing the Local Authority's paperwork from an early stage, the school will ensure that the authority has the evidence required to make further recommendations, either financially or through other resources in order to improve outcomes.

The level of provision will be decided according to the progress a student makes. The school will use existing resources in a targeted way initially. If a young person fails to make progress, the Local Authority's advice will be sought. The school will ensure that it works closely with the Local Authority and links with the Local Offer which is available on the authority's web site. The Local Offer incorporates links to outside agencies. Systems for working with outside agencies are in place. Joint working with other professionals may include advice and support from:

- Specialist support/therapies
- Clinical treatments
- Delivery of medications
- Speech and Language Therapy
- Child and Adolescent Mental Health Service
- Occupational Therapy
- Physiotherapy
- School health
- Specialist equipment and wheelchairs
- EWO

A SEND information report is available on the school web site so that parents are able to see how the school will support their children.

Section 6: Criteria for exiting the SEND Register

Students will be added to the register on transition according to the following criteria:

- a. previous school information
- b. advice from appropriate outside agencies and professionals
- c. liaison with parents

Students will exit the register when the need becomes less significant because progress can be demonstrated and/or additional resources to assist with progress are no longer required.

Section 7: Supporting Students and Families

The Local Authority is required to publish The Local Offer with details of support available for families.

The school is required to produce a SEND Information Report and this links directly to The Local Offer. Details of the report can be found on the school's web site under School Information, Pupil premium and SEND

Local Authority and NHS agencies will support the family and include those mentioned above as outside agencies

The school will ensure that access arrangements are put in place for those students who meet exam board criteria. Reasonable adjustments are made for students with a disability which prevents or hinders them from being able to sit examinations in the same way as the majority of students. The Exam Officer works closely with the SENDCO to ensure appropriate support is in place.

There are very close links with partner primary schools.

The SENDCO attends Year 6 review meetings in order to prepare for SEND students entering the school.

Students are supported during the Options process at the end of Key Stage 3

There is an effective careers pathways programme and an employed careers advisor who offers valuable Information, Advice and Guidance for post sixteen and adult education. Additional advice is available from the Local Authority for students with additional needs

The school counsellor is professionally trained and qualified and works to support the emotional needs of students for whom there is a concern.

Section 8: Monitoring and Evaluation of SEND

The school is able to monitor the success of its provision by looking closely at a number of factors including:

- Accessibility of classrooms for disabled students by adapting timetables and rooming.
- Arrangements to ensure accessibility and safety for all.
- Inclusion in PE through the provision of a differentiated PE curriculum by funding
- Additional members of staff for students with disabilities.
- The progress of SEND students academically and socially through internal and external assessment, and monitoring behaviour and attendance.
- The use of the form tutor and pastoral system to monitor student well-being.
- Evaluating the management of any safeguarding concerns, where appropriate.
- SEND CPD groups which include teachers from a variety of departments which evaluate and plan around the changing needs of the school following the new Code of Practice.
- Regular whole-school SEND reviews.
- Regular meetings with the SEND governor and a regular SEND update to the Welfare governor committee.
- Support staff being made aware of the specific requirements of students.
- Teaching Assistants have attended Dyslexia, Dyscalculia, Autism and disabled handling courses.
- The SENDCO ensures that required training is up to date.
- Fortnightly SEND review meetings with the SLT link (Assistant Head Teacher.)

Section 9: Training and Resources

The school is funded for SEND by the Local Authority following the updated national system used for mainstream schools:

Element 1: core education, place led funding from the Education Funding Agency for all students attending school

Element 2: Additional Support driven by proxy indicators such as local deprivation and prior attainment decided by the Education Funding Agency

Element 3: Top-up funding from the Local Authority to meet the individual needs of High Need students placed in the school.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school’s SEND provision and practice.

The SENDCO works closely with the Local Authority and attends meeting and training in order to keep up to date with local and national SEND updates

The SENDCo has arranged and facilitated networking events for all of the SENDCo in the LA (Local Authority)

Section 10 Policies to be read with this document

- The Admissions policy
- The Child Protection and Safeguarding policy
- The Medical Needs policy
- The Anti-bullying policy
- The e-safety policy
- The Disability, Equality and Accessibility policy
- The Equalities Policy

Date of review: July 2016

Date of next review: July 2017

Signatures:.....

.....

