



# SILCOATES SCHOOL

Registered Charity No 1158796

## **Special Educational Needs and/or Disabilities Policy (Senior School)**

# Silcoates School

## Special Educational Needs and/or Disability Policy

### Rationale

Silcoates School is committed to ensuring that the necessary provision is made for every pupil in the school community, to ensure we are giving all our pupils every opportunity to achieve their academic potential. Our school is passionate about inclusive education for all and aims to identify Special Educational Needs and/or Disabilities (SEND) swiftly in order to eradicate barriers to learning so that all pupils make good progress: in so doing, we help to nurture their sense of dignity and self-worth in accordance with the school's ethos. We respect the unique contribution that every individual can make to our school community.

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools must use their best endeavour to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less” (SEND Code of Practice 0-25, 2014).

“All teachers are teachers of students with special educational needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response” (Ofsted 2014).

The aims and objectives of the Learning Support Department show consideration to the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice 0-25 2014.

### Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice 0-25 (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England**.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**.’*

### Aims

Silcoates School is committed to providing an appropriate and high quality education to all students. We believe that all students have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

## Objectives

- To ensure a clear and effective process for identifying and assessing pupils with SEND;
- To inform subject teachers, and those with pastoral responsibility for the pupil, of the pupil's special educational needs and/or disability;
- To develop effective whole school provision for students with special educational needs and/or disabilities to facilitate pupils' progress and integration into whole school life;
- To review progress towards targets and amend provision as appropriate, with students and their parents/carers at the centre of the assess, plan, do, review cycle;
- To deliver training and support for all staff working with pupils with special educational needs and/or disability in order to develop our practice within the guidance set out in the Code of Practice 0-25, January 2014.

## Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

**Communication and Interaction** - these children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, 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.

**Cognition and Learning** - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

**Social, Emotional and Mental Health** - children 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, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or Physical Needs** - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

## Responsibilities

### ***Board of Governors***

- The SEND governor is responsible for monitoring that the School and the Learning Support Department is fulfilling its obligation towards pupils with SEND.

### ***Headmaster***

- To ensure that pupils with SEND are not treated less favourably within the School, as directed by the Equality Act.
- To have an overview of the Learning Support Department.
- To ensure that the SEND Policy's procedures are in place and being implemented across the School.
- To keep the Board of Governors informed of procedures in the Learning Support Department.
- To provide appropriate staffing for Learning Support.
- To have an overview of staff training in regard to SEND.
- To ensure that Learning Support is considered from a whole school perspective.

### ***Director of Admissions***

- To collect information from parents of prospective and new pupils with regard to Special Educational Needs/and or Disability and alert the Headmaster and the Head of Learning Support.

### ***Deputy Head (Academic)***

- To review the progress of pupils with SEND.
- To consult with the Head of Learning Support regarding new pupils.
- To consult with the Head of Learning Support regarding referrals.
- To ensure appropriate arrangements are made for entrance examinations on receipt of recent (within two years) diagnostic assessments from a professional body.
- To review curriculum requirements with regard to pupils with Special Educational Needs/and or Disabilities.

### ***The Head of Learning Support***

- To oversee the day-day operation of the school's SEND policy.
- To oversee adequate screening of all pupils new to the School in order to identify the likelihood of Special Education Needs and/or Disability.
- To inform teaching staff and those with pastoral responsibility for a pupil of the nature of the Special Educational Need and/or Disability.
- To provide specific information on the nature of the difficulty, the impact on learning and the provision necessary to support pupils with acute difficulties.
- To advise on the graduated approach to providing SEND support and to coordinate the provision for all pupils with identified SEND
- To discuss SEND issues and requirements with parents as appropriate.
- To ensure, through liaison with the Examinations Officer, that appropriate arrangements are made for pupils who are entitled to access arrangements for public examinations.
- To ensure that the school keeps the records of all pupils with SEND up to date

### ***Heads of Department***

- To ensure that issues regarding SEND are on departmental agendas at least once every term;
- To ensure that a pupil with SEND experiences differentiated work as appropriate;
- Where there are changes of teacher within an academic year, to ensure that the new teacher is briefed regarding any pupil with SEND whom they will be teaching;
- To make the Head of Learning Support aware of any pupil who appears not to be making the expected progress, and of the strategies which are being implemented within the department.

### ***Subject Teachers***

- To familiarise themselves with the information in the SEND register on SIMS and to record (in whatever way is most appropriate for them) those pupils with SEND whom they teach.
- To ensure that differentiation is used, as appropriate, and in line with departmental policy, in order to allow pupils with SEND easier access to subject matter.

- Where possible, to adhere to the provision necessary to meet the needs specified on the Support Plan and/or outlined in the EHCP for those pupils identified and recorded as having acute needs.
- To discuss with Heads of Department any pupil causing concern due to a lack of expected progress.
- To familiarise themselves with the detailed information in the pupil's personal files regarding those who have SEND.

### ***Pastoral Heads***

- To ensure that issues regarding SEND are discussed with Form Tutors at least once every term.
- To ensure that Form Tutors monitor the progress of pupils with SEND from the pastoral perspective.
- To consult with the Head of Learning Support regarding referrals.
- To collect information from Form Tutors regarding concerns about pupils within their pastoral remit which might suggest a Special Educational Need and/or Disability.
- To advise Form Tutors of strategies to support the progress of pupils with SEND from the pastoral perspective.
- To refer to the Head of Learning Support pupils who are causing concern.

### ***Form Tutors***

- To use feedback from Subject Teachers to monitor progress and inform consultation with Pastoral Heads wherever there are concerns.
- To be pro-active in encouraging the progress of pupils for whom they have a pastoral responsibility.
- To familiarise themselves with the detailed information in the pupil's personal files regarding their tutees who have SEND.

## **A Graduated Approach to SEND Support**

### ***Early Identification of Need:***

All pupils are assessed in terms of skills and academic levels on entry to Silcoates School. Baseline data is evaluated following the MidYis and ERT assessments (completed at the start of year 7). In addition, subject teachers make regular assessments throughout the academic year. This identifies 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 from the same baseline
- Fails to match their previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The first response to this identified need is high quality teaching targeted at their areas of weakness. Further support will be considered by the Learning Support Department if this lack of progress is sustained over time.

At this point the pupil may be monitored by the Head of Learning Support (the four part cycle). The pupil's subject and form tutor will remain responsible for working with the pupil for planning and delivering a personalised curriculum.

### ***The four part cycle:***

**Assess:** In identifying a pupil as needing additional support, the form tutor, subject teachers, head of learning support and other staff working with the pupil will make a clear analysis of the pupil's needs. We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

The triggers for intervention include concern, underpinned by evidence, about the pupil, who, despite receiving differentiated learning opportunities;

- Makes little or no progress even when teaching approaches are targeted as their identified area of weakness
- Shows signs of difficulty in developing literacy or maths skills resulting in poor attainment in some curriculum areas
- Presents persistent social, emotional or mental health difficulties which are not ameliorated by the behaviour management techniques or pastoral support system employed in the school
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

Pupil's needs and requirements broadly fall into four categories:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical

**Plan:** Where SEN Support is required the form tutor and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do:** The Head of Learning support, along with form tutors and subject teachers, will use the information detailed on the pupil profile to decide what action is needed to help ensure pupil progress.

This might include:

- To provide different learning materials or equipment
- To introduce some group or individual support
- To introduce some appropriate intervention and monitor its effectiveness
- To access an outside agency for advice/strategies/training

**Review:** The pupil plan will be reviewed at least twice annually with staff, students and parents where appropriate. This review will also take into account whole school reporting systems, teacher updates, progress information and any specialist intervention. Plans will be monitored, changed or finished at these review points.

### **Arrangements**

The Head of Learning Support maintains a provision map outlining the provision given to each area of need at Wave 1, 2 and 3. This is individually mapped based on pupil need. The range model is flexible and a pupil may move between ranges if they make better than expected progress or fail to make expected progress following appropriate intervention.

Parents are notified if an assessment or screening result indicates that a pupil may have SEND. Information from previous schools, parents and staff is also taken into consideration. Our staff are not, however, qualified to make a diagnosis of any developmental condition, for example those commonly referred to as dyslexia, developmental co-ordination disorder (DCD/dyspraxia), autism (ASD), attention deficit hyperactivity disorder (ADHD) and/or other developmental disorders.

A pupil with an identified SEND may be allowed special arrangements for entrance examinations and/or extra time for internal assessments and external examinations, but each case has to be assessed on its individual merits. The Examination Boards require a full diagnostic assessment to have been carried out from Year 9 onwards, along with other evidence of need. The School has access to a team of educational psychologists and assessors, who are able to carry out the assessments, with an associated fee.

Parents must recognise that, while valuing the importance of inclusion, the School may not always be able to meet all of the specific requirements to support a pupil with SEND. However, once a Special Educational Need and/or Disability has been identified, the School will endeavour to meet the needs of a pupil in so far as it reasonably can. A pupil's Support Plan and/or EHCP therefore outlines the strategies that can reasonably be put in place to support a pupil with SEND.

### **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

The School is happy to support parents who wish to request an Education, Health and Care Plan (EHCP) by collating supporting evidence and liaising with the appropriate Education Authority. For those children who have an existing ECHP or 'My Support Plan', annual reviews will take place in consultation with parents and relevant external agencies.

### **Criteria for removing pupils from the SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Date of last review:	May 2018
Reviewed by:	R. Dews – Deputy Head (Academic) A.Russell – Head of Learning Support