



SEND POLICY

For

Parrs Wood high School and Sixth Form

2016/2017

**Headteacher
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**Ratified: 29th September 2016
Review: September 2017**

Parrs Wood High School
Policy to Promote the Successful Inclusion of
Students With Special Educational Needs and Disabilities (SEND)2016

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 Manchester 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.

Statement of Intent

For all of our students to believe in themselves, achieve their academic and social potential and to succeed in securing their future in education, training or the workplace.

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, 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

The success of the school's SEND policy will be judged against the objectives set out above.

Evaluating the Success of the SEND policy

The Governing Body will evaluate the success of this policy annually by considering the views of:

- Teachers
- Parents/carers
- Students
- External professionals

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

- Consideration of each student's success in meeting targets on Student Profiles
- Use of standardised tests
- Evidence generated from SEND reviews
- Evidence of "Closing the Gap" in performance between SEND and Non-SEND students

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Identification of SEN

The school's identification and assessment procedures have regard to the Code of Practice 2014. The school will be guided by the Manchester Staged Procedures scheme developed in line with legislation and with guidance from the authority and its officers.

Usually, Special Educational Needs and Disabilities are identified initially through liaison with primary schools. Parrs Wood's identification strategies include:

- Observation
- 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

Subject teachers, pastoral staff, parents/carers, school screening and assessment programmes can alert the need for action when a special need is suspected.

Other external agencies e.g., the School Health Practitioner, Speech Therapists, Social Workers etc, may alert the school of a special educational need.

The following procedures will be followed:

- Where there are concerns about SEND, parents/carers are informed by the SENCO and Heads of Learning
- Information is gathered about student's needs. This may include learning difficulties or emotional and behavioral difficulties, student strengths and weaknesses, and any possible medical issues. This information is then used by the SENCO / Head of Learning / subject teacher to target areas of weakness and devise strategies to help

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. This will be done in conjunction with the

transition programme for primary schools.

The SENCO or a representative will attend year 6 reviews of students with SEND

There will be liaison meetings with the Head of Learning, Transition Team, School Nurse, SENCO and when possible, the Educational Psychologist and Attendance Officer to discuss the new intake during the summer term prior to entry.

The following procedures to screen and assess year 7 students will be followed:

- Consideration of KS2 SATs results
- Reading level assessed
- Spelling level assessed
- Classroom observation to assess ability to access the work
- Consultation with subject teachers, form tutors and Head of Learning to inform and share information when there is a concern.
- Initial screenings of Maths and English

Key Principles of Curriculum Access

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:

- Ensure they are fully aware of students' diverse learning needs and recommended strategies for responding to them
- Overcoming potential barriers to learning
- Planning and delivering appropriate programmes of work with feedback from the student
- Identifying students who do not make the expected progress
- Liaise closely with assigned LSA 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 at **Monitoring** and **SEND Support**. 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 Headteacher, SENCO, literacy and numeracy coordinators, departmental and pastoral colleagues 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
- Ensure opportunities for the student to show what they know, understand and can do through the pastoral programme

- Involve the student and parents/carers in planning and agreeing targets that match their needs
- Involve parents/carers in developing a joint learning approach at home and in school.

Triggers for “Monitoring”

The school follows the guidance set out in The Code of Practice when placing a child on the SEND register. A child may be placed at “Monitoring” for the following reasons:

- Academic progress gives cause for concern
- A child is presenting with behavioural concerns which may have an underlying social, emotional or mental health cause
- If they have sensory or physical problems and are not making expected academic progress
- If they have language, communication or interaction difficulties and are not making expected academic progress

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 . The Profile may include information about:

- A descriptive outline of the students’ needs
- The short-term targets set for or by the student
- The teaching strategies to be used
- The provision to be put in place
- When the profile is to be reviewed

Where a student has a Statement or Plan, the Profile will focus on three or four individual targets to match the students needs. 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 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 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 SEND Support 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 school seeks the help of external support services, those 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. The resulting programme for the student will set out new strategies for supporting the student's progress with the strategies specified in the Student Profile, implemented, at least in part, in the classroom setting. Delivery of the Student Profile will remain the responsibility of subject teachers.

If the SENCO and the external specialist consider that the information gathered about the student is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the student's parents/carers will be sought

School Request for an Education Health and Care (EHC) Needs 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 a **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
- 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

EHC Needs Assessment 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 Needs assessment of 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's 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 an in the Student Profile and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Student profile will continue to be the responsibility of the class teacher.

Where a EHC needs assessment is needed the SENCO will gather written evidence of school based strategies used and reviews of progress. The SENCO will ascertain the views of the parent/carer and student, co-ordinate the assessments by other professionals and complete all necessary referrals to the Casework Service.

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.

Provision Map

Provision of support for all students at SEN support or on an EHC plan or continuing on a Statement of SEN will have the support they receive on a school provision map identifying the types of additional support they are receiving over and above the quality first teaching in the classroom

Year 7 'Transition' Classes

These classes are for Year 7 students who, for a variety of reasons, would benefit from having extra support in making a successful transition to secondary school. Specialist, intensive teaching will be provided to help target students' literacy and numeracy skills development. To reduce the number of teachers that this cohort of students will have contact with, and thus creating a more familiar 'primary school approach', teachers of these groups will also teach History and Geography.

In-class Support

As far as possible, learning support should be provided within the classroom. Students who have an EHCP may receive in-class support to help them access the curriculum. This is usually delivered by a designated Teaching Assistant. 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 from lessons so they can receive targeted small group or one to one support from staff within the Inclusion Faculty.

This might include:

- Improving basic skills.
- Small group teaching for students who are at an early stage in acquiring reading or numeracy skills
- Programmes of spelling and handwriting support
- Programmes for students who experience social and communication difficulties; raising self-esteem; team-building activities.

Other Support

- Bereavement Group
- Gardening Therapy
- Curriculum and/or Emotional and Social Support from the Inclusion Classroom
- Social Stories /comic strip conversations
- Mentoring by Pupil Support Managers
- Peer mentors
- Students will be actively encouraged to participate in a wide range of extra-curricular activities, removing barriers to access and participation.

Strategies/provision for supporting students with SEN include:

- Quality First Teaching
- Personalised teaching and learning strategies e.g. greater 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
- Revision courses and 'enhancement' programmes
- Courses that lead to accreditation other than GCSE in years 10 and 11, as outlined in the school's Options and Pathways booklet
- Student interviews from year 9 onwards with a Personal Advisor (PA) from Future Choices, the school careers advice service. The PA is invited to attend Annual Reviews for Year 11 students with a Statement of Special Educational Need currently or and EHCP. Priority for early interviews is reserved for those with Statements of SEND or EHCP
- 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

Resource Bases

The Inclusion Faculty has its own suite of rooms including three classrooms and an office. The suite is well resourced with teaching and learning materials including student computer stations. In addition there are twelve Alpha Smart keyboards for student use.

Resourced Provision for HI / VI students

The school works in partnership with the Manchester Sensory Service to offer resourced provision. A Speech and Language Therapist is designated to work alongside the team at assigned times during the week. There are a wide range of teaching and learning resources including computer stations and a Smart Board provided by the Service.

Monitoring 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 qualitative, as well as quantitative progress which shows progress in areas of self-organisation; behaviour; social skills for example.

Statement of Funding

The school budget allocation for SEND is made up from delegated and non-delegated funds. The first £6000 of funding to support students on EHCP or SEND Support comes from the SEND designated funding in school. Additional funding can be applied for by the SENCO to the LA when there is insufficient funding to meet the needs of the students. Where a student has funding it is used for a range of provision including support and mentoring staff and resources in order to fulfill statutory requirements. The SENCO reporting to the Headteacher has responsibility for how this money is spent. The governing body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the needs of the objectives set out in this policy.

Staffing

There are two full-time teachers. There are nineteen Learning Support Assistants and one clerical assistant shared between SEND and safeguarding. The SENCO has overall responsibility for the management of the Inclusion Faculty.

The school provides the following:

- School Nurse
- Attendance Officer
- Members of the Inclusion Team
- Pupil Support Managers
- Learning Support Assistants

Responsibilities for Co-ordination

The teaching of students with Special Educational Needs and Disabilities is the shared responsibility of all, and the whole school should be involved in developing strategies to meet their needs. However, the following have a particular responsibility in ensuring that a wide range of needs can be successfully met:

- The Headteacher and Leadership Team
- The SENCO
- Heads of Learning
- Assessment Coordinator
- Members of the Inclusion Faculty
- The Gifted and Talented Coordinator
- Director of Learning for Transition

- Directors Of Learning for KS3 and KS4
- Pupil Premium Coordinator
- Literacy Coordinator
- Numeracy Coordinator

Joint responsibility of the above includes:

- Carrying out analysis and assessment of students' needs
- Setting targets for improvement
- Monitoring progress against these targets
- Developing and maintaining constructive relationships with parents/carers
- Liaising with external agencies
- Keeping up to date with new developments in SEND by attending training courses
- Disseminating information to relevant staff
- Assist in provision of training for staff
- Narrowing the gap for achievement and attainment between SEND and non-SEND cohorts.

Other Methods of Co-ordinating SEND:

- The SEND Faculty and the EAL team discuss the needs of individual students and plan provision
- The Attendance Officer has regular meetings with each Head of Learning
- The School Parent/Carer Officer liaises with the SENCO and Heads of Learning
- The School Health Practitioner and Inclusion Faculty liaise closely to identify possible health needs and to co-ordinate action as required. Students can be referred to the nurse for hearing and sight testing. The nurse is available to students for information or advice on health matters.

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
- Overseeing the records of students with SEND
- Liaising with parents/carers of students with SEND
- Establishing a Provision map with Statements/EHCP and at SEND Support
- 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 within the statutory ten days.
- 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, support workers and medical therapists ie. Speech &

Language and personnel from the Sensory Service

- Maintaining close links with the LA through the caseworker appointed to the school, as well as through attendance at SENCO Network Meetings

Role of Learning Support Assistants (LSA)

The core purpose of a LSA is to support high quality teaching and improved progress and learning in the classroom. An effective LSA understands the relevant curriculum requirements, the role of the teacher and their own role in the classroom. LSAs 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 ILPs
- 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
- Social Care
- Child Health Services
- Voluntary Organisations
- Other services as appropriate

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.

- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- 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.
- Report to parents/carers on the implementation of the school's policy for students with SEND.
- Have regard to this Code of Practice when carrying out its duties toward all students with special educational needs and disabilities.
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child.

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

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

- Parents/carers/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.

Parrs Wood encourages 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 advice about Special Educational Needs and Disabilities, parents/carers' rights and responsibilities and the roles of professionals are available from Information, Advice and Support Manchester. This is a service provided by the LA. Support to parents/carers 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 reviews
- Attending and contributing to their own reviews

Staff Training and Development

Training needs are established through the Performance Management System. These training needs are written into an annual staff training programme and funding is set aside each year for this. In support of this:

- The school will provide on a regular basis, training for individual staff or groups, to meet the school's needs in delivering the policy.
- All staff new to the school will receive appropriate training from a member of the Inclusion faculty. The SENCO will provide training for newly qualified teachers as part of their ongoing training scheme.

The Inclusion Faculty has a range of reference materials on learning difficulties, syndromes and conditions eg, Dyslexia, Autistic Spectrum Conditions, Dyspraxia, Hearing Impairment, Visual Impairment, ADHD available for use by staff. All supportive staff receive training on a wide range of SEND issues which may be targeted for staff supporting students with specific difficulties.

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, Parris Wood 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 the Governors for SEND, the SENCO and representatives of faculties and non-teaching staff.

R. Sheldrake
Director of Inclusion Faculty/SENCO
September 2016