

# **Special Educational Needs and disability (SEND) Policy**



**Parrs Wood High School**

# SEND POLICY

## Approval History

Approved By:	Date of Approval	Version Approved	Comments
	20/06/18		

## Revision History

Revision Date	Previous Revision Date	Rev	Summary of Changes	Changes Marked	Owner/Editor
13/6/18		2			LGB

**Parrs Wood High School**  
**Policy to Promote the Successful Inclusion of**  
**Students With Special Educational Needs and Disabilities (SEND) 2018**

**1. Aim:** Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

**2. Legislation and Guidance**

This policy and information report have been written with regard to the Special Educational Needs and Disability Code of Practice 2014 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disabilities Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENDCOs) and the SEN Information Report.
- This policy also complies with our funding agreement and articles of association.

**3. Definitions**

A student has SEN 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 or disability if they have:

- A significantly greater difficulty in learning or in accessing education than the majority of others the same age
- A disability which prevents or hinders them from making full use of educational facilities available in school of a kind generally provided for others of the same age in mainstream schools.

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.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other young people of the same age by mainstream schools.

**4. Vision, Principles, Objectives and Evaluation of the SEND Policy**

**Our Vision for pupils with SEND**

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 Pupil 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.

## **5. Roles and Responsibilities**

### **Staffing**

The SENDCo is Ruth Sheldrake ( [r.sheldrake@parrswood.manchester.sch.uk](mailto:r.sheldrake@parrswood.manchester.sch.uk) ).

The Assistant SENDCo is Hannah Claydon ( [h.claydon@parrswood.manchester.sch.uk](mailto:h.claydon@parrswood.manchester.sch.uk) ) .

One Specialist Teaching Assistant for pupils with Specific Learning Difficulties, Leanne Esposito ( [l.esposito@parrswood.manchester.sch.uk](mailto:l.esposito@parrswood.manchester.sch.uk) ) and one Higher Level Teaching Assistant, Diane Gott ( [d.gott@parrswood.manchester.sch.uk](mailto:d.gott@parrswood.manchester.sch.uk) ) .

There is also a large team of Grade 3 Learning Support Assistants and one clerical assistant shared between SEND and safeguarding.

The SENDCo 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
- Educational Psychologist

### **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 SENDCo and Assistant SENDCo
- Heads of Learning
- Members of the Inclusion Faculty
- The Gifted and Talented Coordinator
- Director of Learning for Transition
- Directors Of Learning for KS3, KS4 and KS5
- Pupil Premium Co-ordinator
- Literacy Coordinator
- Numeracy Coordinator
- Sixth Form Learning mentor

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
- Closing the gap for achievement and attainment between SEND and non-SEND cohorts.

### **Other Methods of Co-ordinating SEND:**

- The Inclusion Faculty and the EAL team discuss the needs of individual students and plan provision
- The Inclusion Faculty Team meets half termly, with weekly briefings
- Inclusion Panel Meetings with the Inclusion staff and Head and Director of Learning meet to plan for the needs of individual pupils.
- The Attendance Officer has regular meetings with each Head of Learning
- The Family Liaison Officer liaises with the SENDCo 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.

- Necessary information is shared with all staff fortnightly through the Inclusion Bulletin
- Each Faculty has a voluntary SEND Faculty Representative who meets half termly with The SENDCo to discuss SEND across the school and to share good practice. The Reps work within Faculties to raise SEND awareness, share information and promote an agenda of inclusion.

### **The Responsibilities of the SENDCo**

The responsibilities of the SENDCo include:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision within the school
- Day to day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that students with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN Support.
- Advise on the deployment of the school's delegated budget and other resources to meet the students' needs effectively.
- Be the point of contact for external agencies, especially the Local Authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils up to date.
- Contributing to the Continuing Professionals Development of staff
- Linking with outreach teams from specialist provision to ensure individual programmes of support and learning are regularly discussed and reviewed.
- 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 Local Authority SEN Team through the caseworker appointed to the school, as well as through attendance at SENDCo Network Meetings and Preparing for Adulthood Network Meetings.
- Share, on a need to know basis, up to date information about the student; short and long term targets and strategies to support students through up to date Pupil Profiles. These are reviewed at least annually.

### **Role of the Assistant SENDCo**

The assistant SENDCo will

- Work with SENDCo to deliver the SEND Policy and provision within the school.
- Day to day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEN, including those with EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that students with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN Support, especially with regard for students in transition from Year 6 to Year 7.
- Be the point of contact for external agencies, especially the Local Authority and its support services

especially for students in Year 6 and Year 7.

- Work with the Director of Learning for Transition, the Head of Learning for Year 7 to liaise with Primary schools to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Be responsible for the transfer of SEND records their Primary schools and ensure the school keeps the records of all Year 7 pupils up to date.
- Be responsible for sharing information about pupils with SEND with all staff to ensure a smooth transition process.
- Contributing to the Continuing Professionals Development of staff
- Linking with outreach teams from specialist provision to ensure individual programmes of support and learning are regularly discussed and reviewed.
- Attendance and representation at Y5, 6 and where necessary Year 7 reviews, case conferences and consultation
- Liaising with Traded Services, support workers and medical therapists ie. Speech & Language and personnel from the Sensory Service as part of the Transitional process.
- Maintaining close links with the Local Authority SEN Team.
- Share, on a need to know basis, up to date information about the Year 7 students; short and long term targets and strategies to support students through up to date Pupil Profiles. These are reviewed at least annually.

### **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 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 Pupil Profiles and Outcomes from Education, Health and Care Plans.
- To attend review meetings
- To directly support the learning of individuals or groups of students

In addition to this the Higher Level teaching assistant (HLTA) will

- Support the SENDCo and Assistant SENDCo in the day to day deployment of the LSAs
- Meet regularly with the LSAs to monitor the daily progress and any concerns regarding the SEND students.

- Support the SENDCo in meeting the specific medical needs of students.
- Organise the daily deployment of the LSA team

### **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 SENDCo 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
- Speech and Language Therapy
- Child and Adolescent Mental Health practitioners
- Local Authority SEND Caseworkers
- Social Care
- Child Health Services
- Careers
- 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 Local Authority 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 the Code of Practice 2014 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.

### **The SEND Governor will:**

- Help raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- Work with the Headteacher and the SENDCo to determine if the SEND policy and provision.
- Meet on a termly basis with the SENDCo.

### **The Headteacher will:**

- Work with the SENDCo and SEN governor to determine the strategic development of the SEND Policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or disability.

### **Class teachers:**

Each class teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo and the Assistant SENDCo to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

## **SEN INFORMATION REPORT**

### **i) The kinds of SEND that are provided for:**

Our school is a mainstream school. We currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and Learning, for example, dyslexia and dyspraxia.
- Social, Emotional and Mental Health Difficulties, for example, attention deficit and hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and cerebral palsy.

### **ii) Identification of SEND**

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.

Special Educational Needs and Disabilities are usually initially identified through liaison with primary schools. Current skills and levels of attainment are assessed on entry, which will build on information provided by the previous setting where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the young person's previous rate of progress.
- Fails to close the attainment gap between the young person and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The following procedures will be followed:

- Where there are concerns about SEND, parents/carers are informed by the SENDCo, Assistant SENDCo or by 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 SENDCo / Head of Learning / subject teacher to target areas of weakness and devise strategies to help.
- Where necessary strategies to be adopted will be recorded on the Pupil Profile for the young person or in a Pen Portrait.

### **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 Assistant SENDCo or a representative will attend sometimes year 5 but usually year 6 reviews of students with SEND

There will be liaison meetings with the Director of Transition, Head of Learning, Transition Team, School Nurse, SENDCo, Assistant SENDCo, Safeguarding Team 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 using Accelerated Reader
- 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 after the first term.

### **iii) Consulting and involving parents**

We firmly believe in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. We recognise 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. We consider parents/carers of SEND students as valued partners in SEND processes.

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations make sure that:

- Everyone develops a good understanding of the students' strengths and difficulties
- We take into account the parental concerns.
- Everyone understands the agreed outcomes sought for the young person.
- Everyone is clear about what the next steps are.

Notes on these early discussions will be added to the students' record and given to their parents.

We will formally notify parents when it is decided that their child will receive SEN Support.

We will ensure that parents/carers will be supported in understanding the roles of other professionals who may need to be invited to assess their child and permission will be sought before this happens.

Parents/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 an 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 Local Authority. 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.

Contact details for Information and Guidance Service are:

**Parent Confidential Helpline:** 0161 209 8356 (Monday to Friday 10am-3pm)

**Answer phone available when lines are closed:** 0161 209 8356

**Email:** [parents@manchester.gov.uk](mailto:parents@manchester.gov.uk)

#### **iv) Consulting and involving students**

Students are at the centre of the decision making process regarding SEND provision. All students are 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 meetings and reviews to contribute their own views

#### **v) Assessing and reviewing students' progress towards outcomes**

The school will adopt a graduated response and the four part cycle of **assess, plan, do review**.

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.

#### **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 despite receiving Quality First Teaching.
- A child is presenting with behavioural concerns which may have an underlying social, emotional or mental health cause and they are not responding to the strategies in the behavioural policy.
- 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
- Concerns raised by parent/carer or student

#### **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.

#### **Triggers for SEND Support**

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 achieving significantly below the minimum expected band for 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 Pupil Profile, implemented, at least in part, in the classroom setting. Delivery of the Pupil Profile will remain the responsibility of subject teachers.

If the SENDCo 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.

### **The Pupil Profile**

Strategies employed to enable a student to progress will be recorded within a Pupil Profile for students at SEND Support and those who have an Education Health and Care Plan. The Profile may include information about:

- A descriptive outline of the students' strengths and difficulties
- The short-term and/or long 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 an EHC Plan, the Profile will focus on three or four individual targets to match the students' needs. The Profile will be reviewed each year, at a minimum, when parents/carers' views on their child's progress will be sought, along with the views of any outside agencies involved. The review process will be 'child centred' and the young person will be involved in setting the outcomes.

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

Progress through the **Assess, Plan, Do, Review** process allows for close monitoring of students at SEND Support. For a few students the help given by schools through SEND Support may not be sufficient to enable the student to make adequate progress. This is usually identified after two rounds of the assess, plan, do, review process. 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 Local Authority to initiate an **Education Health and Care Needs Assessment** at a 'Team Around The Child' Meeting. Where a request for a Statutory Assessment is made to a Local Authority, the student will have demonstrated severe and complex needs as identified using the Manchester 'Matching Provision To Need Tool'. The school will provide written evidence to the Local Authority 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 progression in core subjects
- 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 children’s services or Early Help service.

When the Local Authority 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**

Education, Health and Care Needs Assessment involves consideration by the Local Authority, working co-operatively with parents/carers, the child’s school and, as appropriate, other agencies, as to whether an 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 students 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 the Pupil 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 Pupil Profile will continue to be the responsibility of the class teacher.

Where an EHC needs assessment is needed, the SENDCo will gather written evidence of school based strategies used and reviews of progress. The SENDCo 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.

**vi) Supporting pupils moving between phases and preparing for adulthood.**

We will share information with the school, college or other setting the pupil is moving to. We will agree with parents and studnets which information will be shared as part of this.

Students in Year 11 are encouraged to visit colleges during their open days in September and October along with parent/carer to gain a full picture of what the colleges are offering. Students will then make an application to a college. This can be supported by our Careers Advisor, Ms. J. Patrick.

Where possible the new school, college or other setting is invited to a review meeting at school where

information is shared and any questions can be raised regarding the transitional process. After this a visit to the college or new setting is planned. This is supported by either a parent or a Learning Support Assistant if the student has an EHCP.

For all other students with SEND information is passed using a transition form to the college or using the preferred method of the follow on educational provision.

Information regarding any exam access provision is sent on to colleges by posting the original documents to the person responsible for exam access arrangements. Parrs Wood will keep a photocopy of the information in case these documents need to be referred to in the future. These will be destroyed once the candidate turns twenty-five in accordance with the data protection laws.

### **vii) Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all students in their classes.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individuals.

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.

### **The universal offer for students with SEND would be :**

1. Access to homework support clubs and Independent Learning Centre
2. Regular reading sessions during tutor time to further reading skills
3. Access to assessment for identification of significant needs
4. Whole school Central Reward System
5. Whole school policy for behaviour management with graduated response
6. Key Stage transition support
7. Anti-bullying policy and the SHARP reporting system on school website
8. A wide variety of lunchtime and after school activities
9. Sixth Form Mentor
10. LBGT Group
11. Access to Pupil Support Manager
12. Return to Learn Classroom
13. Dedicated and caring staff who value all students regardless of ability
14. Whole school literacy policy with activities monitored by literacy co-ordinators eg: 'Punky Pig' and 'Reading Rhino'; peer reading intervention programme; literacy and numeracy focus weeks and a whole school literacy and numeracy marking policy
15. Amplification of sound for hearing aid users
16. Main School fully wheelchair accessible
17. Gifted and Talented activities
18. Positive Pathways

Some students require more targeted support.

For students with Social, Emotional and Mental Health Needs we offer:

1. Breakfast club
2. Inclusion Classroom (G12) lunchtime drop-in and time out passes.
3. Intervention groups (all years)- behaviour/social skills/self-esteem/stress management
4. In-class support in some lessons
5. 'Positive Pathways' including eg: Boxing, 'She' Club and Gardening
6. Bereavement Group
7. Peer mentoring
8. Year 11, 12 and 13 support with college applications and career paths
9. Pupil Profile for student giving staff details of difficulty and specific strategies to support the student.
10. Red/Green wrist band for anxiety

For Cognition and Learning Needs we offer:

1. Blocks of 1:1 small group lessons that focus on a range of needs such as literacy, comprehension, spelling and numeracy taught by a qualified specialist teacher
2. Year 7 nurture group provision
3. Shared Learning Support Assistant support in some lessons
4. Targeted lunch time clubs for vulnerable students
5. Year 7 Accelerated Reading Programme assessing all reading ages and then providing a boost to reading skills for those students who need it.
6. Year 7 Numeracy Intervention Programme
7. Where needed, help from an external agency (e.g. Educational Psychologist)
8. Pupil Profile for student giving staff details of difficulty and specific strategies to support the student.
9. Coloured overlays, coloured paper, larger font, visual timetables
10. Differentiating our teaching such as giving longer processing times, pre-teaching keywords, reading aloud instructions etc.

For Speech and Language Needs we offer:

1. Assessment and identification of language need and feedback to parents and staff
2. Small group sessions with a specialist teacher or Learning Support Assistant using Speech and Language Therapist Modules including; vocabulary, inference and deduction, social communication eg: Lego therapy
3. Regular feedback to student, parents and staff
4. Shared In-class Learning Support Assistant support in some lessons
5. Year 7 nurture group provision with lower teacher pupil ratio, specifically designed curriculum and one classroom as a base for most subjects
6. Pupil Profile for student giving staff details of difficulty and specific strategies to support the student.

For Sensory and Physical Needs we offer:

1. For Handwriting /fine motor/keyboard skills training
2. Group discussions and information giving from our qualified school nurse
3. Access to assistive technology, software such as 'Splashtop', Alpha Smarts, audio digital books and iPad applications
4. Access to Learning Support Assistant through Education, Health and Care Plan
5. Individual Health Care Plan and Personal Evacuation Procedures where required.
6. Staff trained in manual handling and 'Evacu-chair' use

**viii) Additional support for learning and in the school environment.**

We have a large team of Learning Support Assistants who are trained to deliver interventions such as social stories and comic strip conversations, Lego Therapy, Gardening Therapy, Drawing and Talking therapy, Vocabulary skills development, and social and communication development.

Learning Support Assistant support one to one when a student has a high level of additional needs and most students will have an Education, Health and Care Plan.

Targeted one to one support for Social, Emotional and Mental Health Needs might be:

1. 1:1 mentoring with a Pupil Support Manager
2. Pupil Profile with detailed information about the student and strategies to support them
3. Outside agency input (e.g. Educational Psychologist, Youth Offending Team, CAMHS, 42nd Street, Eclipse)
4. Flexible/bespoke timetables
5. Personal Support Plan- support for students at risk of permanent exclusion
6. Support from Safeguarding Team / school nurse
7. Looked After Child support and Personal Education Planning
8. Art Therapy
9. Sixth Form Mentor
10. Pupil Support Centre
11. Parrs Wood Synergy Centre
12. Support with careers and transition post 16
13. Exam Access Arrangements
14. Family Liaison Officer for parental support
15. Reducing Anxiety Management Planning
16. Virtual Home School
17. Active Parents get cooking
18. Parenting support groups

Targeted one to one support for Cognition and Learning might be:

1. On-going tailor made 1:1 or small group tuition, led by a qualified Specific Learning Difficulties (SpLD) teacher or learning support assistant
2. Where needed, help from an external agency (e.g. Educational Psychologist)
3. Pupil Profile with detailed information about the student and strategies to support them
4. Termly review for students with literacy and numeracy difficulties to inform intervention
5. External agency advice where needed
6. Exam Access Arrangements
7. Post 16 Transition support
8. Entry Level Qualifications if appropriate
9. Family liaison officer for parental support

Targeted one to one support for Sensory and physical needs might be:

1. Personalised support plans
2. 1:1 Outside Agency support from Advisory Teachers and in-reach advice from specialist provisions such as Lancasterian
3. Individual handwriting /fine motor/keyboard skills training programme from Occupational Therapist
4. Specialist equipment and materials eg: enlarged adapted resources
5. Access to assistive technology, software such as 'Splahtop', Alpha Smarts, audio digital books and iPad applications
6. Targeted LSA support for complex medical needs, including practical support through Education, Health and Care Plan
7. Exam Access Arrangements such as practical assistant for examinations or Oral Language Modifier
8. Respite support through the Inclusion Classroom if required
9. Family liaison officer for parental support
10. Hygiene suite
11. Adapted PE Curriculum and links with Lancasterian Specialist Provision for Outreach events

Targeted one to one support for Communication and Interaction needs might be:

1. Advice from a Speech and Language Therapist or 1:1 sessions
2. 1:1 sessions with other specialist staff in the school, linked to other needs on EHCP and Learning Support Assistant support in some mainstream lessons
3. Bespoke and flexible timetables
4. Exam access arrangements where applicable
5. Post 16 transition support
6. Inclusion Classroom lunchtime club
7. Support through social stories and narrative therapy
8. Family Liaison Officer for parental support

The Provision Map shows the needs and provision for all students at SEN support or with an EHC plan identifying the types of additional support they are receiving over and above the quality first teaching in the classroom.

### **Year 7 'Transition' Classes**

There are currently two Transition classes 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. The class usually has approximately 12 pupils. LG30 is currently the designated classroom for the Transition classes.

### **ix) Facilities and Resources**

The Inclusion Faculty has its own suite of rooms including one teaching classroom, the Inclusion Classroom (G12), a small quiet room 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 and eight small laptops for exam use only. We also have one iPad and two laptops for individuals.

These facilities are secured by lockable doors. The main office area where all the information is held is kept locked at all times.

We also have a hygiene suite for use by students with disabilities.

### **x) Evaluating the effectiveness of SEN Provision.**

We evaluate the effectiveness of SEND provision by:

- Reviewing pupils' individual progress towards their targets each term through the screening process.
- Reviewing the impact of interventions after a half term.
- Using student questionnaires
- Monitoring the Quality of Teaching and learning through learning walks, book scrutiny and teacher observation.
- Holding annual reviews for pupils with EHC plans.
- Through qualitative, as well as quantitative progress which shows progress in areas of self-organisation; behaviour; social skills for example.

### **xi) Enabling Students with SEND to engage in activities available to those in the school who do not have SEND.**

All of our extra-curricular activities and school visits are available to all our students.

All students are encouraged to go on all trips and visits and where necessary reasonable adjustments are made.

All pupils are encouraged to take part in sports day/ school plays/ special workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **xii) 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 SENDCo to the Local Authority 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 SENDCo 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.

### **xiii) 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 SENDCo 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.

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

Any complaint about SEND provision should be addressed in the first instance to the SENDCo 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, Abigail Sterne. Should action need to be taken, Parris Wood High School's complaints procedure will be followed.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Parents/carers may be advised of their right to refer matters to the Disagreements Resolution Service.

### **The Local Authority Local Offer**

Our contribution to the local offer is:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/service.page?id=P06C9WuSXxM&directorychannel=1-3-5>

Our local authority's local offer is published here:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/directory.page?directorychannel=1-7>

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

The SEND policy and information report will be reviewed annually. The review should include the Governors for SEND, the SENDCo and representatives of faculties and non-teaching staff.

It will be approved by the Local Governing Board.

**R. Sheldrake**

**Director of Inclusion Faculty/SENDCo**

**Last reviewed on: June 2018**