



Achievement for all

SEND Policy

Adopted/Reviewed: January 2019

Date of Next Review: January 2021

Signed:
(Head Teacher)

Date:

Signed:
(Chair of Governors)

Date:

Sherburn High School SEND Policy

Principles from the Code of Practice 2014

'School must have regard to the need to support the child or young person, and the child's parents/carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.'

Definition and Aims:

Sherburn High School values the abilities and achievements of all its students, and is committed to providing for each student the best possible environment for learning. Sherburn High school recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive.

- To ensure all students are equally valued and the school has high aspirations for all
- All students are entitled to a broad and balanced curriculum which is personalised and focused on outcomes
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement. Where necessary the school will provide a differentiated curriculum appropriate to the students' individual needs and ability
- To ensure the identification of all students requiring SEND provision as early as possible in their school career
- To ensure that SEND students take as full a part as possible in all school activities
- To ensure that parents of SEND students are kept fully informed of their son/daughter's progress and attainment
- To ensure that SEND students are involved, where practicable, in decisions affecting their future provision
- SEND and top-up funding will be used efficiently to ensure good progress of students with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents/carers will be fully involved as partners in their child's education
- Students will be encouraged to give their views on what learning is like for them and engage in learning conversations
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

We recognise that many students may have additional educational needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

Links to other policies:

- Behaviour for Learning Policy
- Equalities Policy
- Teaching and Learning Policy
- Exams policy

A student has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of students of the same age
- b) Has a disability which prevents or hinders the student from making use of educational facilities of a kind provided for students of the same age in other schools within the Local Authority

Students must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

Sherburn High School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all students with special educational needs and/or disabilities, and ensure that parents are notified when SEND provision is being made for their child.

Roles and Responsibilities

The SEND team:

- SENCo
- Inclusion Leader
- Teaching Assistants
- SEND Governor
- Class teachers

The Role of the SENCo.

The SENCo plays a crucial role in the school's SEND provision. This involves working with the Headteacher, Inclusion Leader and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Overseeing the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Overseeing/managing Teaching Assistants
- Liaising with the Achievement Team
- Overseeing students' records
- Liaising with the parents
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary services

The Role of the Inclusion Leader:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Managing Teaching Assistants
- Liaising with the Achievement Team
- Overseeing students' records
- Liaising with the parents
- Liaising with external agencies, LA support services, Health and Social Services, and voluntary bodies

For effective co-ordination teaching staff must be aware of:

- The responsibility all teachers have in making provision for SEND students
- The commitment required by staff to keep the SENCo well informed about students' progress
- Systems that exist to allow teachers access to information about SEND students
- What exactly constitutes a 'level of concern' and at which point the school intervene
- Alert the SENCo to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents are given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

The Role of the Governing Body:

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision is of a high standard for SEND students
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting Statemented students about the Statement or Education, Health and Care Plans
- Ensuring that SEND students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Monitoring data with respect to vulnerable groups
- Being fully involved in developing, monitoring and subsequently reviewing SEND policies
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's budget
- Challenging the leadership through informed questioning
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND

The Role of the Class Teacher

'All teachers are teachers of children with SEND' (Code of Practice January 2015)

Monitoring and evaluating the progress of students with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. All students are the shared responsibility of all staff.

Sherburn High School follows a "Graduated Response" where the child or young person is at the centre of the planning. All provisions are assessed, planned, actioned and reviewed. An understanding of the student's needs is developed and effective teaching practices and approaches are put in place. These practices are regularly reviewed and the amount of support will be adjusted accordingly. This process is to ensure we secure the best outcomes for students with SEND.

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students
- Collaborating with the SENCo to decide the action required to assist the student to progress
- Working with the SENCo to collect all available information on the student including successful strategies in the classroom and sharing best practice.
- Working with SEND students on a daily basis to deliver the agreed targets within differentiated planning and successful strategies that work with students
- Developing constructive relationships with parents

The Role of the Headteacher

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCo/SEND team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Admission arrangements:

Sherburn High School strives to be a fully inclusive school. We acknowledge the range of issues to be taken into account in the process of development. All students are welcome, including those with special educational needs and/or disabilities, in accordance with the LA Admissions Policy.

Allocation of Resources

The SENCo and Business Manager will apply for 'Top-Up' funding once a comprehensive assessment of need has been completed to help review the appropriateness of any support and resources already in place. The SENCo allocates resources based on funding allocation.

Identification, Assessment and Review

(a) Categories of Special Educational Needs and/or Disabilities

Student needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

All teachers are responsible for identifying students with SEND and, in collaboration with the SENCo, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified.

(b) Early Identification

Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/assessment
- Exact **assessment** for Exams Access Arrangements on entry to Year 9 (monitoring from Year 7)
- Their performance in lessons/assessments
- Standardised screening or assessment tools
- Comprehensive Assessment of Need identified

Assessment tools include:

- Screening /diagnostic tests
- Reports or observations
- Records from feeder schools, etc.
- Information from parents
- National Curriculum results
- External exam results

(c) SEND Provision

For students with identified SEND the SENCo/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

(d) The Range Of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance
- Support from specialists within class or as part of a withdrawal programme
- Literacy and Numeracy intervention.

Individualised approaches:

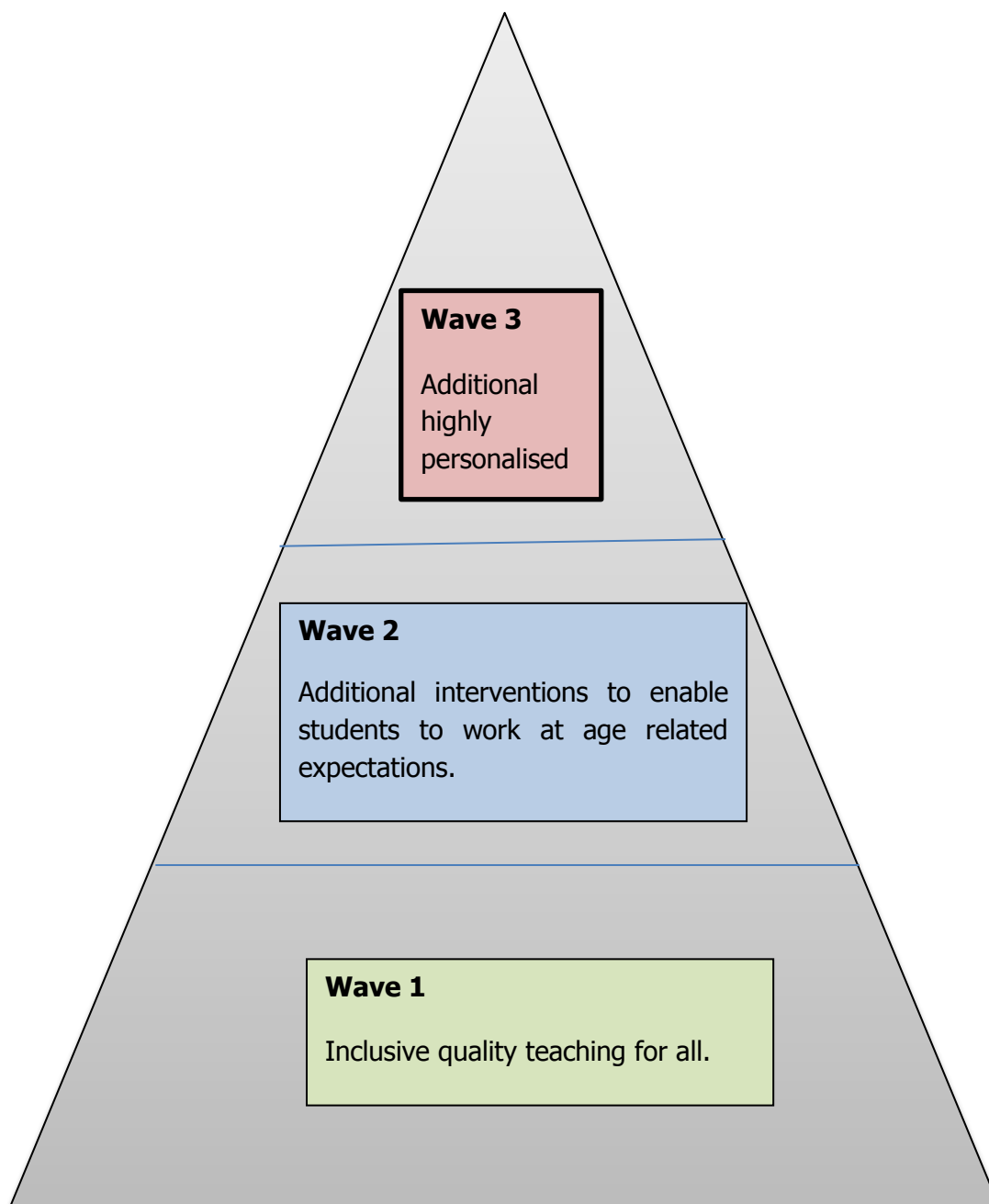
- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ESWS, ASCOSS etc.
- Some students will have individualised provision maps, behaviour plans, risk assessments or health care plans, some students may be allocated a Teaching Assistant to work closely with them
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and student will be respectfully listened to and their views will inform personalised learning pathways.

TAs will be trained so that they can encourage and support students, regardless of communication needs, to make their views known.

- Transition arrangements will be personalised by the Inclusion Leader to support additional need at all transition points
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties
- Designated finances will be used appropriately to meet needs without reducing independence
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired

Implementation Plan

The 3 Waves of Provision



Wave 1 – All children are entitled to high quality first teaching at Wave 1. Within Wave 1 students may at times be taught in small groups or in a one to one situation to support their learning. Teachers should adjust their teaching to suit all differences in learning. Where a student's needs cannot be met with Wave 1 provision they should be given additional help and support at Wave 2 or 3.

Wave 2 – Small group work and occasionally one to one, usually delivered by a Teaching Assistant. Wave 2 intervention is usually for a limited number of weeks and the student should have made significant progress or caught up by the end of this time. This sort of intervention provides a quick boost. If a child has a greater need and is not likely to catch up with Wave 2 provision Wave 3 provision should be used immediately.

Wave 3 - These interventions should be delivered by a Teacher or Teaching Assistant on a one to one basis. It should be individualised to a student's needs and should be highly structured so learning steps are small but achievable. They should be timed sessions. This provision is designed to help the student close the gaps in learning between themselves and their year group.