

Alder Community High School

SEND Policy

Approved by:	E White and D Wills	Date:
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Contents

1. Aims and staffing information	3
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	4
5. SEND information report.....	5
6. Monitoring arrangements.....	10
7. Links with other policies and documents.....	10

1. Aims and staffing information

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Alder Community High School values the abilities and achievements of all its students, and is committed to providing, for every student, the best possible environment for learning. This policy is in keeping with the school’s aims, its teaching and learning policy and its policy on educational inclusion. This policy also applies to disabled students.

The named SEND Co-ordinator (SENDCO) for the school is Jane Bibby. She holds a PGDip in SpLD and has completed the NASENDCO award. The link member of the Senior Leadership team is Elizabeth White, Assistant Headteacher. There is a designated Link Governor (Dorothy Wills), although the Governing Body as a whole is responsible for making provision for pupils with SEN. In addition, there is an assistant SENDCO, the SEND support manager, five full time teaching assistants, three part time teaching assistants and one part time curriculum tutor.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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 Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Jane Bibby and Assistant SENDCO is Amy Howarth.

All contact for the SEN team is to be made via **SEN@alderchs.uk**

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 pupils' 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 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 with SEN up to date

4.2 The SEN governor

The names SEND Governor is Dorothy Wills. The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher, Mr R O'Regan, will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class. Every teacher is a teacher of SEND and they have the responsibility to monitor and support the achievement of learners in their classroom.
- 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they have regard of this SEN policy

5. SEND information report

Please refer to the SEND support page on the school website for full details of our SEND information report.

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

At Alder we identify students with SEN at the earliest possible point.

Students may be referred for further investigation into potential SEND via three methods.

- A parent may make raise a query via a progress leader or by contacting school to speak to a member of the SEN team or via the email SEN@alderchs.uk.
- A teacher may refer to the SEND department via our secure referral system in school.
- A referral may be made via contact with external agency such as CAMHS.

This referral system can apply student in any year group. After the initial referral is made, contact will be made with the referrer to discuss next steps which will be dependent upon the type of investigation required.

In year 7, We will assess each pupil's current skills and levels of attainment in the first term via Cognitive Ability Tests. Along with this data and information from current subject staff and from previous settings to ascertain where a student's progress:

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

This may include progress in areas other than attainment, for example, social needs, emotional wellbeing, communication and processing difficulties.

Slow progress and low attainment will not automatically mean a pupil 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 pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by making small adjustments to provision offered to all students, or whether something different or additional is needed. There will be a process of monitoring before SEN status will be given. This will always be decided by those staff members who are involved in the care of students and their adults at home.

5.3 Consulting and involving pupils and parents

When a referral is made, we will always consult with the adults involved in the care of students. We believe that clear and consistent communication creates the best environment for students to progress. We will communicate via email or phone call. This communication may come from a member of the SEN team, a progress leader or a class teacher. We want to communicate openly so that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be recorded via school systems and we will always actively involve those involved in the care of students in decisions around admission on to the SEN register.

5.4 Assessing and reviewing pupils' progress towards outcomes

Any student on the SEN register will be allocated a key worker from the SEN team. They are responsible for monitoring SEN support and progress towards agreed outcomes via the graduated approach (Assess, Plan, Do, Review).

Outcomes are set in line with the student's identified SEN needs.

Students may receive support in lesson or in structured interventions.

The assessment will be reviewed regularly and will be separate from the school's parents evenings and whole school reporting systems. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress via the school and department quality assurance procedures.

All teachers and support staff who work with the pupil will be made aware of their needs via a pupil profile which is created on entry with adults involved in the care of our student, information from previous schools and from the students themselves.

5.5 Supporting pupils moving between phases and preparing for adulthood

Key Stage 2 to Key Stage 3

The Progress Leader and SENCO will arrange to meet with staff and students with SEN in the Summer term of year 6. All students are invited to two transition days and at transition evening will have the opportunity to speak to form tutors and the SENCO if necessary. Additional transition experiences may be arranged depending on the needs of the students. For students with EHCPs, if invited the SENDCO and Progress leader will attend year 6 final reviews and we aim to meet with all families of students with EHCPs before the end of the Summer term to agree provision and support.

Key Stage 3 to Key Stage 4

At the end of year 9 student's progress and options will be reviewed. Pathways will be discussed with the students and parents will have a chance to speak to teachers at our Pathways evenings. Students are supported through the process via work in form times and in PHSE lessons leading up to pathway selection. Additional opportunities to discuss selected subjects can be held with progress leaders and key workers to ensure that students are prepared for their next steps.

Key Stage 4 to Post 16

At key stage four all students attend taster days at college. They have access to careers advice via our school careers support service. We have a careers fair in year 10 and also mock interviews to support with college preparation. Students will participate in work experience. Colleges will meet with the SENCO and progress leaders prior to students starting after year 11 where information will be shared. For students with EHCPs, additional transition support is available and colleges and careers will be invited to attend final reviews.

5.6 Our approach to teaching pupils with SEN

We believe that all learners including those with SEND should have the opportunity to experience a broad, balanced and appropriate curriculum. We have high aspirations and expectations of all students and believe that this is the best way to ensure that students leave Alder with the right skills and qualifications to make their next steps into adulthood.

At Alder all teachers are responsible and accountable for the progress and development of all the pupils in their class and will communicate with families in line with school reporting and monitoring policies.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils and students will be taught in line with their overall academic achievement. We believe it is important that students with SEND are placed in appropriately challenging groups to ensure they achieve the best outcomes.

As part of our SEND support, we may also provide the following interventions based upon needs:

- Emotional wellbeing support via one of the school's support services
- Literacy and numeracy support
- Accelerated reader
- IDL- Our online literacy intervention to improve reading and spelling
- Lego therapy
- Choices and Consequences interventions
- Social communication interventions
- Emotional regulation support
- Speech and Language support
- Specialist interventions based on professional recommendations

This list is not exhaustive of what we may offer. All interventions will be shared with families and measured via the graduated approach on a minimum termly basis.

5.7 Adaptations to the curriculum and learning environment

Although we believe our students should have access to a broad, balanced and aspirational curriculum, there is the need to adapt and shape this to ensure that progress is being made and needs are being met.

In class, We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

All students with SEND will have a pupil profile which outlines any other reasonable adjustments that should be made from a student, including access arrangements and support for learning.

For full details of our adaptations for curriculum and learning environment please see our Accessibility Policy.

5.8 Additional support for learning

Our teaching assistants who are trained to deliver interventions such as:

- Literacy and numeracy support
- Accelerated reader
- IDL- Our online literacy intervention to improve reading and spelling
- Lego therapy
- Choices and Consequences interventions
- Social communication interventions
- Emotional regulation support
- Speech and Language support
- Specialist interventions based on professional recommendations

Teaching assistants are allocated to our groupings where the number of students with SEND are significant. They may work with the class or be allocated by teachers to work with individuals or small groups.

Additional interventions may be in small groups or 1:1 depending on the need and type of intervention.

Adult support stipulated in EHCP documents will be communicated and planned with adults involved in the care of the student,

We work with the following agencies to provide support for pupils with SEN:

- The Educational Psychologist
- Specialist Outreach Service at the Local Authority (formerly Pupil Support Services)
- The school nursing team
- Visual Impairment Support Services
- Hearing Impairment Support Services
- Speech Therapy
- CAMHS
- Physiotherapists and Occupational Therapists
- Specialist Nursing Team

5.10 Securing equipment and facilities

Specialist equipment can be accessed via sensory support services and can be provided by funding for students with EHCPs. For students with SEND support needs, equipment such as coloured paper and overlays, coloured exercise books and laptops can be provided within the school's notional SEND budget.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN via a whole school quality assurance process.

Other ways we may review the effectiveness of provision are:

- School progress monitoring and data
- Reviewing the impact of interventions after 6-8 weeks via the graduated approach
- Using pupil voice
- Observation by the SENCO

- Using provision maps to monitor support
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils 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 pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to.

All pupils are encouraged to take part in school activities, clubs and productions.

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

We have ensured that the school building is accessible in all areas so that students with disabilities may be included in all activities.

We share SEND information with all staff through student profiles. This allows students to have their needs met in a mainstream environment and enables staff to be aware of potential difficulties for engagement that may need additional support.

5.13 Support for improving emotional and social development

We understand that our learners with SEND may need additional pastoral support to engage with school.

Our form tutors have daily contact with students and are the first port of call for any student each day. They can support with any day to day issues that may arise.

Additional pastoral support is provided in our Headway space where students have access to a range of support staff including our learning mentor, family liaison, progress leaders and the SEN team.

Students may also have access to outside support from agencies via a referral system in school.

5.14 Working with other agencies

We encourage and welcome support from outside agencies when supporting our students. For learners with SEND we may refer to outside agencies to gain expert level knowledge to enable us to effectively support students. We will liaise with families when making any referrals.

We work with the following agencies to provide support for pupils with SEN:

- The Educational Psychologist
- Specialist Outreach Service at the Local Authority (formerly Pupil Support Services)
- The school nursing team
- Visual Impairment Support Services
- Hearing Impairment Support Services
- Speech Therapy
- CAMHS
- Physiotherapists and Occupational Therapists
- Specialist Nursing Team

5.15 Complaints about SEN provision

In the first instance, all complaints or concerns around SEND provision should be made to SEN@alderchs.uk for the attention of the SENDCO.

The school's formal complaints procedure can be found on the school website.

5.16 Contact details of support services for parents of pupils with SEN

We encourage families to access support from outside services as this can create opportunities to create additional support networks for families.

www.tameside.gov.uk/sendias

www.ipsea.org.uk

www.ourkidseyes.org

www.autismeducationtrust.org.uk/parents

www.adhdfoundation.org.uk

5.17 The local authority local offer

Our contribution to the local offer is: www.tameside.gov.uk/Education/Local-Offer-Links-to-SEND-Information#hyde

Our local authority's local offer is published here: www.tameside.gov.uk/localoffer

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO, Jane Bibby, the Assistant SENDCO Amy Howarth and the Senior Leader with responsibility for SEND **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy