



# Alder Community High School

## SEND Policy

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## 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 Michelle Critchlow, 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 are a variety support staff working within the SEND team who take responsibility for different aspects of the department, and include two SEND managers and a number of teaching assistants.

## 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.

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 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 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](mailto:SEN@alderchs.uk).
- A member of staff 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**

All teaching professionals in school are responsible for ensuring the progress and attainment of pupils with SEND. The SENCo has overall responsibility 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 in line with the school's parent's 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 passport 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 students 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 students who have SEN. Students will be taught in aspirational, largely mixed ability groups where teaching staff make provision for all pupils using a wide variety of tools.

As part of our SEND support, we may provide your child with an intensive, discrete and impactful intervention such:

- Emotional wellbeing support via one of the school's support services
- Literacy and numeracy support
- 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**

We believe our students should have access to a broad, balanced and aspirational curriculum, which is adapted and supported to ensure that progress is being made. Staff use their teaching expertise to provide support and scaffolds to pupils to ensure that they make good progress.

All students with SEND will have a pupil passport which outlines any other reasonable adjustments that should be made for a student, including access arrangements and support for learning. This is shared with all members of staff.

**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 predominantly support classes where it has been identified that pupils need additional provision to the high-quality teaching and curriculum offer made for them. In addition to this, they are trained to deliver a number of interventions which include, but are not limited to:

- Literacy and numeracy support

- IDL- Our online literacy intervention to improve reading and spelling
- Social communication interventions
- Emotional regulation support
- Speech and Language support
- Specialist interventions based on professional recommendations

Our teaching staff have professional development training in quality first teaching, the deployment of teaching assistants and all areas of SEND.

We regularly work with the following agencies to provide support for students with SEN and these may include:

- 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
- The virtual school and associated professionals involved with cared for pupils.
- Physiotherapists and Occupational Therapists

## **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 students with SEN via a whole school quality assurance process. This ensures that all staff at all levels are responsible and involved with ensuring good progress and outcomes for pupils with SEND.

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 SEND team
- Using provision maps to monitor support
- Holding annual reviews for students with EHC plans

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

No pupil is ever excluded from taking part in these activities because of their SEN or disability. All pupils have an equal opportunity to take part in the full curriculum offer, alongside a group of diverse peers.

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs, wherever a relevant risk assessment assures staff that it would be safe to do it.

All students are encouraged to go on our residential trips.

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

We have ensured that the school building is accessible in all areas so that students with disabilities may be included in all activities, including accessible toilets, lifts, ramps where appropriate and emergency evacuation procedures where appropriate.

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, counsellor and the SEN team.

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

Bullying is not tolerated at Alder. Please see the anti-bullying policy for more details which is available on the website

## **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 students 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](mailto: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](http://www.tameside.gov.uk/sendias)

[www.ipsea.org.uk](http://www.ipsea.org.uk)

[www.ourkidseyes.org](http://www.ourkidseyes.org)

[www.autismeducationtrust.org.uk/parents](http://www.autismeducationtrust.org.uk/parents)

[www.adhdfoundation.org.uk](http://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](http://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](http://www.tameside.gov.uk/localoffer)

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCO, Jane Bibby 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