

*Alder*



Special Educational Needs and Disability (SEND) Policy  
February 2017

## **1. Introduction**

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.

## **2. Definition of Special Educational Needs (SEN)**

A child has learning difficulties if he or she has significantly greater difficulty in learning than the majority of children of the same age.

## **3. Key objectives**

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all students requiring SEN provision as early as possible in their school career
- To provide additional support as necessary to meet the needs of all students requiring SEND provision
- 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 child's progress and attainment
- To provide support/training for teachers of students with SEND
- To ensure successful transition of students with SEND

## **4. Staffing**

The named SEN Co-ordinator (SENCO) for the school is Jane Bibby who is also a member of the English department. She holds a PGDip in SpLD and is currently undertaking the NASENCO award. The link member of the Senior Leadership team is Sheley Ward, Deputy 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 the LSC/ SEND support manager, Shirley Graham, three TAs and three curriculum tutors.

## **5. Admissions**

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs or disabilities but without Education, Health and Care Plans (EHCP) must be treated as fairly as all other applicants for admission' (Code of Practice 1:33). This is reflected in the LA admissions criteria which are on the Tameside Council website.

Close liaison between feeder Primary Schools and Alder is maintained to ensure smooth transition between key stages and to this end:

- The Year Leader for Year 7 visits all Primary Schools to gather information regarding incoming students
- The SENCO attends the final review meetings of Year 6 students with statements
- The SENCO liaises with the SENCO of each Primary School where there are students on the SEN register
- Our Learning Mentors liaise with the Mentors of vulnerable Year 6 students in the summer term prior to admission
- The designated CP lead will gather information about students who may be 'cause for concern' or 'at risk'
- A transition profile will be completed on each vulnerable student
- Arrangements for students with additional needs to spend time at Alder in the summer term prior to admission are made. This may involve the mentors or the LSC.
- A Transition Support Programme runs at specified times during the summer holiday for students identified as 'vulnerable' during information gathering meetings with Primary Schools.

## **6. Inclusion**

This policy builds on our Single Equality Scheme, which recognises the entitlement of all students to a broad, balanced curriculum. Our SEND Policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND.

## **7. Facilities and resources**

We have a Learning Support Centre to support students with a range of SEND such as low literacy levels, specific learning difficulties, curriculum access, social and communication difficulties, behaviour needs and those with physical disabilities. Students must be referred to the LSC through the SENCO and LSC manager. Referrals can be made by curriculum leaders and progress leaders. In addition, the school has access to a range of external support as identified in section 10. The school is fully accessible to wheelchair users, with ramps, a lift and variable height tables/cooking ovens etc. Further details are available in the *Accessibility Plan*.

Stage 2 is our Behaviour Inclusion Area; a resource separate to LSC, designed for students at risk of exclusion. Details of its operation can be found in the Whole School Behaviour Policy. This area is used flexibly to support students who may have SEN but also need to complete time in stage 2.

## **8. Identification, assessment, monitoring and provision**

At Alder we have adopted a whole school approach to SEN policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life. Assemblies are used to inform students about new students joining us and to help them understand the difficulties disabled students can face and what we can do to support them.

### **Early identification**

Year 7 students are taught in ability groups, according to attainment at the end of Key Stage 2 and through assessments completed on induction days. Attainment is measured by the KS2 assessments results. Both the progress leader for transition (Andy Heaton) and the SENCO will also meet with Year 6 teachers to collect as much additional information as possible.

On transition days, Year 7 students are tested to determine a level of reading comprehension. Students with reading ages significantly below their chronological age or below functional level are targeted for individual additional literacy intervention. They follow a variety of programmes but not all of these students are placed on the SEN register. Dependent upon the full profile of information gathered, we would then complete any further assessments which would help to create an accurate picture of whether the student has a special educational need.

The SEN Code of Practice makes it clear that all teachers are teachers of students with SEN. Therefore, they are responsible for identifying students with SEN and, in

collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage. Whether or not a student is making progress, is a significant factor in considering the need for SEN provision and staff will pass on any concerns to the SENCO.

Referrals to SEN can be made through the appropriate proforma.

## **Assessment**

Assessment of additional need can be identified through:

- Diagnostic tests
- Reports or observations of teachers and support staff
- Records from feeder schools
- Information from parents
- Progress against expected levels of attainment
- External examination results

## **Monitoring**

A whole school database enables the effective monitoring of students' progress across the curriculum. Students with SEN are discussed in terms of their progress at alignment meetings where any needs may be discussed and support can be arranged.

Where a teacher decides that a student's learning is not progressing as expected, the SENCO may be consulted as outlined above. The SENCO and the teacher will review the approaches adopted under quality first teaching. Where support additional to that of normal class provision is required, it will be provided through SEN Support. Where concerns remain, despite sustained intervention and, a Statutory Assessment may be requested. School must provide detailed evidence that all strategies for support have been rigorous and that the notional SEN budget for that students has been spent to improve progress for the student before statutory assessment can be requested.

Formal SEN student records are kept by the SENCO and will include the following:

- Accurate student details
- A chronology of events
- Information from previous school/phase
- Information from parents
- Information from students
- Information on progress

- Individual Student Profiles (ISPs)
- Information/reports from other agencies (where relevant)

The school advocates a graduated response to meeting students' needs as outlined in the Code of Practice.

Students with **Education and Health Care Plans** have regular reviews to which parents are invited. The annual Statutory Review is submitted to Tameside LEA for approval or amendment.

**SEND support** provision is reviewed three times a year through the school's assessment calendar. This can take the form of parents evening, formal written reporting and SEN information reports.

The Careers advisor will be invited to Year 9, 10 and 11 reviews. The school recognises the importance of detailed transition plans for students with additional needs and works with such advisors and colleges to ensure this happens.

All students on the SEN register have Individual Student Profiles. All staff have access to these on the school network. Progress is monitored by class teachers, Curriculum and Progress Leaders and the SENCO.

ISPs are working documents that provide the following information:

- Strengths and Difficulties
- Short term targets
- Teaching strategies
- Outcomes
- Provision
- Date for review

The ISP records that which is different from or additional to the normal differentiated curriculum, and will generally concentrate on two or three individual targets that closely match the student's needs.

Students at SEN support have targets set through their individual programmes of intervention.

### **Provision**

Where possible, students are fully engaged in mainstream classes: To support the implementation of Quality First Teaching across the curriculum we aim to provide:

- A strong, supportive and tightly structured pastoral system
- Small numbers of students in lower ability sets
- Additional adult support in lower ability sets
- Periods of withdrawal for individual or small groups of students
- Support through modified timetables where students may spend some lessons in the LSC
- Support from specialists/outside agencies within class or as part of a withdrawal programme
- Opportunities for students and parents to share in target setting/progress reviewing
- A Learning Mentor programme of support for students identified as having 'barriers to learning'
- Additional support for students whose first language is not English

At Key Stage 4 students can have access to alternative provision that will help to meet their needs. This may include:

- Work / College placements
- LSC support
- Time with Curriculum tutors in English or Maths.

## **9. SEND INSET**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. Part of the SENCO's role in school based INSET is to develop awareness of resources and practical teaching procedures for use with SEND students. LSA's requirements in supporting students' needs will be considered frequently and in-house/external training will be provided where appropriate. The SENCO will work with the CPD Co-ordinator to ensure that staff are made aware of training opportunities.

## **10. Partnership working**

### **Support Services**

The SENCO is responsible for liaising with and coordinating the work of the following LA staff and external agencies:

- The Educational Psychologist
- Pupil Support Service for advice
- The SEN support team at Tameside
- The school nursing team

- The Hub (Social Care / Family Support)
- Inspire (hard to reach students and families)
- Visual Impairment Support Services
- Hearing Impairment Support Services
- Speech Therapy
- Schools Medical Service
- Healthy Young Minds
- Home and Hospital Teaching Service
- Physiotherapists and Occupational Therapists
- Specialist Nursing Team

### **Partnerships with parents**

We firmly believe in developing strong partnerships with parents and that this will enable students with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them'.

(Code of Practice 2.2)

The school also recognises the importance of involving students in the process of decision making. The Code of Practice states clearly that the student should be at the centre of all decision making and planning. Together, students, parents, teachers and any other outside agencies should determine the most suitable provision for each student.

### **11. Evaluation**

The effectiveness of our SEN Policy will be evaluated through:

- Feedback from students and parents at reviews and through other means
- Feedback from staff
- Feedback from the support services
- The effectiveness of targeted intervention as evidenced by student progress
- KS3 and KS4 attainment and progress data against projections and predictions.
- Attendance data
- Destination data at post 16
- NEET figures