



Archbishop Temple School

A Church of England Specialist College

SEND POLICY

Date Agreed : June 2021

To Be Reviewed: June 2022

SENCO: Mr G Carruthers NASENCo award

Name of Policy: SEND Policy

Sub-Committee Responsible: Full Governing Body

Lead Responsibility in School: Grant Carruthers, Assistant Headteacher

Source of Policy: (Please tick)

- LA:**
- Diocesan:**
- School: X**
- Other – Please specify:**

This policy supports our work as a Church school as summarised in our School Vision

Purpose

Our purpose is to provide the highest quality of education to all students within the context of Christian belief and practice.

Mission

Nurturing a living Christian community through lives of Faith, Nurture and service.
'Whoever wants to be great, must become a servant' (Mark 10:43)

This applies to pupils who:

- Have cognition and learning, communication and interaction, sensory and/or physical needs
- have or experience social, emotional and mental health difficulties

THE AIMS OF THE SCHOOL

- To ensure that everyone has access to a broad and balanced curriculum with high quality teaching as our first approach for all pupils.
- To provide a differentiated curriculum appropriate to the individual's needs and ability – some pupils may take fewer options at GCSE; have withdrawal sessions, 1:1 sessions, small group work or an alternative to physical education lessons where applicable
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that Special Educational Needs and Disability (SEND) pupils take as full a part as possible in all school activities
- To ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and attainment

As a Church of England High School, we seek to include all pupils in our caring, Christian community.

Children must not be regarded as having learning difficulties solely because their home language, is different from that in which they are taught. Archbishop Temple School has due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with SEND.

STAFFING

The designated SEND team:

School Teaching Assistants

SEN Co-ordinator (SENCO) and Senior Team for SEN: Mr Grant Carruthers

SEN Governor

The SENCO and Headteacher will identify areas for development in SEND and contribute to the school's development plan.

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 pupils with SEN.

IDENTIFICATION, ASSESSMENT, AND PROVISION

At Archbishop Temple School we have adopted a whole-school approach to SEND policy and practice. Pupils identified as having SEND are fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum (NC) and are integrated into all aspects of the school.

The SEND Code of Practice states that all teachers are teachers of pupils with SEND. All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. The school will ascertain pupil progress through:

- Evidence obtained by teacher observation/assessment
- Their performance in NC judged against level descriptions
- Reports or observations
- Records from feeder primary schools
- Information from parents/carers

SEND PROVISION

On entry to the school each child's attainment will be considered in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For pupils with identified SEND the Headteacher, SENCO, Transition Co-ordinator and pastoral colleagues will use information to identify the pupil's skills and note areas that require support in advanced of their arrival. We will then:

- Ensure decisions are informed by the insights of parents and those of children and young people themselves
- Have high ambitions and set stretching targets for them
- Track their progress towards these goals
- Keep under review the additional or different provision that is made for them
- Promote positive outcomes in the wider areas of personal and social development, and
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

ADMISSIONS

Archbishop Temple is committed to inclusivity, and in line with the school's admissions policy, children with EHC plans are at the top of the admissions criteria if the school is named within the plan. This must be corroborated with County paperwork. SEND children without EHC plans follow the admissions code for all pupils.

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 through differentiated tasks
- Periods of withdrawal to work with a specialist teacher
- In-class support with adult assistance from a Teaching Assistant
- IT support for pupils with literacy needs
- Structured home programs to improve literacy
- Wrap-around activities to build self esteem and resilience.

ACCESS TO EXAMINATIONS

Pupils who have been identified as requiring assistance to access examinations will be formally tested at the end of year nine to determine the level of support required. The outcome of this test is independently verified and rigidly enforced. Possible strategies offered include:

- Extra time
- A reader
- A scribe
- IT support
- Specialist setting away from other pupils

Exam boards will also consider medical certificates presented by the pupil/parent/carer to us, and then forwarded on to them prior to the exam.

RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's records will include:

- Information from previous school/phases
- Information from parents/carers
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information/reports from health/Social Services
- Information/reports from other agencies
- IEP's

The Code of Practice advocates a graduated response to meeting pupils' needs. When pupils are identified as having SEND, the school will intervene through SEN Support

SEN SUPPORT

SEN Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. Intervention can be triggered through concern, supplemented by evidence. Specialists may be asked to provide further assessments and advice. Parental consent will be sought for any additional information required.

REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the Local Education Authority (LEA) when, despite an individualised programme of sustained intervention within SEN support, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent/carer or outside agency.

The school will have the following information available:

- The action followed with respect to SEN support
- The pupil's IEP's
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- NC levels
- Literacy/numeracy attainments
- Other relevant assessments from specialists such as specialist teachers and education Psychologists
- The views of parents/carers
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An EHC plan will normally be provided where, after a Statutory Assessment, the LEA considers the child requires provision beyond what the school can offer to all pupils. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a EHC plan, and that the recent review of SEND provision means that the criteria has become more specific to complex and multiple needs.

EHC PLANS

An EHC plan is a legal document that outlines a pupil's difficulties and includes details of individual learning objectives. These are used to develop targets that are:

- Matched to the longer term objectives set in the EHC plan
- Shorter term IEP targets, established through parental/pupil consultation and implemented in the classroom
- Delivered by the class subject teacher with appropriate additional support where specified related to the provision of specialist equipment and transport

REVIEWS OF EHC PALNS

EHC plans must be reviewed annually. The SENCO will organise these reviews and invite:

- The child's parent/carer
- The child if appropriate
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the NC and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHC plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 9 reviews will be significant in preparing for the pupil's transition to employment, further education, work-based training, higher education, and adult life. Beyond Year 9 the transition plan will be reviewed and involve YPS. With due regard for the time limits set out in the code, the SENCO will write a report of the annual review meeting and, once approved by the Headteacher, will send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, monitor or cease an EHC plan.

THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

Responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Maintaining and reviewing the SEND register and circulating information to staff
- Co-ordination the provision for pupils with SEN
- Liaising with and giving advice to teachers
- Managing the team of teaching assistants
- Overseeing pupils' records
- Liaising with parents/carers of children with SEND
- Making a contribution to INSET
- Liaising with external agencies, LEA support services, Health and Social Services, YPS, and voluntary bodies
- Maintain exam concessions information
- Co-ordinate all access arrangements for pupils in controlled assessments, mock and external exams
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

For effective co-ordination staff must be aware of:

- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- Mechanisms that exist to allow teachers access to information about SEN pupils

THE ROLE OF THE GOVERNING BODY

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

- Ensuring that provision of a high standard is made for SEND pupils
- Ensuring that a 'responsible person' is identified to inform about the statement all those involved with teaching and supporting Statemented pupils or pupils with an EHC plan
- Ensuring that SEND pupils are fully involved in school activities
- Having regards to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy
- Reporting to parents/carers on the school's SEND policy including the allocation of resources from the school's devolved/delegated budget

THE ROLE OF THE SUBJECT TEACHER

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

- Being aware of the school's procedures for provision for SEND pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop IEP's for SEND pupils
- Developing constructive relationships with parents/carers

SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. Part of the SENCO'S role in school-based INSET is to develop awareness of policy specific difficulties/disabilities, resources and practical teaching procedures for use with SEN pupils.

PARTNERSHIP WITH PARENTS/CARERS

Archbishop Temple School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEN to achieve their potential. The school considers parents/carers of SEND pupils as valued partners in the process.

Colleagues from the following support services will be involved with pupils with SEND:

- Educational Psychologist
- Clinical Psychologists
- Medical professionals
- Specialist teachers from inclusion and Disability Support Service
- Speech Therapists
- Occupational Therapists
- Physiotherapist
- Anger Management Counsellors
- Youth Officers
- Social Workers
- Hearing Impairment Services
- Visual Impairment Services
- The Young People's Service
- The Local Education Authority
- Education Welfare Officer
- Social Services
- Looked after children team

PERSONAL BUDGETS

Parents/carers if SEND pupils have a right to **request** a personal budget from the Local Authority as outlined in the code of practice. The provision to be delivered through a personal budget will be set out as part the provision specified in the EHC plan.