

Ashton Community Science College

SEND Policy (including EAL)

Version Control

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ASHTON COMMUNITY SCIENCE COLLEGE

School Policy and SEN information report for

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) including those with ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

SENCO: Mrs C Parker

Statement of Intent

We, at Ashton Community Science College (ACSC), want positive outcomes for children, young people and their families including improved attainment and progression of students with SEND and EAL. We welcome and value the cultural, linguistic and educational experiences our students with EAL bring to the school. We aim to prepare our students for adulthood and most importantly ensure parents, children and young people get the right support at the right time and feel that they are listened to and in control of their support, choices, decisions and opportunities.

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 students 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 (SENCOs) and the SEN information report

Our aims

In order to achieve our statement of Intent and to ensure that students with special educational needs and EAL achieve their full potential and make progress, we will:

a) ensure that students with special educational needs develop increasing responsibility for their learning and behaviour as they move through the school and become more involved in setting their own targets in these areas.

b) ensure that parents of students with special educational needs are increasingly involved in learning and target setting for their children whilst at school.

c) ensure that the learning needs of students with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.

d) ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to students with special educational needs and EAL and promotes the highest possible standards of attainment and achievement. This will include making information on students' levels of attainment available to staff and helping them use this to inform effective lesson planning.

e) ensure that Teaching Assistants, as well as teachers, are involved in planning to meet the learning needs of students with special educational needs.

f) ensure that the school continues to liaise effectively with outside agencies who support our efforts to meet the special educational needs of our students.

g) implement school wide strategies to ensure EAL and SEND learners are supported in accessing the curriculum

h) to help EAL students become confident and acquire the English language skills they need to fulfil their academic potential

Definition of Special Educational Needs

A student 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 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.

Roles and Responsibilities

The SENCO is Mrs Parker – cparker@ashtoncsc.com

The SENCO's role is a strategic one. 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 students with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students 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 students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board 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 students with SEN up to date

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

The headteacher will:

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

Each class teacher is at the heart of the SEN Support system, driving the movement around in the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff. They are responsible for:

The progress and development of every student in their class:

- 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 student's progress and development and decide on any changes to provision
- Working with the EAL co-ordinator to provide reasonable adjustments for students with EAL in the classroom
- Ensuring they follow this SEN policy

The EAL co-ordinator is Mrs Salters – bsalters@ashtoncsc.com

They will:

- Assess the students' fluency level as soon as possible
- Develop and share strategies for supporting EAL students in the classroom
- Produce support plans for individual EAL students as required to support teaching staff working with the students

SEN information report

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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 learning difficulties.

Identifying students with SEN and assessing their needs:

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the student'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.

Slow progress and low attainment will not automatically mean a student 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 student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If something different or additional is needed then the student will go

onto the SEN register whilst the assess, plan, do, review cycle is carried out. At the review point, if progress has been made the student may come off the register or, if intervention is still required, they will remain on and new strategies and interventions will be explored.

Consulting and involving students and parents:

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student'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 added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

Regular updates will be sent to parents and parents are able to contact school at any time for an update on their child's progress.

Assessing and reviewing students' progress towards outcomes:

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student;
- Their previous progress and attainment and behavior;
- Other teachers' assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents;
- The student's own views;
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through the student support plan

that child has. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting students moving between phases and preparing for adulthood:
Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school, or college. We recognise that transition is an important time for all children, but especially so for a child with SEN. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible. Planning for transitions between the schools will take place in the Summer Term. Arrangements for transition to secondary school and further education college/training provider, for students with SEN will be planned accordingly to individual need. During Year 6 and Year 11, information will be shared with the SENCO at their next destination. This information will outline needs and support that has proven effective. Where possible, children will visit their new school/college on several occasions and, in some cases, staff from the new school/college will visit him or her at ACSC, or staff from ACSC will accompany the child on visits to their next school/college.

Our approach to teaching students with SEN:

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide a range of interventions for when further input is needed such as IDL, Read, Write, inc. social skills, mentoring, numeracy. Our interventions are amended each year after evaluation of impact and after consideration of any new students and their needs.

Adaptations to the curriculum and learning environment:

To ensure access for people with disabilities, the school has a lift, ramps and disabled toilets. Hearing-Impaired students are supported by a teacher of the Deaf or Teaching Assistant during mainstream lessons or when the need arises they are withdrawn to work within the Deaf Support Department.

Our deaf students also have a radio aid and a pager which is linked to the fire alarm.

We have a drop down curb, 'evac chairs' and disabled parking.

We also have adapted the work stations for children who are unable to reach the height of an average desk.

Some students need a designated place where they can go for some 'time out'. Should this be the case this can be arranged.

Letters which are sent home with your child are also on the school website so if you need to translate it into another language it is easier to do so.

We do have a specialist teacher who works with our students where English is not their first language.

We also make the following adaptations to the learning environment to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students 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 if needed, 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.

Additional support for learning:

We have 7 teaching assistants who are trained to deliver interventions such as IDL, Read, Write, Inc., handwriting, numeracy, social skills and Lego Therapy.

Teaching assistants will support students on a 1:1 basis when it is required as part of their EHC plan.

Teaching assistants will support students in small groups when delivering specific interventions or as part of the lesson as directed by the classroom teacher in order to reinforce learning.

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

- Educational Psychologist
- SEND information, Advice and Support Service
- Counselling service
- School Nurse
- Speech and language therapy
- Physiotherapy
- Hearing Impairment service
- Visual impairment service
- Social services
- Children and Adolescent Mental Health Service (CAMHS)

Expertise and training of staff:

Our SENCO has 8 years' experience in this role and has the postgraduate award for SEN Co-ordination and a postgraduate award for the assessing for access arrangements

We have a team of 7 teaching assistants who are trained to deliver SEN provision. We also have a SERF for hearing impaired children where we have a teacher of the deaf and 4 teaching assistants who are also trained in British Sign Language.

We also have an EAL Co-ordinator in 3 days a week ensuring our EAL students are well supported.

The SENCO and Headteacher will keep fully up to date about special educational needs issues through attendance at training and cluster meetings.

In addition, the SENCO's skills will be developed through attendance at specialist training with outside agencies and through subscriptions to professional bodies.

Senior staff responsible for curriculum development will regularly discuss special needs issues with the Headteacher /SENCO. Other teaching staff will be kept up to date informally by the Headteacher/SENCO and formally at staff meetings, weekly briefings and training.

Teaching Assistants need a wide range of curriculum and special educational needs knowledge. This will be regularly updated by INSET and Sharing Good Practice meetings. Many teaching assistants have their own specialism and we find this is a useful model as it helps to match the right TA with the right child. Staff will be given the appropriate training should a child have a medical care plan. We also have a defibrillator in reception.

Securing equipment and facilities:

We use the annual review process to look at equipment and facilities needed for those with a plan and this is then purchased through the students' funding or directly from the local authority.

Students in our SERF have specialist equipment which is provided by the local authority and then maintained by specialist staff and additional purchasing through school for items such as batteries.

For other students with SEN, we use provision mapping to look at resources and equipment needed and plan the SEN budget accordingly.

Evaluating the effectiveness of SEN provision:

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term

- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with statements of SEN or EHC plans

Enabling students with SEN to engage in activities available to those in the school who do not have SEN:

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

At ACSC we believe all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Our extra-curricular activities can be seen on our SCAMPs Programme which can be found on our website.

Please contact us if your child has any specific requirements for extra-curricular activities.

Before a member of staff arranges a trip out of school they need to complete a risk assessment to ensure the safety of all students and staff. Staff from the learning support team can attend outside classroom trips/activities to provide additional support.

Our school is made accessible for disabled students with lifts, ramps and disabled toilets. We have staff who are BSL trained for our deaf students. Further information can be found on our school accessibility plan.

All students regardless of their SEN or Disability follow the same admissions procedure through Student Access (01772 532190) but their transition will be tailored to their needs; for example, what they may need to be adapted for the child to both physically and mentally cope with school life. They may be invited into school several times prior to starting Year 7 so they can experience what life is like at Ashton Community Science College (ACSC).

If your child has a disability, please feel free to come and look around our school to see how Ashton Community Science College can meet the needs of your child. We would ask that you make an appointment by phoning 01772 513002.

Support for improving emotional and social development:

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council

- Students with SEN are also encouraged to be part of lunchtime club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

All children are placed in year groups with a Head of Year which we call Progress Leaders. These staff are available at all times to help support with emotional well-being. We also have other specialist staff that students can be referred to if needed.

Complaints about SEN provision:

Should a parent or carer have a concern about the special needs provision made for their child, they should, in the first instance, discuss this with the teacher concerned. If the concern continues, then the SENCO should be involved and if it cannot be dealt with satisfactorily at this stage, it should be brought to the attention of the Headteacher. Should the Headteacher be unable to resolve the difficulty, the concern should be put in writing to the Governor with oversight of special educational needs. The Chair of Governors will be involved if other avenues to resolve the situation have been exhausted. Should you need assistance with this from someone outside the school please contact SEND Information, Advice and Support Service. 01772 536981 www.lancashire.gov.uk/SEND Parents do have the right to make an appeal to the Local Authority under the Children and Families Act 2014 (Regulation 51).

Contact details of support services for parents of students with SEN:

As previously mentioned please contact your child's Progress leader in the first instance if you have any questions or concerns about your child.

Please also see our local offer and county's local offer.

However please feel free to contact the SENCO: Mrs Parker. All staff can be contacted through reception on 01772 513002.

As a parent if you require any support or guidance about provision for your child please contact SEND Information, Advice and Support Service. 01772 536981 www.lancashire.gov.uk/SEND

Barnardos also provide support for parents Tel: 01772 629470 Email: southribblefamilies.project@barnardos.org.uk

The Family Information Network Directory (FIND) have a newsletter which is issued four times a year and has the details of many different groups.

www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/family-information-network-directory.aspx

The local authority local offer:

Our school's local offer can be found on our school website www.ashtoncsc.lancs.sch.uk / under the parent tab. There is also a link to the County's local offer on this section.

Monitoring arrangements

This policy and information report will be reviewed by the SENCO every year. It will also be updated if there are any changes during the year. It will be approved by the governing board.

Links with other policies and documents

This links to our policies on:

- Accessibility plan
- Behaviour
- Access Arrangements