

## Special Educational Needs and Disability Policy

***We are proud to belong to the Carr Hill Community where we pursue excellence through commitment, aspiration, resilience and respect***

### Purpose

The purpose of this document is to ensure that all stakeholders, including parents teaching staff and governors, understand and use a consistent approach in implementing support for our students with special educational needs and disabilities.

### Vision

We promote an inclusive environment where students love the challenge of learning and are resilient to failure.

We are committed to working together with all members of our school community. We believe in achievement for all. We want all adults and students to participate in learning and we celebrate all members of our community. We strive to create an inclusive culture in our school and we aim to be responsive to the diversity of students' backgrounds, interests, experience, knowledge and skills, so that all students regardless of individual need make the best possible progress.

At Carr Hill High School every teacher is a teacher of every student, including those with SEND. Our universal provision for all of our students is to provide high quality differentiated teaching. Where the student is receiving quality first teaching as a universal provision, but their progress is still of concern, teachers may use a range of assessment tools to identify any gaps in learning. We strive to adapt and use a personalised approach that is creative and will look very different for individual students.

In planning and teaching, teachers aim to provide suitable learning objectives, meet the students' diverse learning needs and remove the barriers to learning. For the majority of the week students with SEND are taught with their peers in mainstream classes. However, in order to maximise learning, some students are withdrawn, individually and or in small groups, to take part in targeted, time-limited interventions planned to meet particular needs.

### Definition of SEND

At different times in their school life, a child or young person may have a special educational need. The code of practice provides a definition of SEND:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'

#### Key people:

The person responsible for managing SEND provision (SENCo) in school is Joanne Darkin who is also a member of the Senior Leadership Team.

SEN Governor: Linda Nulty

Designated Lead for Safeguarding: James Johnstone

Children Looked After (CLA) Lead: James Johnstone

Children with Medical Needs: James Johnstone

#### Responsibilities of SENCo

- Manage the day-to-day operation of the policy
- Co-ordinate the provision for students with SEN and disabilities
- Maintain the SEND list and regularly update the SEND provision map
- Maintain resources and specific interventions to ensure appropriate provision is made
- Track progress using school-based and statutory assessment data
- Co-ordinate and complete referrals to outside agencies when required
- Complete relevant documentation required for additional funding for students at School Support, those with Top-up Funding and High Needs Funding
- Support and advise colleagues
- Monitor and evaluate the SEND provision and report to the Board of Governors
- Act as a link with outside agencies
- Liaise with the Designated Teacher where a looked after Student has SEND
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaise with parents of students with SEND
- Liaise with primary feeder schools, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the Local Authority and its support services
- Liaise with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- Work 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, including those for public examinations
- Ensure that the school keeps the records of all students with SEND up to date

## Aims:

- To identify students with SEND as early as possible and put relevant and purposeful intervention in place that will provide opportunities for each student to make comparable progress to that of their peers.
- To identify students who are underachieving and identify reasons for this.
- To support students to make the best progress of which they are capable.
- To maintain appropriate records and to monitor student progress.
- To provide full access to the curriculum in all areas.
- To work in partnership with students and parents.

## Identifying Special Educational Needs:

Special Educational Needs and provision are identified in the code of practice under the following four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical (SEN Code of Practice 2014)

At school we place significant emphasis on the early identification of students experiencing difficulties accessing learning and general school life opportunities.

The SENCo liaises closely with other members of the leadership team and class teachers to analyse data and individually track students experiencing difficulties. SATs, CATs, Accelerated Reading, LASS and EXACT are used to identify baseline information. Standardised scores and specialist teacher screening together with assessment are all used to identify students who may require additional intervention in order to achieve. The purpose of identification is to work out what action school needs to undertake and not to fit students into a category or in to any one specific label.

At Carr Hill we identify the needs of our students by considering the needs of the whole child and not just the special educational need. We do this by involving the student, teaching staff, support staff, pastoral staff as well as parents/carers and outside agencies. Using a holistic approach is vital in identifying the needs of the whole child.

We consider what is NOT SEND but may impact on progress and attainment:

- Disability (the Code Of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of a Serviceman/woman

The Code of Practice (2015) suggests that students are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and high quality personalised teaching.

A student will only be placed on the SEND Register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities received by all. The SEND register is kept by the SENCo in consultation with class teachers, pastoral staff and SLT.

Codes:

SEN register: E- students with EHCPs and K-students who require additional support.

Additional needs register: Gap in learning, learning delay, behaviour, low attainment.

EAL – If there is a barrier to learning based on language.

PP - If there is a barrier to learning based on a disadvantage.

CLA - If there is a barrier to learning based on being a child looked after.

Slow progress and low attainment do not necessarily mean that a child has SEND. However, they may be an indicator of a range of learning difficulties. Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty. Some learning difficulties occur across the range of cognitive ability and, left unaddressed may lead to frustration which may manifest itself as disaffection, emotional or behavioural difficulties.

Difficulties related solely to limitations in English as an additional language are not SEND.

### Practices

At Carr Hill quality first teaching, differentiated for individual students, is the first step in responding to students who may have SEND.

This means:

- That the teacher has the highest possible expectations for all students in their class.
- That all teaching is built on what students already know, can do and can understand.
- Different ways of teaching are in place so that students are fully involved in learning.
- Specific strategies (which may be suggested by specialist teachers or outside agencies) are in place to support students to learn.
- Teachers will let parents/carers know what their child is learning and how they are progressing.

The SENCo will monitor all interventions and ensure the whole school is following a person centred approach.

At school we regularly review the quality of teaching for all students, including those at risk of underachievement.

The identification of SEND is built into the overall approach to monitoring the progress and development of all students in school. All teachers are responsible and accountable for the progress of students with SEND in their classroom.

### 'Assess'

Subject teachers, support staff and the SENCo, will carry out a clear analysis of a student's needs. This assessment will be reviewed regularly. Where appropriate, outside professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment.

### 'Plan'

Parents will be formally notified of the plans being put in place for their child. Adjustments, interventions, support and a review date will be agreed with staff, parents/carers and the student. This will be recorded on the school information system.

### 'Do'

Subject teachers will remain responsible for working with the student on a daily basis and retain responsibility for their progress and outcomes. Subject teachers will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCo will support the above.

### 'Review'

The effectiveness of the support and interventions and their impact on a student's progress will be reviewed on the agreed date. Formal reviews will be held with parents/carers at least once per year, although parents/carers will have the opportunity to discuss progress with the SENCo at the drop in clinic once a month which is in addition to parents evenings and information evenings. Additional reviews will be arranged according to need. Subject teachers, working with the SENCo, will revise the support in light of a student's progress. If a student does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, School Improvement Service (SIS) SEND support, SEND Teaching and Support Service (SENDTASS) and, when appropriate, Social Services and Looked After Children Team.

The programmes of intervention and support for students reflect the need to access the whole curriculum.

### Targeted interventions: K

- These may be run in the classroom or in sessions outside of whole class learning
- They are teacher led and may be delivered by a teacher or teaching assistant
- These are sometimes group sessions with specific targets to help children to make progress - targets are used in both group and class work
- Interventions will be assessed and monitored by the school leadership team
- Parents/carers are informed when their child is in intervention groups and targets and progress are shared
- Parents/carers invited to attend a drop in clinic to discuss interventions

### Specified Individual support- K and E:

- Some students will follow 1-1 work; such as if the learner has a Statement of SEN or an Education Health and Care Plan or if they have been assessed by outside agencies
- Students with Social and Emotional and Mental health needs are supported by the pastoral team.
- For higher levels of need school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:
- Speech and Language Therapy Service

- Occupational Therapy
- Educational Psychology Service
- Inclusion and Disability Support Service (IDSS)

School has access to specialist teachers internally.

Staff are trained and updated regularly with regard to SEND/Additional Needs and specific training is offered according to need in response to staff audit. The School Nurse is available to train staff for any specific medical need.

At school we pride ourselves on having strong links with other agencies. We work alongside:

Parent Partnership

Local Children's Centres

Children's Social Care

School Nurse

CAMHS

NHS

Education psychological service

Local Authority Educational Psychologist

We use the Common Assessment Form (CAF) process and Team around the Family (TAF) to facilitate links with other agencies.

Managing students' needs on the SEND and additional needs register:

Every class teacher, working alongside other professionals both in and out of school, is responsible for evidencing progress. A student's attainment and progress is reviewed at least termly and next steps put in place from there.

Any of the following may be a source of information for a class teacher:

- Individual Education Plans
- Individual Behaviour Management Plans
- Individual Nurture Plans
- Lagging Skills
- SEND Support Plans
- Provision Maps
- All will follow the format of Aspiration-Need-Outcome/Impact-Provision.

Where it is not possible to meet the needs of some students, despite our best efforts, we will support families in securing an appropriate provision.

Students and families are involved in planning for progress through regular discussions about 'next steps'. The student's voice is central to every review of progress.

A student will be exited from the SEND register when they are accessing differentiation within the class; that is they do not need anything above and beyond what is offered to the class as a whole.

### Supporting Children and Families:

Families can be directed towards the school's SEND report and Lancashire's Local Offer.

Admission arrangements for the school are described in the school's admissions policy. The school welcomes students irrespective of their ability and anticipates that the needs of the vast majority of students can be met within existing school provisions. Students with an Education, Health and Care (EHC) Plan will not be discriminated against in line with the legislation outlined in the SEN and Disability Act 2001.

Transition between school placements and key stages is fully supported at Carr Hill. Students and families will have the opportunity to access support from a member of the 'Inclusion Team' within school in order to make smooth transitions.

### Supporting students with Medical Conditions:

At school we recognise that students with medical conditions should be effectively supported to have full access to education, including school trips and physical education. Some students with medical conditions will be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some will also have SEND and may have an Education, Health and Care Plan which brings together health and social care, as well as special educational provision.

### Monitoring and Evaluating SEND Provision in School:

The SENCo regularly completes audits of SEN provision in school in order to gain student, parent and staff views. The SENCo regularly feeds back to Governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all students.

### Staff Training:

Training needs and resource implications are identified through student progress meetings and a Provision Map for intervention is put in place. Support staff, teacher appraisals and professional discussions identify individual training needs. Training is put in place in response to these discussions. Resources are identified to meet individual needs through regular review of student attainment and progress. The SENCo has weekly meetings with TAs, during which new initiatives are communicated and discussed.

The SENCo regularly attends training to keep up to date with local and national updates in SEND.

### Funding:

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEND and disabilities. Most of these resources are determined by a local funding formula discussed at the local schools forum. At times additional funding will become available to schools via the LA. SENCo together with SLT should keep up-to-date with what is available and distribute appropriately.

Schools have an amount defined within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (C.O.P. 2015)

### Storing and Managing Information:

Documents are stored securely in school. Hard copies of documents are kept in locked cabinets within locked offices. Electronic copies of documents are password protected. Electronic transfer of records is done securely.

Complaints:

If any parent/carer has any concerns regarding the education of their child with SEND they should contact school immediately and make an appointment to see the class teacher, head of year, SENCo or the head teacher. All complaints will be dealt with sensitively and with the students' needs and care at the heart of our work.

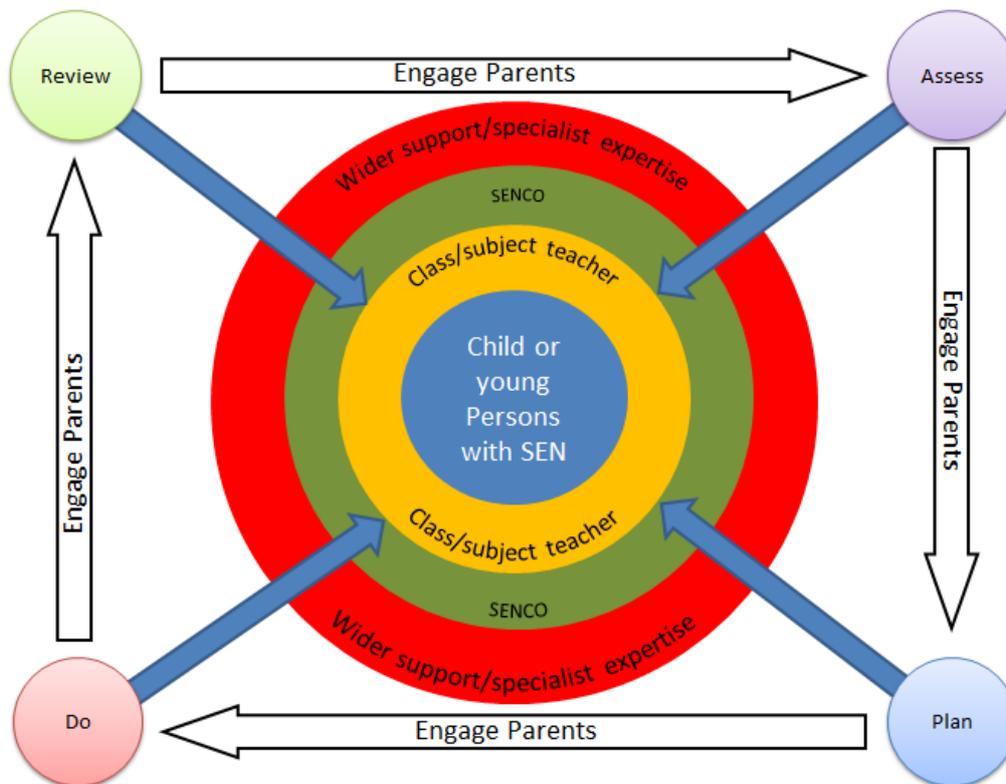
Bullying:

Vulnerable students and their families in school have access to support from a member of the school's Pastoral Team. School liaises with a range of specialist services in order to provide full support for a range of additional needs.

Further details on provision for students with SEND can be found in the SEND information document and the Accessibility Plan.

SEND information document

This report can be found on the school website. It outlines the provision Carr Hill High School makes within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; Sensory and/or physical.



Last Reviewed: May 2020

Linda Nulty  
Chair of Governors

Rachel Leaper  
Chair of Committee