



# **Special Educational Needs and Disability (SEND) Policy**

**Ref: C016**

## **Contents:**

- 1. Introduction**
- 2. Definition and Aims**
- 3. Roles and Responsibilities**
- 4. Coordinating and Managing Provision**
- 5. Admission Arrangements**
- 6. Allocation of Resources**
- 7. Identification and Assessment of Need**
- 8. Monitoring Progress and Review of Provision**
- 9. Curriculum Access and Inclusion**
- 10. Staff development and appraisal**
- 11. Links with other agencies, organisations and support services**
- 12. Partnership with parents**
- 13. The voice of the child**
- 14. Evaluating Success**
- 15. Complaints procedures**

<b>Document Control</b>	
Title	C016 Special Educational Needs and Disability Policy
Date	June 2020
Supersedes	C016 Special Educational Needs and Disability Policy 2018
Amendments	<ul style="list-style-type: none"> <li>• Minor amendments</li> </ul>
Related Policies/Guidance	C006 Curriculum Policy C007 Exam Access Arrangements Policy C013 RWCN Policy C018 Teaching & Learning Policy S001 Medical Conditions in School Policy S009 Equality Policy S011 Physical Restraint & Handling Policy S022 Intimate Care Policy
Review	Annually
Author	S. Wickstead
Date consultation completed	
Date adopted by Governing Body	

Prosper Learning Trust (*previously: Chorlton High School*) is a Multi Academy Trust  
 Registered in England and Wales number 08321679  
 Registered Office: Nell Lane, Chorlton, Manchester, M21 7SL

The Prosper Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility and accountability for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes a reference to school, academy or free school unless otherwise stated
- Headteacher includes a reference to Headteacher, Principal or Head of School of a school, academy or free school.

## 1. Introduction

- 1.1. Chorlton High School values the abilities and achievements of all its students, and is committed to providing the best possible environment for learning for every student.
- 1.2. This policy builds on our school's Curriculum Policy, which recognises the entitlement of all students to a balanced, broadly based 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.

## 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 school' 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.

## 3. Definition and Aims:

### 3.1. **The SEND aims of our school are to:**

- Ensure that all students have access to a broad and balanced curriculum.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the identification of all students requiring SEND provision as early as possible in their school career.
- Ensure that SEND students take as full a part as possible in all school activities.
- Ensure that parents of SEND students are kept fully informed of their child's progress and attainment.
- Ensure that SEND students are involved in decisions affecting their future SEND provision.
- Work in partnership with a range of agencies to ensure the highest quality of provision.
- Support SEND students across all transitions from school life and beyond in preparation for adulthood.

3.2. We recognise that many students may require additional support in a variety of forms at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties and make good progress, both socially and academically. The school has adopted specific curriculum structures and has made adaptation to the building to accommodate students.

3.3. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and students

working together. This partnership model extends to the involvement of the LA's services and external providers.

**3.4. A child has special educational needs if they have learning difficulties that call for special educational provision to be made.**

- A child has learning difficulties if he or she has a significantly greater difficulty in learning than the majority of children of the same age or has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority (LA).
- Special education provision means: for a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

3.5. Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

3.6. Chorlton High School will have due regard for the Special Education Needs and Disability Code of Practice when carrying out our duties towards all students with Special Educational Needs, and ensure that parents are notified when additional provision is being made for their child.

## **4. Roles and Responsibilities**

4.1. The SEND team at Chorlton High School:

- |                                      |   |                       |
|--------------------------------------|---|-----------------------|
| • Director of Access and Achievement | - | Sarah Wickstead       |
| • SEN Coordinator (SENCO)            | - | Shelley Stapley       |
| • Second in Department               | - | Anna Dawson           |
| • SPLD specialist teacher            | - | Damien van Alderwegen |
| • A team of Teaching Assistants      |   |                       |
| • An Administrative Assistant        |   |                       |
| • A named SEND Governor              |   |                       |

4.2. The role of the Governing Body

- Ensuring that provision of a high quality is made for SEND students and is continued effectively.
- Ensuring that SEND students are fully involved in school activities.
- Having regard to the Code of Practice when carrying out their responsibilities.
- Being fully involved in developing, monitoring and subsequently reviewing the SEND Policy.

- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget.

#### 4.3. The role of the Headteacher.

- The day-to-day management of all aspects of the school including the SEND provision.
- Keeping the Governing Body well informed about SEND within the school.
- Working closely with the SENCO/Access and Achievement Team, through the SLT line manager to determine the strategic development of policy and provision in the school.
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.

#### 4.4. The role of the Director of Access and Achievement.

- Oversee the development of SEND.
- Deliver Continuing Professional Development (CPD).

#### 4.5. The role of the SENCO (Curriculum Leader for Access and Achievement).

- Working with the Headteacher and Governing Body to determine the strategic development of the SEND policy.
- Overseeing the day to day operation of the policy.
- Co-ordinating the provision for students with SEND.
- Liaising with and giving advice to fellow teachers.
- Overseeing the management of Teaching Assistants.
- Line management of Access and Achievement coordinators, SpLD teacher and Administrative Assistant.
- Overseeing students' records.
- Liaising with parents.
- Making a contribution to In-Service Training (INSET)
- Liaising with external agencies, LA support services, including Health EHAs, Careers Solutions, and voluntary bodies.

#### 4.6. 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 the identification and assessment of, and subsequent provision for, SEND students.
- Collaborating with the SENCO and Access and Achievement Team to decide the action required to assist the student to progress.
- Working with the SENCO and Access and Achievement Team to collect all available information on the student.

- Working with SEND students on a daily basis to deliver targeted outcomes within differentiated planning.
- Developing constructive relationships with parents.
- Being involved in the development of the school's SEND policy.

## **5. Co-ordinating and Managing Provision**

- 5.1. 'The SENCO has a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND' (*Code of Practice (CoP) 2015*).
- 5.2. At Chorlton High School the management of provision is met through the Access and Achievement Team structure of responsibility.
- 5.3. For effective co-ordination all staff must be aware of:
  - The roles of the participants.
  - The responsibility all teachers have in making provision for SEND students.
  - The commitment required by staff to keep the SENCO well informed about students' progress.
  - Mechanisms that exist to allow teachers access and to share the information about SEND students.
  - What exactly constitutes a 'level of concern' and at which point SEND Support is initiated.
  - Mechanisms that exist to alert the SENCO to such 'levels of concern'.
  - The procedure by which parents are informed of this concern and the subsequent SEND provision.
- 5.4. Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

## **6. Admission arrangements**

- 6.1. 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 students already identified as having Special Educational Needs and/or disability, as well as identifying and providing for students not previously identified as having SEND. Students with Special Educational Needs but without statements (EHCPs) must be treated as fairly as all other applicants for admission.' (*CoP 1:33*)
- 6.2. Chorlton High School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All students are welcome,

including those with Special Educational Needs and/or Disability, in accordance with the School's Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an EHCP educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## 7. Allocation of Resources

- 7.1. Chorlton High School receives funding for students with SEND.
- 7.2. The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.
- 7.3. Chorlton High School follows LA guidance to ensure that all students' needs are appropriately met.

## 8. Identification and Assessment of Need

- 8.1. The Code does not assume that there are hard and fast categories of Special Educational Need, but recognises that children's needs and requirements fall into four broad areas.
  - Communication and interaction.
  - Cognition and Learning.
  - Social, Emotional and Mental Health.
  - Sensory and/or physical.
- 8.2. **The SEND Code of Practice 2014 makes it clear that 'all teachers are teachers of students with Special Educational Needs.'**
- 8.3. All teachers are responsible for identifying students with SEND and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making adequate progress is seen as a significant factor in considering the need for SEND provision.
- 8.4. **Early identification** of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:
  - Evidence obtained by teacher observation/ assessment.
  - Progress judged against grade descriptions.
  - Standardised screening or assessment tools.
  - Screening /diagnostic tests.
  - Reports or observations made on a cyclical basis.
  - Records from primary schools collated with the transition team.
  - Information from parents.
  - Pupil self-referral.
  - Information received on mid-year transfers.

- Subject teaching assessment.
  - External exam results.
- 8.5. On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary, or transfer from another Secondary school. For students with identified SEND our staff will:
- Use information from the previous school to shape the student's curriculum and pastoral provision in the first few months.
  - Identify the student's skills and note areas that require support.
  - Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning.
  - Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme.
  - Involve students in planning/agreeing their own targets.
  - Involve parents in a joint home-school learning approach.
- 8.6. The main methods of provision made by the school are:
- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum.
  - Planned periods of withdrawal to work with a support teacher.
  - In-class support with adult assistance.
  - Attendance at a specialised session within the school, full- or part-time.
- 8.7. Particular care is needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.
- 8.8. The school will record the steps taken to meet students' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:
- Information from previous school/phases.
  - Information from parents.
  - Information on progress and behaviour.
  - Student's own perceptions of difficulties.
  - Information from Health/Children's and Families Services.
  - Information from other agencies such as CAMHS.
- 8.9. Teaching SEND students 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 students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support. The Code of Practice advocates a graduated



response to meeting students' needs. When they are identified as having SEND, the school will intervene through SEND monitoring and SEND Support as described below.

## 9. Monitoring Progress and Review of Provision

- 9.1. Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:
- Closes the attainment gap between student and peers.
  - Prevents the attainment gap widening.
  - Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
  - Equals or improves upon the student's previous rate of progress.
  - Ensures full curricular access.
  - Shows an improvement in self-help and social or personal skills.
  - Shows improvements in the student's behaviour.
  - Is likely to lead to Further Education, training, and/or employment.
- 9.2. Where teachers decide that a student's learning is unsatisfactory, the Lead Teaching Assistant (TA4) is the first to be consulted. The SENCO will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through **SEND monitoring**. If, after further consideration, a more sustained level of support is needed, it would be provided through **SEND Support**. This will be tracked through the Plan-Do-Review process and recorded through TACs. Where concerns remain despite sustained intervention, the school will consider requesting a **Statutory Assessment for an Educational, Health and Care Plan**. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.
- 9.3. The school recognises that parents have a right to request a Statutory Assessment for an Educational, Health and Care Plan.

### **SEND Monitoring**

- 9.4. **SEND monitoring** is characterised by interventions delivered by subject teachers that are different from or additional to the normal differentiated curriculum. SEND monitoring intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:
- Make little or no progress.
  - Demonstrate difficulty in developing literacy or numeracy skills.
  - Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
  - Have sensory/physical problems, and make little progress despite the provision of specialist equipment.

- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.
- 9.5. If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.
- 9.6. The use of support staff with SEND monitoring includes:
- Consideration of age-groups taken.
  - Some in-class support from TAs in Core (Intervention).
  - Some Thinc Room.
  - Various specific targeted interventions (phonics, IDL).
- 9.7. The SENCO in collaboration with the subject teacher will decide the nature of intervention necessary and the action required to help the student progress. Based on the results of previous assessments, the actions might be:
- Deployment of extra staff to work with the student.
  - Provision of alternative learning materials/ special equipment.
  - Group support.
  - Provision of additional adult time in devising interventions and monitoring their effectiveness.
  - Staff development/training to undertake more effective strategies.

### **SEND Support**

- 9.8. **SEND Support** is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a student at this level will be made by the SENCO after full consultation with parents at an SEND review undertaken within SEND. External support services where appropriate will advise on strategies and provide specialist inputs to the support process.
- 9.9. SEND Support interventions will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:
- Still makes little or no progress in specific areas over a long period.
  - Continues to work at levels considerably lower than expected for a child of similar age.
  - Continues to experience difficulty in developing literacy/numeracy skills.
  - Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.

- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.
- Requires external support e.g. Consultant Educational Psychologist.

9.10. External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting Student Profile sheet will incorporate specialist strategies. These may be implemented by the subject teacher but might involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher. It may be necessary for an Early Help Assessment (EHA) to be in place to access additional support from external agencies.

#### **Request for Statutory Assessment for an Educational, Health and Care Plan (EHCP)**

9.11. The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support, the child remains a significant cause for concern where needs are persistent. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEND Support.
- TAC processes and accompanying paperwork.
- Records and outcomes of regular reviews undertaken.
- Information on the student's health and relevant medical history.
- Academic levels.
- Literacy/Numeracy attainment.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- The views of the child.
- Any other involvement by professionals.

9.12. An Educational, Health and Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

9.13. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP.
- Of shorter term.
- Established through parental/student consultation.

- Shared with subject teachers in a Student Profile.
- Implemented in the classroom.
- Delivered by the subject teacher with appropriate additional support where specified.

### **Reviews of Educational Health Care Plans**

9.14. EHCPs must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the students requiring reviews. The SENCO will organise these reviews and invite:

- The child's parent.
- The child.
- The relevant Teaching Assistant.
- The Head of Year.
- A representative of the LA, if appropriate.
- Any other person the LA considers appropriate.
- Any other person the Headteacher considers appropriate.

9.15. The aim of the review will be to:

- Assess the student's progress.
- Review the provision made for the student in the context of the National Curriculum and attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year.

9.16. Year 9 reviews will be significant in preparing for the student'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 Careers Solutions. The school recognises that the responsibility for such Transition Plans lies with these specialist services.

9.17. With due regard for the time limits set out in the Code, the SENCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

## **10. Curriculum Access and Inclusion**

10.1. Chorlton High School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos.
- Broad and balanced curriculum for all students.
- Systems for early identification of barriers to learning and participation.
- High expectations and suitable targets for all children.

10.2. At Chorlton High School we have adopted a whole-school approach to SEND policy and practice. Students 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 the school.

## **11. Staff development and appraisal**

11.1. All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. Part of the SENCO and the Access and Achievement Director's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND students. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. TAs requirements in supporting students' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction.

## **12. Links with other agencies, organisations and support services**

12.1. The school recognises the important contribution that external support services make in assisting to identify assess and provide for SEND students.

12.2. When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational psychologists
- Health Care
- Early Help Team
- Barrier Free Partnership
- Specialist Schools
- Speech and Language therapists
- Physiotherapists
- Hearing Impairment services
- Visual Impairment services
- Traveller Education
- Occupational Therapists

12.3. In addition, important links are in place with the following organisations:

- Careers Solutions
- Local Authority
- The business community
- School Attendance Officer
- Children and Families Services
- Other groups or organisations e.g. Gorse Hill, One Stop Youth Service.

### **13. Partnership with parents**

13.1. Chorlton High School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND 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.

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.

*13.2. '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.' (CoP 2.2)*

13.3. The school will make available, to all parents of students with SEND, details of the parent partnership service available through the LA. The SEND Code of Practice outlines that '*LAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.*' (CoP 2.14)

### **14. The voice of the child**

14.1. Chorlton High School should show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child.

14.2. All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practise making choices, will be more secure and effective students during their school years.

14.3. In Chorlton High School, we encourage students to participate in their learning by providing differentiated curriculum pathways and positive opportunities to develop skills beyond the classroom.

## 15. Evaluating Success

15.1. The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject co-ordinator.
- Analysis of student tracking data and test results;
  - for individual students,
  - for cohorts.
- Progress data for students on the SEND Register.
- Consideration of each student's success in meeting targets.
- Termly monitoring of procedures and practice by the Director of Access and Achievement and SEND Governor (leadership reports).
- School self-evaluation.
- The LA SEND moderation process.
- The School Development Plan/SEND Development Plan.

15.2. We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

15.3. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Students
- External professionals

## 16. Complaints procedure

16.1. The school's complaints procedure is outlined in the complaints policy. This is available on the school's website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

16.2. The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including provision of auxiliary aids and services.