

# CONGLETON HIGH SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY 2019-2020



Achieving Success Together

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (2015) and has been written with reference to the following guidance and documents:

- 2015 SEND Code of Practice 0 – 25
- Equality Act 2010
- Statutory guidance on Supporting Students at school with medical conditions (2017)
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy was created by the school's SENCO, with the SEN Governor, in liaison with SLT and all staff and parents of Students with SEND. This is in compliance with the emphasis in the SEND Code of Practice (2015) on collaborative working and the involvement of all stakeholders.

## **Definition of Special Educational Needs (SEND Code of Practice)**

*' A Student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to Students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer Students will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'*

## **Aim**

The school recognises that every teacher is a teacher of every student, including those with SEN. Every teacher therefore has high expectations of all students and will work, in partnership with the SEN support team, to raise the aspirations and expectations for all students, with a clear focus on outcomes for children and young people and not just hours of provision or support.

## **Objectives**

1. To identify and provide for students who have special educational needs
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a "whole student, whole school" approach to the management and provision of support for special educational needs
4. To support the Special Educational Needs Co-ordinator (SENCO) in the implementation of current legislation as represented in the SEND Code of Practice (2015)
5. To provide support and advice for all staff working students who have special educational needs.

## **Section 2: Identifying Special Educational Needs**

The identification of special educational needs is built into the overall process of monitoring and evaluating the progress of all students. Students who are making less than expected progress will be given support within the curriculum area in the first instance. However, where there are concerns across a number of subjects, the SENCO will liaise with form tutors and subject staff to see if further, support is indicated.

Under the Code of Practice, any support offered to students which is additional to or different from that offered to all students falls under the heading 'SEN support'. This replaces 'School action plus and School action'. Students offered SEN support would have progress that is:

- Significantly slower than that of their peers starting from the same base-line
- 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.

SEN support (detailed below) would also be offered where a student fails to make progress in other areas of school life, such as in social interaction, which would prevent them from making a successful transition to adult life. It is also recognised that other factors may contribute to less than expected progress for a student, such as poor attendance or English as an Additional Language. Also, poor behaviour does not in itself constitute a special educational need in the SEND Code of Practice, though may be the result of an unidentified difficulty. These needs will be addressed by the school, though not necessarily through SEN support.

Many students will have their needs recognised and appropriate adjustments made at primary school. Congleton High School works closely with partner primary schools, to facilitate the sharing of information and a smooth transition process.

### **Section 3: Graduated Response to SEN Support**

Quality first teaching is the key to excellent student progress. The subject teacher is responsible for the progress and attainment of all students, including those with SEN and will make reasonable adjustments to ensure good access to the curriculum by all. Even when additional support is available, through additional members of staff or a structured intervention programme, the subject teacher remains responsible for overall progress. High quality teaching, differentiated to support the needs of individual students, is the first step in our response to those who may or may not have SEN. The quality of teaching in school, together with the support available to students with SEN, is regularly reviewed by line managers, SLT and the SENCO.

Where quality first teaching is not sufficient to secure progress for a student, a Curriculum Area based intervention programme will be offered. This may be small group withdrawal for extra tuition or active support in school with behaviour, homework tasks and timekeeping.

Students who have less than expected progress in Literacy or Numeracy may be offered small group intervention programmes for a fixed period. Others may be taught in a small for the academic year. Older students may have one option block to use for extra support in Literacy and/or Numeracy.

Some students with SEN will need ongoing support with learning, throughout their school life. These will fall under the heading of 'SEN support' and will be kept on a register in school so that all teaching staff are aware of their needs. Appropriate outside agencies will be asked to assist school in providing programmes of support and in carrying out further assessments as needed.

Students who are likely to need ongoing support have SEN in one or more of the following categories, as identified in the SEND Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and /or physical.

Students requiring additional support will have the costs of the first part of that support met by the school's own resources. Only when a severe difficulty is indicated would any top-up funding be provided by the Local Authority. This would be provided through an Education, Health and Care Plan (EHC Plan).

### **Section 4: Managing Students' Needs on the SEN Register**

Students who are identified as having a special educational need which requires support which is additional to or different from that provided for all students, will be managed under the heading 'SEN Support' and a register will be kept of these Students.

Students at SEN Support will have an Individual Support Plan (ISP), stating what needs have been identified, how to remove key barriers to learning and how evidence will be collected to demonstrate progress for the student. ISP's will be updated at regular review meetings with parents.

If the student is still not making progress, despite the school's best endeavours and the support of parents, the SENCO may involve other agencies in providing support for the student e.g. the Educational Psychologist or the Cheshire East Autism Team (CEAT). Only in very exceptional circumstances would an assessment through the Education, Health and Care Plan system be completed. In most circumstances, students with this higher level of need would be identified either before school or at primary school. Parents and, if appropriate, the student, will be kept informed throughout any further assessment process and consulted at each stage.

### **Section 5: Exit Criteria**

Students who are making progress in line with expectations and have good attitude to learning scores across their subjects would normally be removed from the 'SEN Support' register. Exceptions would be made for students with ongoing social difficulties or health problems which may make them vulnerable should support be removed altogether. Similarly, students who have a history of literacy difficulties would still be provided with appropriate support in exams, within the regulations set out by JCQ.

### **Section 6: Supporting Students and Families**

The school has produced a 'local offer' which lists in detail what parents can expect if their child chooses to attend Congleton High School, whether or not they have a special educational need. The local offer for Congleton High School meets the requirements of the SEN Information Report (Children and Families Act).

School has regular contact with a number of agencies who can support parents and families outside of school. Cheshire East Information, Advice and Support Team provides both practical support, such as accompanying parents to meetings as well as information about specialist groups.

Admission arrangements for SEN Students are the same as for all Students and can be found in the school prospectus and on the school website. Places may be allocated early to students with statements or Education, Health and Care Plans, where a local authority considers that Congleton High School can best meet that student's special educational needs.

All students who have received extra support in school will be assessed to see if they meet the JCQ regulations for extra support in exams e.g. extra time or a reader. The assessment process happens formally in year 9, in preparation for GCSE exams in year 10 and 11. However, all students are offered support in internal tests where this is appropriate and where the integrity of the test is not compromised. Similarly, students with a recognised SEN will be offered a second opportunity to take a test if it was completed without support and the subject teacher agrees that support would enable them to achieve a higher mark.

### **Section 7: Supporting Students at School with medical conditions**

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs (SEN) and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Students with medical conditions who do not have an Education, Health and Care Plan will have their needs documented in a Care Plan. These are managed by the First Aider.

### **Section 8: Monitoring and Evaluating of SEN Provision**

The school has well established systems for monitoring the quality of teaching and learning throughout the school. This includes:

- Learning walks, with feedback through line management to staff
- Book scrutiny
- Homework assessments
- Visits by school governors

The SENCO completes a termly self-evaluation of the provision of SEN support. This includes:

- Evidence of impact of intervention programmes
- Learning walks focused on SEN students, with and without extra support
- Student voice exercise to assess attitudes to support and 'XL' (student support base).

Evidence collected through these processes is used to inform the SEN Area Development Plan for SEN and the whole school development plan with an emphasis on Quality First Teaching for all students.

### **Section 9: Training and Resources**

SEN provision in school is funded from the main school budget. A small amount of top-up funding is available to higher need Students who have an Education, Health and Care Plan (EHC plan). The same funding formula applies to sixth form students.

Whole-school training issues are identified through the school development plan and through consultation with staff on a regular basis and through teaching and learning meetings. Training is provided for the whole school at the start of each academic year and this can incorporate general training from the SENCO or more specific training for example if a new student has an SEN not previously catered for in the school. Individual training needs are identified through the performance management system and are addressed by line managers with advice and support from the SENCO. New staff take part in an induction process, which includes support in dealing with SEN students and a meeting with the SENCO to explain the systems and structures in place around the school's SEN

The SENCO regularly attends the Local Authority SENCO Network meetings in order to keep up with local and national updates on SEN.

### **Section 10: Roles and Responsibilities**

#### **The Role of the SENCO**

'The SENCO has day to day responsibility for the operation of SEN policy and coordination of specific provision made to support individual Students with SEN, including those who have EHC plans.' (SEND Code of Practice, 2015).

#### **Role of the SEN Governor**

The SEN Governor meets on a regular basis with the SENCO to challenge and support in matters concerning SEN. Reports to the full governing body are given termly to inform them about the progress of students with SEN.

#### **Role of the Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the School's work, including provision for children with SEN. The Headteacher works closely with the SENCO and keeps the Governing Body fully informed of SEN issues

### **Section 11 Storing and Managing information**

Paper copies of documents are kept in the XL office while students are at the school. After this, they are archived to a safe room for seven years. Information stored on the electronic system in school is password protected and only available to authorised staff. Information is only shared with outside agencies (including examination boards for the purpose of access arrangements) with the express permission of the parent or student.

### **Section 12: Accessibility**

Accessibility information is included in the Cmat Equality, Diversity and Social Inclusion Policy

### **Section 13: Bullying**

The school operates an Anti-Bullying policy. Teaching on bullying and how to report it is included in school assemblies and in guidance lessons. The form tutor is the first point of contact should parents have concerns about bullying. Sixth form students act as mentors throughout the school and can act as a 'buddy' to any vulnerable students as required. The SEN team provide a resource based, called 'XL' which is available to vulnerable students and break and lunchtime.

### **Section 14: Dealing with complaints**

If at any stage a parent or carer is unhappy with the provision that is being made for their child they should in the first instance approach the form tutor or SENCO. If this does not resolve the issue then the parent should then speak to the Assistant Headteacher with responsibility for SEN who will discuss and advise the next steps. Should a complaint be made as a school we have a complaints policy, which can be obtained through the school website.

However if a parent or carer disagrees with the contents of an Education, Health and Care Plan (or a decision not to issue one), an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England

### **Section 15: Reviewing the policy**

This policy and the Local Offer/SEN information that accompanies it will be reviewed on an annual basis. The SEN Governor will decide whether changes are sufficiently significant to trigger a consultation process at that stage.

### **Key Documents consulted:**

SEN and Disability Code of Practice (2015)  
NASEN 'Key requirements in updating your SEN policy'  
CHS Local Offer  
CHS Equality and Diversity Policy.

**Approved at Education & Welfare Committee: 17<sup>th</sup> October 2019**

**Review Date: Autumn Term 2020**

