



Special Educational Needs Policy

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Contents:

1. Introduction
2. Legislation and Guidance
3. Definition of a Special Educational Need
4. Broad Areas of Need
5. Identifying Special Educational Needs
6. Provision for Pupils with Special Educational Needs
7. Involving Specialists
8. Requesting an Education, Health and Care Needs Assessment
9. Recording, Monitoring and Review
10. External Agencies,
11. Parents and carers
12. Role of the Special Educational Needs Coordinator
13. Role of Governors
14. Complaints Process

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Prospere Learning Trust (*Previously CHS Learning Trust and Piper Hill Learning Trust*) is a Multi Academy Trust. Registered in England and Wales - number 10872612
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The Prospere 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 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 reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

Please also read our SEND Information Report for further explanation of Newall Green High School's support systems. This is available from the school office or on the school website. The Local Authority Local Offer is also available.

1. Introduction:

1.1. Newall Green High School values that abilities and achievements of all children and young people. It is committed to providing the best environment for learning for every student. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best,
- become confident individuals living fulfilling lives,
- make a successful transition into adulthood, whether into employment, education or training.

1.2. All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

2. Legislation and Guidance

This policy and the 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 plans (EHCP's), 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 Whilst many factors contribute to the range of difficulties experienced by some students, 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.

3.3 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 the same age, or has a disability which prevents or hinders that 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 educational provision means: for a child over two, educational provision which is additional to, or different from, the educational provision made generally for children the same age in maintained schools (other than special schools) in the area.

3.4 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.

3.1. 3.5 Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

4. The broad areas of need are:

4.1. Communication and Interaction:

4.1.1. Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

4.1.2. One of the types of SLCN is autism. Children and young people with autism have four key areas of difference. Social understanding – differences in understanding social behaviour and the feelings of others; Sensory Processing – differences in perceiving sensory information; Interests and information processing – differences in perception, planning, understanding concepts, generalising, predicting, managing transitions, passions for interests and ability to absorb spoken information; Communication – differences in understanding and expressing communication and language.

4.2. Cognition and Learning:

4.2.1. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

4.3. Social, Emotional and Mental Health Difficulties:

4.3.1. Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4.3.2. Newall Green High School has a clear process to support children and young people, including how to manage the effect of any disruptive behaviour so it does not adversely affect other pupils' mental health and behaviour difficulties in schools.

4.4. Sensory and / or Physical Needs:

4.4.1. Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

4.4.2. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

4.5. Medical Conditions:

4.5.1. The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will specify the type and level of support required to meet the medical needs of such pupils. (See Newall Green High School Medical Conditions Policy).

5. Identifying Special Educational Needs in Newall Green High School:

(See Newall Green High School SEND Information Report)

- 5.1. The identification of Special Educational Needs is built into the overall approach to monitoring the progress and development of all our pupils.
- 5.2. School has a clear approach to identifying and responding to SEN; we prioritise early identification as the benefits are widely recognised; identifying need at the earliest point and then making effective provision will improve long-term outcomes for our young people.
- 5.3. Most children join our school with their needs clearly identified; this means that we can set appropriate learning objectives matched to their needs.
- 5.4. For other students this may not be the case and we will monitor carefully, checking if the pupil still has a difficulty after intervention and identifying classroom and learning strategies that make it easier for them to learn.

- 5.5. A pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age. Making high quality teaching available to the whole class is likely to mean that fewer pupils will require such support.
- 5.6. At school we assess each pupil's current skills and levels of attainment on entry, building on information from their previous school where appropriate. At the same time, we always consider any evidence that a pupil may have a disability under the Equality Act 2010 and, if so, we make reasonable adjustments for them.
- 5.7. Our subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. We identify pupils making less than expected progress given their age and individual circumstances and meet regularly to plan support for students where progress:
- is significantly slower than that of their peers starting from the same baseline.
 - fails to match or better the child's previous rate of progress.
 - fails to close the attainment gap between the child and their peers.

6. Provision for Pupils with Special Educational Needs (SEN):

- 6.1. Where school identifies a pupil as having SEN, we take action to remove as many barriers to learning as we can and put effective special educational provision in place. We call this SEN support and it takes the form of a four-part cycle through which decisions and actions are revisited, refined and revised as we gain a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.
- 6.2. **This is known as the graduated approach.** It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match intervention to the needs of the pupil.
- 6.3. Firstly, teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- 6.4. Here at Newall Green High School, high quality teaching, differentiated for individual pupils, is the **first step** in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all pupils.
- 6.5. Some children may benefit from classes that we support with teaching assistance and as a result make better progress. We may also offer small group work or catch up programmes.

7. Involving Specialists:

- 7.1. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists, including those secured from within school as well as outside agencies.
- 7.2. We may involve specialists at any point to advise on identification of SEN and effective support and interventions. We always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age. The pupil's parents/carers should always be involved in any decision to involve specialists.

7.3. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents/carers and teaching staff supporting the child in the same way as other SEN support. Our SEND Information Report gives further examples of this.

8. Requesting an Education, Health and Care Needs Assessment:

8.1. SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, he/she has not made expected progress, we will consider requesting an Education, Health and Care Needs Assessment.

9. Recording, Monitoring and Review:

9.1. As a school we will continue to keep a register of the provision made for pupils who require SEN support. Parents/Carers will be informed of this and invited to meet regularly to review progress and outcomes and plan next steps.

9.2. We will talk to parents/carers regularly to set clear outcomes and review progress towards them; the views of pupils will be included in these discussions. A record of the outcomes, action and support agreed will be kept and shared with the appropriate staff. Where a pupil has an Education, Health Care Plan or Statement a review will take place at least every 12 months.

9.3. Our SEND Information Report describes these arrangements in more detail.

10. External Agencies:

10.1. The school has arrangements for securing access to external support services for pupils who require SEN support; this may include liaison with specialist schools, other specialist provision and Educational assessments.

11. Parents/Carers:

11.1. At Newall Green High School, we aim to promote a culture of co-operation and consultation with parents/carers, School and LA through:

- Ensuring all parents/carers are made aware of the school's arrangements for Special Educational Needs
- Involving parents/carers as soon as a concern has been raised.
- Providing access to Physical Difficulties / Severe Learning Difficulties, and Autistic Spectrum Disorder / Coordinators.
- Supporting parents/carers with understanding external agency advice and support.
- Undertaking Annual Reviews for children with Statements of SEN or Education Health Care Plans.

12. Role of the Special Educational Needs Coordinator (SENDCo):

12.1. The SENDCo role is a strategic one working with senior leadership to review and refresh the Special Educational Needs Policy and then with subject teachers to review its practice, ensuring every child with SEN gets the personalised support that they need.

12.2. The role involves:

- Overseeing day to day operation of the school's Special Educational Needs policy.
- Co-ordinating provision for children with SEN.
- Advising on graduated approach to SEN support.
- Ensuring that SEN records are up to date.
- Advising on use of delegated budget and other resources.
- Liaising with parents/carers.

13. Role of Governors:

13.1. Governing bodies of maintained schools and proprietors of academies (including free schools, University Technical Colleges and Studio Schools) have legal duties in relation to pupils with SEN. The general duties of governing bodies and the 'responsible person' are set out in full in paragraphs 1:16 to 1:22 of the 'SEN Code of Practice'.

13.2. In summary the Governing Body must:

- Have regard to the Special Educational Needs and Disability Code of Practice, oversee the implementation of the reform and provide strategic support to the Headteacher.
- Ensure the publication of information on the school's websites about the implementation of the Special Educational Needs Policy, including the SEND Information Report
- Ensure that a qualified teacher is designated as SENDCo.
- Ensure a high standard of provision is made for students with SEN
- Cooperate with the Local Authority in developing the Local Offer and Education Health Care Plan arrangements.
- Ensure that arrangements are in place to support our pupils with medical conditions.
- Ensure the publication of information about the arrangements for the admission of disabled children, the steps taken to prevent them being treated less favourably than others and the facilities provided to assist access of disabled children and their accessibility plans.

13.3. The Governing Body identifies a lead Governor for Special Educational Need and Disability (SEND).

14. Complaints Procedures:

14.1. Any complaints regarding the Special Educational Needs Policy or the provision made for children with special educational needs should be addressed in the first instance to the SENDCo. If a parent/carer feels their child's needs are still not being met they should make an appointment to see the Headteacher. Additional information will be given to parents/carers upon request.

14.2. Further complaints should be made in line with the school complaints procedure.