



# Special Educational Needs and Disability (SEND) Policy

## **Parklands High School**

## **STATEMENT IN RELATION TO EDUCATIONAL NEEDS**

Parklands High School values the abilities, achievements and differences of its pupils, and is committed to providing, for each pupil the best possible environment for learning. The school is committed to ensuring that pupils, including those with specific and/or additional educational needs, make significant progress and remain healthy, safe and engaged. To achieve this, it is of paramount importance that the educational needs that pupils experience during their school career are identified swiftly and that appropriate provision is made to ensure that these needs can be met.

Pupils are considered to be at school support if they have a disability as defined in the Equality Act 2010 and require specialist provision that is significantly '*additional to or different from those* available to the majority of their peers within the school's normal curriculum. (The Equality Act 2010)

## **OBJECTIVES OF THE SEN POLICY**

- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy. To identify and provide for pupils who have special educational needs and/or additional needs.
- To follow the guidance provided in the SEND Code of Practice 2015 and adhere to the regulations therein.
- To operate a child centred approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with pupils who have special educational needs.
- To develop and maintain partnerships with parents and carers
- To ensure effective partnership working with external agencies and professionals in order to meet the needs of staff and pupils
- To ensure that all pupils are included in all activities and lessons within the curriculum.

## **All teachers at Parklands High School are teachers of pupils with SEND**

### **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Pupils are mostly identified as having SEND through communication (prior to admission) with 'feeder' primary schools. House Achievement Leaders (HALS) attend transitional review days as an initial step and then share information with the Learning Support Team and teaching staff. The SENCO will attend transitional review meetings on request to ensure effective transition planning for any students identified as having SEND.

### **BROAD AREAS OF NEED**

Communication and Interaction

Cognition and Learning

Social, emotional mental health

Sensory and/or physical needs

The identification of 'behaviour' as a need is not an acceptable way of describing SEND. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which should be recognised and identified by staff in school.

### **CRITERIA FOR INCLUSION ON THE SEND / ADDITIONAL NEEDS REGISTER**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot always compensate for a lack of good quality teaching.

Pupils are placed on the SEND register as per the school's criteria for provision and in accordance with the SEND Code of Practice 2015. Assessments lead to formal planning of appropriate person centred intervention in liaison with appropriate staff members.

The school's SEND information is shared daily with all staff members. The information is disseminated through four separate registers.

- Those who have an identified Special Educational Need/Disability and/or have an Education, Health and Care Plan, or those who require individual planning and high levels of differentiation at 'School Support' level.
- Those who have an additional need and/or a disability and therefore may require a 'reasonable adjustment'.
- Students who have been identified as having a Dyslexic Profile, a diagnosis of Dyslexia or an at risk quotient displaying dyslexic traits
- Students in KS4 who have approved Access Arrangements granted by the JCQ (Joint Council for Qualifications).

## **SEND CRITERIA**

Pupils must meet specific criteria to access levels of SEND Support as outlined below :

**EHCP** Pupils who have been subject to a statutory assessment undertaken by the Local Authority which has necessitated in the issuing of an EHCP (Education Health Care Plan). Schools are legally obliged to ensure that the support provided for the subject is compliant with this document.

**SEND Support (K)** Pupils supported at this level must have a specific barrier to learning which necessitates their educational provision to be significantly different from or additional to what is normally available to pupils of the same age. Students who have been the subject of a Note in Lieu external practitioner assessment and specialist advice. In deciding whether to make special educational provision, information is gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

## **MONITORING**

- Pupils meet one or more of the below quoted criteria :
- Standard Scores of below 84
- Significantly below (more than 2 years) functional reading and/or spelling age
- Short term barrier to learning based on a specific circumstance.

This includes high quality and accurate formative assessment, using effective tools, well trained staff and early assessment materials.

## **THE 'ASSESS, PLAN, DO, REVIEW' CYCLE**

Where a pupil is identified as having a SEND, action should be taken to remove barriers to learning and SEND provision should be put in place. This support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. All pupils at school support and at E are reviewed each term. Pupils who are at E are also reviewed annually with all who support them. This is known as a 'graduated response'

## **LEVELS OF SEND PROVISION**

**Wave 3:** This is a long term, high level intervention from a SEND specialist practitioner. It involves personalised and intensive interventions.

**Wave 2:** This is usually a short term intervention of two terms maximum but could become a longer term low level intervention e.g. if a pupil requires small group

support and intervention

**Wave 1:** This is 'Quality First' Inclusive teaching and monitoring of progress by the Achievement Team.

### **PROVISION AVAILABLE FOR SEND PUPILS**

The provision at Parklands High School was reviewed in September 2019 and the support offered has been personalised to meet pupils' individual needs and as such is not exhaustive but an indication of the types of SEND in school presently.

#### **Cognition and Learning**

- Small group teaching - 'Connect'
- Accelerated Reading - Dockside books (for example)
- Learn, Write Tuition
- Head to Head
- GCSE Support

#### **Communication and Interaction**

- Visual resources
- Emotional Literacy sessions
- Access to a 'safe place' during unstructured times
- The creation of a 'Sensory Diet'
- TA Mentoring
- Inspire Club
- After school intervention

#### **Physical and Sensory Difficulties**

- Support and assistive technology for those students with physical and/or sensory difficulties is provided in consultation with specialist teaching staff.
- The school currently works with the Local Authority and Inclusion Solutions, but are open to working with appropriate traded services.
- Manual Handling training.

#### **Social, Emotional and Mental Health Difficulties**

- Specific programmes to address SEMH needs
- Access to counselling
- Access to therapy
- Dog therapy (See dog therapy policy)
- Reduced timetables
- Access to alternative provision

Targeted pupils who are supported at School Support will have a One Page Profile and an intervention plan. This is drawn up in consultation with parents, the pupil, their teachers and any external agencies and professionals who are involved. The profiles outline specific, time constrained targets and strategies to support an individual's learning and overall progress. One Page Profiles are reviewed on a

termly basis with both parents and the pupil's participation as an important part of the process. Teaching staff have access to all One Page Profiles and also a bank of generic strategies to aid their understanding of pupil difficulties and strategies to aid inclusion within the classroom. This information can be accessed by all staff through the school's central recording system.

In addition to this, if a child has an Education, Health and Care Plan, this will be formally reviewed once a year. The views of the pupil, parents/guardians, teaching staff and other professionals will be requested and form the basis for discussion of progress towards targets and the setting of targets for the coming year. Reviews take place in accordance with the Local Authority's Transition model. Emergency Reviews may take place at any time during the school year if any party is concerned about the progress of a pupil who has an EHCP.

## **CURRICULUM**

At Parklands High School all pupils have full access to the National Curriculum. Any school based Interventions through any wave of intervention is targeted to address specific difficulties for the minimum time necessary. It is the school's policy that the majority of support for pupils with additional needs should be provided and differentiated in the classroom alongside their peers.

Care is taken to ensure that the ability of bilingual pupils is recognised and that these pupils are not regarded as having SEND on the basis of language acquisition.

Wave 3 or 2 interventions out of the classroom are sometimes appropriate to facilitate individual progression. Specialist teaching is often skills based, particularly for reading, writing, spelling or numerical programmes of study. Speech and Language (ELKLAN) materials are delivered where appropriate. Counselling, Social Skill Groups and 1:1 tutorial sessions may also be appropriate.

Where appropriate, a fully differentiated curriculum can be offered in extreme cases.

## **Exams**

Pupils with specific needs and who do not have an EHCP are assessed to ascertain if they require access arrangements for their GCSE exams. Pupils who have an EHCP are also considered for access arrangements, but access arrangements can only be approved if it is the pupils' normal way of working.

### **Pupils with identified needs**

Pupils who transition to secondary school with SEND will automatically be assessed for access arrangements at the end of year 9/start of year 10.

### **Pupils with unidentified needs**

As per the Code of Practice 2015, teachers employ a graduated response to all pupils when they start school. Should a teacher observe that a pupil has a specific difficulty/need they will refer pupils to the learning support department for assessment of need. The Senco will seek feedback from all other teachers on that particular pupil and then decide if access arrangement tests need to be carried out. If pupils do require AA tests then these are carried out at the end of the summer term when the pupil is in year 9. All assessments should be commenced and should be ready for application by the first term of the academic year. (by now the pupil is in year 10.) There are some instances where late/adhoc referrals are made and the SENCo will assess at her convenience.

### **Administration**

Where a candidate has learning difficulties and is not subject to a current Education, Health and Care Plan the SENCo and teachers must paint a picture of need demonstrating the candidate's normal way of working. The SENCo will collate evidence and complete Section A of Form 8 prior to the candidate being assessed.

### **ACCESS TO THE FULL LIFE OF THE SCHOOL**

Parklands High School is an inclusive school. Pupils, including those with additional needs, have the opportunity and are encouraged to take part in all aspects of school life.

To ensure that pupils have access to and make progress across the curriculum the school provides:

- Access to Pupil Premium funding where the pupil has been eligible to Free School meals within the previous 6 years.
- A Structured Reading Scheme (Accelerated Reading) in Years 7, 8 and 9.
- Literacy and Numeracy Strategies embedded across the curriculum.
- Lessons which are planned to meet individual need.
- Highly personalised and specific interventions based on need either via wave 3 or
- Intervention (no more than 6 pupils ) for pupils who are supported at 'School Support' level.
- Access to ' Connect' (an intensive holistic programme of literacy and numeracy) for those pupils in years 7 to 11 who would benefit from both literacy and numeracy skills input.

### **TRAINING AND RESOURCES**

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 (SEND Code of Practice 2015 6.36). High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have

or may have SEND. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENCO. The SENCO will keep fully up to date regarding SEND issues through:

- Incorporating Knowledge gained via the NASENCO Award (National Award for SEN Co-ordination)
- Regular attendance at local SEND /EP Cluster meetings
- Regular attendance through the LA SEND partnership groups
- Access to specialist training.

Members of the Learning Support Team will develop their skills through attendance at specialist training, discussions with external specialists and any in-house training provided. TAs who support individual pupils with EHCP will be required to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attending training courses identified through the appraisal cycle.

### **Roles and Responsibilities of the SENCO**

- The SENCO is responsible for determining the strategic development of SEND policy and provision in school. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a supportive role to families to ensure pupils with SEND receive appropriate support and high quality teaching.
- To provide professional guidance and support to colleagues.
- To advise on the deployment of the school's delegated budget.
- The day to day operation of the school's SEND policy Information sharing with teaching and pastoral staff.
- To monitor and evaluate the impact of in-class support.
- To work directly with pupils who have SEND.
- Coordinating provision for children with SEND and to advise on the graduated approach to providing SEND support.
- Liaison with parents and carers, external agencies, specialists , health professionals etc
- SENCO contributions to staff training INSET and Provision Mapping

In accordance with the SEND Code of Practice 2015 (6.91)

*'The school should ensure that the SENCO has sufficient time and resources to carry out such functions. This should include the provision of administrative support.'*



### **Subject teachers are responsible for:**

- Awareness of the school's procedures for the identification and assessment of and subsequent provision for pupils with SEND
- Differentiation of the curriculum where appropriate taking into consideration the additional needs of the students.
- Monitoring the progress of pupils with SEND
- Contributing to target setting and outcomes for pupils with SEND
- Liaising with those who provide 'in class support' so that lesson plans and outcomes are effective in ensuring that pupils make good progress.

### **Teaching Assistants**

- TAs are responsible for the design and delivery of specifically targeted wave 2 and 3 interventions under the supervision of the SENCO and head of faculty.
- To liaise with external agencies, parents, carers and schools
- To identify, assess, and monitor the tracking of all SEND pupils.
- TAs are responsible for supporting pupils in the classroom setting, contributing to target setting and outcomes and monitoring and reporting progress in relation to agreed targets and outcomes. Pupils with an EHCP are allocated support in accordance with the prescription as set out within the LA documentation with a focus on core subject areas.
- To provide structured and planned intervention under the guidance of the SENCO or specialist for individuals or small groups.

### **USE OF DATA AND RECORD KEEPING**

Information in relation to SEND is kept securely in accordance with the requirements of the General Data Protection Regulation 2018 [GDPR 2018] The Provision made for pupils with SEND is recorded accurately and kept up to date.

Provision is recorded efficiently showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

### **PUBLISHING INFORMATION**

The school must publish information on the website about the implementation of the governing body's policy for pupils with SEND. This information should be updated annually. The information required is set out in the SEND Regulations 2015 and must include information about :

- The kinds of SEND that are provided for.
- Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO.
- Arrangements for consulting parents of children with SEND and involving them in their child's education.

- Arrangements for consulting young people with SEND and involving them in their education.
- Arrangements for assessing and reviewing young people's progress towards outcomes.
- Transition arrangements.
- The overall approaches to teaching young people with SEND
- The adaptations that are made to the curriculum and the learning environment of young people with SEND.

## **COMPLAINTS**

Any concerns or complaints raised by parents or carers can be referred initially to the school SENCO either by telephone, email or in person in the first instance. If concerns cannot be resolved in this way then the issue would be referred to Mrs G Aspinall (the Deputy Head teacher responsible for SEND). If the matter remains unresolved then the complaint would follow a line of referral via the Head Teacher and or the school's Governing Body.

Mediation aims to help resolve disagreements for children and young people that are being assessed for or have an EHC plan, whilst disagreement resolution arrangements are available for parents and all children and young people with SEND, not just those who are being assessed for or have an EHC plan, where it has not been possible to resolve those issues through the normal routes such as a school complaints process.

Mediation and disagreement resolution meetings aim to resolve your disagreements in a quick, informal way using a neutral third party, a mediator, to help reach a resolution that is mutually satisfactory. (Lancashire County Council 2018)

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>

## **COMPLIANCE :**

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

### **SEND Code Of Practice**

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **The Equality Act 2010**

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

### **Children and Families Act**

[http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga\\_20140006\\_en.pdf](http://www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf)

**Special Educational Needs and Disabilities Act 2014**

[http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi\\_20141530\\_en.pdf](http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf)

This policy was written by L Williams (SENCO) in liaison with the Learning Support Team and overseen by Mrs G Aspinall (Deputy Headteacher)

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