



# Poole High School

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## SPECIAL EDUCATIONAL NEEDS POLICY

Staff Link:	Ms K Dewsnap	Date:	July 2022
Governor Link:	Mrs H Parry	First Review:	July 2023
		Next Review:	July 2024
Policy No:	44	Subsequent Review:	Annually

**Poole High School is an inclusive school and we believe that all students should have access to an appropriate education that affords them the opportunity to achieve their personal potential.**

We believe that the educational needs of most students can be met by what is provided with direct teacher differentiation. However, students with Special Educational Needs and or Disabilities (SEND) may require further specific educational provision if they are to be able to meet their full potential.

This additional provision may be required for a student if they have:

a) A significantly greater difficulty in learning than the majority of students of the same age

or

b) A disability that prevents or hinders them from making use of educational facilities of the kind provided for students of the same age in schools within the area of the Local Education Authority (LEA).

## **Legislation and guidance**

This policy 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 pupils 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

## **Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are a number of areas that may identify a student as having an additional or special educational need. These include:

- Communication and interaction

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

## Aims

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupils needs, through all staff sharing responsibility for SEND
- To identify, at the earliest opportunity, all pupils who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development
- To ensure that these pupils are fully included in all activities within the school in order to promote the highest levels of achievement
- To enable pupils to participate in the decision-making process regarding their learning and to know their views are valued
- To ensure that all targeted support is effective and pupil progress of SEND students is monitored effectively
- To inform and involve parents and pupils in developing a partnership of support which will aid planning for SEND, enabling them to have full confidence in the strategies adopted by the school
- To involve outside agencies where appropriate, e.g. LEA., Educational Psychologist, Speech and Language, Specialist Teaching Service

# Roles and Responsibilities

**Senior SENDCO Mrs K Dewsnap**

**Assistant SENDCO Mrs L Brunt**

- The day-to-day operation of school's SEND Policy
- Advising class teachers and SEND support staff
- Taking the lead in managing provision for pupils at school support and those in receipt of an Education Health Care Plan
- Overseeing the records of all pupils with SEND including provision maps, SEND register
- Contributing to the in-service training of staff
- Liaising with parents of children with SEND
- Liaising with External Agencies
- Managing School Based Reviews
- Managing role of the Teaching Assistants

## **The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

## **Class Teachers**

All class teachers are teachers of pupils with SEND.

Class Teachers have specific responsibilities to:

- Identify, assess and make provision for children within their class who have SEND, with the support of SENDCO and Outside Agencies
- Plan and provide differentiated work where appropriate
- Keep informed of recent SEND developments and liaise with the SENDCO
- Monitor pupil progress as part of the school's rigorous assessment regime
- Report any concerns to the SENDCO
- Initiate and maintain close liaison with parents
- Take joint responsibility with the SENDCO in keeping class provision maps up to date

# Identification/Assessment/Provision

## Identification

At Poole High School, we recognise the importance of identifying children with SEND at an early stage.

Identification will be taken by the class teacher in consultation with the SENDCO because of any of the following triggers:

- Expression of concern from parent, child or involved professional e.g. Speech and Language Therapist
- Teacher based classroom observation and assessment indicating a need for differentiation or support beyond that expected of the peer group
- Evidence from assessment procedures that indicate that the child is not achieving at an appropriate level for his/her chronological age or in comparison with his/her peer group
- Observed and consistent patterns of inappropriate or challenging behaviour or emotional difficulties, including social skills
- Indication of physical difficulties that require extra support or special equipment/provision e.g. hearing or visual impairment, poor motor skills

## SEN Categories

The SEND code of practice 2014 underwent a consultation process in 2021. The code has not formally changed, though the Green Paper (March 2022) may lead to further imminent changes:

As of September 2014, SEND, coding has changed from either School Action or School Action Plus to School Support. With the improved code of practice, there is a greater emphasis on teacher led intervention working with guidance from the SEND team. We are aware that certain students may need direct intervention from additional adults via class or small specialist groups but are conscious that the needs of most of our students can be met in the classroom using differentiated teaching.

Concerns will be raised if any of the following have been noted:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Has emotional or behavioural difficulties that substantially and regularly interfere with the student's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a Specialist Service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

As part of the review process, a child may be removed from the register or if the need is perceived to be greater, they could be moved forward to a request for statutory assessment. As of September 2014, statements are now called Educational Health Care Plans and will remain with the student up until the age of 25.

A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs.

If agreed that the issuing of an Educational Health Care Plan is necessary, then the pupil's SEND and provision will be summarised in the Statement document. This will need to be reviewed annually.

### **Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider 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 pupil's record. Following these discussions, parents will know if their child will receive SEN support. A copy of the child's profile will be shared with them on request.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

## Provision

Poole High School firmly believes that each student should be given equal opportunity to achieve their full potential by recognising the uniqueness of each individual and providing a rich and varied learning experience for all. Each student, regardless of their ability, is entitled to a broad and balanced curriculum that is relevant to their educational needs. Our curriculum gives all students a sense of achievement and thereby helps them develop their confidence and self-esteem and as a result reach their academic potential.

Within the grounds of the school, Poole High School offers a support unit that specialises in enabling students to engage with the full curriculum in a highly specialised manner. The Hub offers curriculum support whilst also engaging with:

- Additional one to one support session in core subjects
- Emotional literacy
- Additional organisational support sessions
- Mental Health First Aid sessions
- Guided socialisation
- Animal therapy sessions
- Art Therapy
- Extracurricular self-esteem support through gardening and cooking sessions
- Homework support
- Bespoke support packages for all years

Poole High School has a variety of specialist support assistants that support students both within the classroom and externally. They are externally trained through our outreach providers such as Longspee and Monacutec with additional training through the Educational Psychologist provision offered by the borough.

The learning support team prides itself on actively promoting and developing the learning of all our students on the Special Educational Needs register through a varied and flexible targeted intervention which is reviewed continuously. In addition to the above support students have access to:

- Creation of Pupil Passports to inform teachers of need (After Wave 1 support)
- Teachers creation of class overviews
- Registration literacy intervention groups
- Adapted curriculum
- 121 literacy intervention group
- Handwriting clinics
- Guided socialisation (HUB based)
- Emotional Literacy
- 121 lessons (where need is great)
- Shared LSA support
- Use of specialist handwriting equipment
- Use of lifts / specialist wheel chair equipment
- Laptops
- Kindles
- Ipads
- Wellbeing through art sessions
- Dyslexia screener
- Further testing

## **Enabling pupils with SEN to engage in all activities available**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is excluded from taking part in these activities because of their SEN or disability.

How we support pupils with disabilities is set out in the School's Accessibility Plan.

## **Remote Learning**

We recognise that some students, for example, some students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families and we will work with parents and carers to support in the following way:

- Highly differentiated work for those in Aspirational groups
- Personalised google classrooms which is monitored by a dedicated member of the SEND team
- Biweekly communication from a dedicated member of the SEND team for those in receipt of an EHCP
- Weekly communication from a dedicated member of the SEND team for those in receipt of school support
- A dedicated email address for parents with children who have SEND to use as a direct form of communication throughout remote learning
- Active online support during live lessons for our most Vulnerable SEND students
- Dedicated return to school meetings for parents with SEND children upon parental request

Transition between educational phases and preparation for adulthood

## **External Support Services**

If, despite prolonged high-quality differentiated teaching and targeted intervention, a particular student is still not progressing in their area of need then the school may request the support of specialist outside agencies.

The school works closely with a number of outside agencies who may offer additional advice and support for children with SEND. These agencies include:

- Speech & Language Therapist
- Social Services
- CAMHs
- Occupational and physiotherapy services
- Hearing impaired service
- Visually impaired service
- School counselling service
- Specialist teaching service



Further support and or guidance can be found on the Bournemouth, Christchurch and Poole SEND Local Offer located at <https://fid.bcpccouncil.gov.uk/send-local-offer>.

## **SEND Evaluation**

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

- School self-evaluation, using a variety of approaches
- Monitoring of classroom practice by both SENCO's, subject co-ordinators and dedicated Progression Leads
- Analysis of pupil tracking data and test results via the tracking and monitoring points set throughout the year

## **Staff Development**

Staff members have an entitlement to attend SEND courses that are of interest and have a particular bearing on the students they are supporting. Each member of staff is welcome to book a training session with a member of the SEND team.

## **Complaints Procedures**

For any complaints regarding the SEND Policy or the provision made for children with Special Educational Needs a meeting should be arranged with the Senior SENCO or the Head Teacher. If, however, parents/carers are still concerned they may contact the governor responsible for SEND and the complaint will be investigated.