



SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

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Reviewed by the LGB Governors

“The Governors of Stanley High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.”

Introduction

Our SEND vision at Stanley High school

Stanley High School is committed to providing all students, including those with SEND, the tools needed to achieve their full potential for a successful life.

Our highly skilled school staff pride themselves in working closely with each other and with our collaborative partners to ensure we have high ambition for all students and to provide, where necessary, a personalised approach that supports each individual student.

Our aim is for all students to be part of a strong community and to get involved in all aspects of school life. They are offered a wide range of opportunities and personalised learning which allows all students to be happy, fulfilled independent learners.

Parent/Carer partnership is at the forefront of what we do and the relationship with our families is highly valued. We strive to ensure that all students are equipped for adult life and are prepared for their journey into further education.

Definition of Special Educational Needs

The law states that a child has a special educational need if he or she has a:

- significantly greater difficulty in learning than others of the same age.
- disability or health condition which prevents or hinders them from making use of educational facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision means:

“Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.”

(SEND Code of Practice, 2015)

This means provision that goes beyond the high quality adaptive teaching and learning arrangements normally provided as part of high quality teaching.

The support will be tailored to individual need following thorough assessment by internal and, where necessary, external agencies and in accordance with the school's budget. We actively promote students working towards becoming independent learners to strive to achieve their full potential for a successful life.

Areas of special educational need

Stanley High School will make provision for students with the following areas of need:

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

The Governing Body believes that all students, regardless of ability and behaviour, are valued equally at Stanley High School. Students with SEND are not viewed as a separate body but are part of the whole school approach, and different students' needs are recognised and met through varied and flexible provision throughout the curriculum.

Key roles:

- Headteacher
- Deputy Headteacher
- Designated Safeguarding Lead (DSL)
- Special Needs Coordinator (SENDCO)
- Attendance Officer
- Governor with responsibility for SEND.
- Class Teachers
- Teaching Assistants (TAs)
- Pastoral and Intervention Team

The key responsibilities of the SENDCO

The SENDCO is responsible for:

- Co-ordinating provision for students with SEN, developing the school's SEN policy and monitoring its effective implementation.
- Liaising with a range of external agencies who may offer advice and support to help students overcome difficulties.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Consulted when planning successful transition to a new key stage or college.
- Monitoring student progress and the effectiveness of provision.
- Students identified as having a level of SEN
- Implement support plans and monitor student progress and the effectiveness of provision.
- Meet with parents and staff to develop and review the SEN support plans
- Ensuring that parents are supporting the school to support their child.
- Ensuring that parents are kept informed about the range and level of support offered to their child.
- Including parents in reviewing their child's progress.

Special facilities and building adaptations

The building has wheelchair access and there are accessible toilet facilities for students and staff. The school aims to continue to further improve access to all facilities and the curriculum.

Admission arrangements

Please refer to the current Admissions Policy.

Curriculum entitlement

All students, including those with SEND, will have access to a broad and balanced curriculum, which follows the National Curriculum. The Governing Body of the school is responsible for ensuring that all students receive the curriculum to which they are entitled.

Curriculum

All students will access high quality teaching and learning that makes reasonable adjustments to accommodate learning differences. On-going monitoring takes place by subject teachers to identify students who are not making expected progress or whose needs are such that their ability to engage in learning activities is being affected. Teachers use adaptive teaching and learning strategies within their classrooms, according to level of need.

Individual student progress is monitored and if a student is not making expected progress through high quality teaching and learning with adaptive teaching and reasonable adjustments, there may be a need to refer the student to the SEND team for further assessment or support. It is essential that pupils with SEND are

identified as early as possible so appropriate provision and/or interventions can be implemented where needed.

Stanley High staff monitor the standard of attainment and achievement of individual students through:

- Teacher observation and ongoing assessments and end of year assessments.
- Whole school assessments (NGRT assessments, Diagnostic reading and spelling assessments).s
- Tracking against tracking point reports
- Information gathered for reviews, meetings with parents, monitoring by Heads of Year, and other key stakeholders.

A broad balanced curriculum will be taught to all students unless it is agreed that it is in the best interest of the child for alternative arrangements to be made.

Appropriate provision will be made for students who need to use technology, aids or adapted equipment to allow access to the curriculum. Specialist equipment and needs will be in line with advice received from professionals.

Teaching arrangements for students with SEND

Students with SEND will be taught in the classroom alongside their peers.

Teachers will use adaptive teaching and learning strategies. Teachers will support students in becoming independent learner. In specific cases where needed personalised learning will take place within the classroom. This will allow for all learners to develop and grow in line with their academic ability.

This will enable all students to maximise their potential in all areas of the curriculum and is our commitment to Quality First Offer.

Students who are identified as struggling in the 4 broad areas of need will be monitored and will have access to interventions or referrals where needed. Students identified as having specific literacy needs under a specific target level will have access to individual or small group intervention sessions to support the specific area of need. These interventions last for the period of time that they are required for, and progress is monitored regularly.

Identification, Assessment, and Intervention

Stanley High School models its approach on the guidelines given in the SEND Code of Practice (2015). This is a graduated approach.

SEND Support

SENDSCO in consultation with parents, subject staff and progress leaders' requests help and advice from external agencies.

School is provided with advice or support from outside specialists through the SENDSCO or member of the SEND team.

Additional or different strategies to high quality teaching and learning are put in place and a SEND support plan will usually be devised. This will usually take the form of a detailed advice sheet attached to the individuals Arbor profile page.

SENDSCO takes the lead in:

- Planning any further assessment of the student.
- Planning future interventions for the student in discussing with colleagues.

- Monitoring and reviewing the actions taken from a student's EHCP or SEND support plan. Also, monitoring the strategies devised for the student on their Individual Strategy Sheet are being undertaken.
- Where a student is unable to access the curriculum after considerable internal and external help and time then, in consultation with the parents/carers, the Head Teacher and SENDCO will request a statutory assessment of the student's needs to investigate the need of an Education Health Care Plan.

Exam Access Arrangements

Access arrangements for external examinations can be applied for by the school. The criteria are set by the Joint Council for Qualifications and must reflect the normal working practice of individual students within school. A history of need for individual students is built from Year 7 and considers where needed historical needs from a student's primary education setting.

Graduated approach

Assess

The SEND team collates the relevant information about a student from a variety of stakeholders including where needed external agencies to gain a profile of a student's needs. A support plan, outlining the strategies, is created, if required. Parent/carer and student voice is also taken into consideration when completing SEND support plans. The plan supports staff to employ strategies to support students to access the curriculum and make progress. Learning is monitored and measured. Where external agencies are involved, their advice and recommendations are included in the support plan.

Plan

The support plan outlines the strategies for teachers to employ to support students learning and accessing the curriculum. The plan may include any or all of the following:

- High Quality teaching and learning strategies tailored to the individual student's needs.
- Focused in-class support that will, where possible, facilitate an individual student's progress and access to the curriculum. Support is directed by the classroom teacher with the aim of developing the student's independence.
- Proven interventions intended to achieve specific targets – and how they will be delivered and monitored.
- The roles of the parent/carer and student.

When determining plans across the school, leadership will be mindful of the effective and efficient use of school resources. The school is responsible financially for up to the first £6,000 of any support it actions for an individual student, who has been identified as having a specific Special Educational Need and for whom the universal provision has proved insufficient as the sole means of supporting the student's progress.

Do

Once accepted by all stakeholders the plan becomes a working document. Support arrangements are updated and revised accordingly. If not involved already, this may include referral to appropriate external agencies. The plan can be revisited at any stage. The SEND team manages the plans and arranges the review meetings.

Review

A timescale is attached to the plan with specific outcomes so that everyone involved understands when outcomes are to be reviewed. The impact of the support offered and the progress made towards set targets are evaluated. An amended plan may be devised, if required, to enable students to achieve the next stages in their learning. It may also be decided that a student has made sufficient progress to cease the plan.

Education Health Care plans

A very small number of students may require additional support over and above the SEND support. As students are reviewed under the assess, plan, do review cycle and it has been identified, that after a graduated approach has been taken and consultation with the school's inclusion consultant has taken place, further support is needed, the school can look at beginning the process for applying for an EHCP assessment via the local authority. This process happens agreement and consultation with all stakeholders and professionals where it is felt further support is required.

Parents and carers may also request an EHC assessment. An EHC plan is only drawn up by the local authority once a needs assessment has determined that an EHC plan is necessary and after consultation with relevant partner agencies. This is a legal document which details the education, health and social care support that is to be provided to the student who has SEND. It is reviewed annually with clear outcomes which must be measurable and worked towards.

EHCP plans will be reviewed annually with the input of all stakeholders. Recommendations from the LA will be followed when planning for students who an EHCP.

Relationship with Outside Agencies & Involvement with Educational Support Services

The school subscribes to the services of SSENIS (Sefton Special Educational Needs and Inclusion Service) and asks for the advice of specialist advisory teachers and professionals as and when necessary. Where necessary, the school will refer a student to an external specialist after consultation with parents.

Links with medical, social, and voluntary organisations

The school has regular contact with health professionals, such as the school nurse, GPs, speech and language therapists, physiotherapists, occupational therapists, Hearing Impaired and Visually Impaired advisory teams. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the permission of parents/carers.

Where needed medical care plans will be put in place to support needs.

Transitions

Transition between Key Stage 2 and 3

As such Stanley High School visit all feeder primaries, where appropriate, and gather information from class teachers and SENDCOs. A member of the transition team also attends transition information sharing events through Sefton, any reviews or meetings with other agencies where needed, prior to student's arriving in September. This forms the basis of planning for the arrival of these students and ensuring that transition is as smooth and effective as possible.

KS2 Teacher Assessment data is collected from all primary school's which helps support grouping structure for new starters in Year 7. This is also addressed early in the autumn term when other school data is available. Parents are informed of any changes to student setting that occurs throughout their child's education at Stanley High School.

A whole school transition day takes place in June when all prospective Year 7 students attend Stanley High School to experience life at Stanley High School, have initial introductions to form tutors and other key members of staff. Parents are invited along to an event in the evening to hear an introductory talk from the Head teacher and meet their Head of Year and other relevant staff. There is also an opportunity to come and meet their Child's Form Tutor in September and other, less formal, opportunities to speak with their child's Form Tutor about how they are settling in.

Where visits to primaries have highlighted a student who may experience unique difficulties or undue stress over transition then the transition team offer an enhanced transition program where students are invited to attend additional sessions to further support a smooth and effective transition for those individuals. This

allows some Year 6 students to attend sessions over several weeks before transition, to help them become familiar with environment and key staff.

Transition between Key Stage 3 and 4

Currently students choose option courses to take from Year 10 alongside their compulsory studies. Students are supported in their choices by their form tutor's and subject teachers, based on their performance in areas related to the topics on offer. The support for the process of selecting option choices starts in the spring term of year 9. Once options are chosen, discussions have had between school and students to ensure that the options chosen are best placed.

Subject Teachers and Leaders provide advice for individual students in their area and will explain the content of courses and the requirements needed to be successful in the chosen subject.

An extensive information booklet is provided for Students and their parents to support their choices of preferred subjects at KS4, and this is accompanied by an information evening early in the spring term where parents and students have access to relevant staff (including local post 16 providers) and information to support them in choosing appropriate subjects.

Students (and their parents) are informed of the subjects they will be studying for KS4 examinations as soon as possible before the next curriculum year begins.

Transitions to post-16 and preparing for adulthood

Stanley High School has well established links with post-16 providers both locally and further afield. We invite these providers into school to talk with KS4 students, where appropriate throughout the year. Students also receive information from our career's advisor in the form of individual interviews to support students identifying career choices and suitable college courses.

Stanley High School also takes time to visit as many of these key learning centres as possible and provide students with an opportunity to see them in action and take part in taster sessions for their relevant courses.

Our SENDCO/Relevant Year Leader attends local college updates when introducing new courses and can advise on post-16 courses and establishments for individuals who experience learning or social difficulties. Again, discussions of this nature will take place as part of the review process for any student on SEND Support or for whom it may be otherwise appropriate.

The SEND department works closely with post-16 providers to transfer any SEND or other relevant information before the students arrive at their college of choice.

Monitoring and evaluating the success of the policy

The SENDCO will:

Monitor and support the progress of individual students with SEND
Conduct support/learning plan reviews and EHCP reviews with staff and parents.
Report to the Head Teacher/SEND Governor.

The policy will be monitored and evaluated by:

- Senior Leadership Team.
- SENDCO.
- Advisers, inspectors, external specialists, and governors.
- The assessment of individual students with SEND.
- Student reviews with parents.

The policy and/or procedures will, where necessary, be revised.

This policy should be read in conjunction with all other school policies, in particular the SEND Information Report (SIR), Social Emotional and Mental Health (SEMH), Equal Opportunities, Teaching and Learning, Admissions and Assessment.

Reporting Concerns

Stanley High School strives to work positively and collaboratively with parents and carers. We encourage any concerns about SEND provision to be raised as early as possible so that they can be resolved quickly and effectively.

Our complaints procedure can be found in our Complaints Policy on the school website.

Relevant School policies that underpin this school offer include:

- SEND Local Offer see <https://www.sefton.gov.uk/localoffer>
- Equal Opportunities Policy
- Disability and Accessibility plan
- Stanley High School SEND Information Report

Legislative Acts taken into account when compiling this offer include:

- The Children and Families Act 2014
- The Equality Act 2010