

Eckington School

Special Educational
Needs & Disability Policy

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Contents

Section A: School Arrangements

1. Definition and aims
2. Roles and responsibilities
3. Coordinating and managing provision
4. Admission arrangements

Section B: Identification, Assessment and Provision

1. Allocation of resources
2. Identification, assessment and review
3. Curriculum access and inclusion
4. Evaluating success
5. Complaints procedures

Section C: Partnership Within and Beyond the School

1. Staff development
2. Links with other agencies, organisations and support services
3. Partnership with parents
4. The voice of the child

Section D: The Annual SEND Report

The Special Educational Needs and Disability Policy has been written taken into cognizance the following legislative acts:

- **Children and Families Act 2014**
- **Special Educational Needs and Disability Code Of Practice 0 to 25 Years (2014)**
- **Equalities Act (2010)**

A1 DEFINITION

The term 'special educational needs and disability' (SEND) refers to students who have additional difficulties or disabilities that make it harder for them to learn or access education than most students of the same age.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special educational provision means:

For students of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age in schools maintained by the local education authority other than special schools in the area.

PRINCIPLES

- Wherever possible, students have the right to a high quality education in their local mainstream school.
- All students who attend Eckington School are valued equally.
- All teachers within Eckington School are teachers of students with special educational needs and disabilities.
- All students should have access to a broad, balanced and relevant curriculum, including the National Curriculum that is differentiated to meet their needs.
- The views of the students should be sought and taken into account.
- A focus upon inclusive practice and removing barriers to learning.
- Partnership and collaboration with parents and carers plays a key role in promoting a culture of co-operation between parents, schools, local authority inclusion officers and other interested parties.
- Partnership and collaboration between education, health and social care services will be proactive and student centred.
- Successful preparation for adulthood, including further training, independent living and employment.

A2 ROLES AND RESPONSIBILITIES

A2.1 Governors

The governing body has important statutory duties towards students with special educational needs and disabilities. In conjunction with the SENCO, the headteacher and the governing body a general policy and approach to meeting students' special educational needs for those with and without Education, Health and Care Plans (EHC) is agreed, implemented and reviewed. They will set up appropriate staffing and funding arrangements and oversee the schools work within financial constraints to ensure best value and positive outcomes.

The governors will do their best to ensure that the necessary provision is made for any student who has a special educational need or disability and that those needs are made known to all who are likely to teach them or support them.

The governing body will ensure that a student with special educational needs or disability is integrated in the activities of the school together with students who do not have special educational needs or a disability, so far as is reasonably practical and compatible with the student receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.

The governing body and headteacher should ensure that the SENDCo has ***“sufficient time and resources to carry out these functions. This should include providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfill their responsibilities in a similar way to other important strategic roles within a school”*** (SEND Code of Practice 2014)

The school will report to parents and carers on the implementation of the schools policy for students with special educational needs. The governing bodies of maintained schools must publish information on their website about the implementation of the governing body's policy for students with SEND. The information must be updated annually and any changes to the information occurring during the year should be updated at the earliest opportunity. The information required in the SEND Report must include information about:

- The kinds of SEN that are provided for.
- Policies for identifying young people with SEND and assessing their needs, including the name and contact details of the SENDCo.
- Arrangements for consulting with parents of students with SEN and involving them in their child's education.
- Arrangements for consulting with young people with SEN and involving them in their education.
- Arrangements for assessing and reviewing student's progress towards their targets.
- Arrangements for supporting students moving between phases of education and in preparing for adulthood.
- The approach to teaching young people with SEND.

- How adaptations are made to the curriculum and the learning environment for students with SEND.
- The expertise and training of staff to support students with SEND, including how specialist services and expertise are secured.
- Evaluating the effectiveness of the provision made for students with SEND.
- How students with SEND are enabled to engage in activities with students without SEND.
- Support for improving emotional and social development.
- How the school involves other bodies including health and social care, local authority and voluntary sector organisations.
- Arrangements for handling complaints from parents of children with SEND

The governors representative with responsibility for SEND is Janet Dakin.

A2.2 Special Educational Needs & Disability Coordinator (SENDCo)

The Special Educational Needs and Disability Coordinator is Nikki Turner and she is also an assistant headteacher on the senior leadership team with responsibility also for Inclusion. The Special Educational Needs and Disability Co-ordinator, in collaboration with the headteacher, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND Policy and co-ordination of the provision made for students with SEND, working closely with staff, parent and carers and external agencies including the local authority inclusion officers, educational psychology services, health and social services and voluntary bodies.

Other areas which come within the SENDCo's remit as line manager are the Inclusion Room, Counselling and Learning Support Department. The Inclusion Room provides support for students who are temporarily removed from lessons due to behavioural issues, or who are new to the school following a managed move, deferred exclusion with the overriding aim being their successful reintegration into mainstream schooling. The Learning Support Department provides specific interventions focusing upon literacy and numeracy.

The SENDCo / Inclusion Coordinator also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEND. In addition the SENDCo / Inclusion Coordinator manages the Learning Support teachers and Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) in providing support to these students.

The SENDCo / Inclusion Coordinator is responsible for monitoring and evaluating the progress of students identified as the cohort of students with special educational needs and disabilities.

A2. SCHOOL

Provision for students with special educational needs and disability is a *whole school* responsibility. In addition to the governing body, the headteacher, SENDCo, learning support team and all other members of staff have important operational responsibilities. All teachers should plan and prepare resources and for a learning experience that enables all students regardless of their SEND to progress and succeed and they should make reasonable adjustments in their pedagogy.

A3 CO-ORDINATING AND MANAGING PROVISION

Eckington School strives to be fully inclusive. We acknowledge the range of issues to be taken into account in the process of development. All students are welcome, including those with special educational needs and disability, in accordance with the local authority Admissions Policy. According to the Education Act 1996, (Section 316), if a parent/s wishes to have their child with an EHC Plan educated in the mainstream setting the school must provide a place unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

SECTION B: IDENTIFICATION, ASSESSMENT & PROVISION

B1 ALLOCATION OF RESOURCES

All schools receive funding for students with SEND in three main ways:

- the base budget covers teaching and curriculum expenses as well as the cost of TA support (AWPU)
- the delegated SEND budget covers the additional support required (EFA)
- specific funds are allocated to students who require further additional support.

The school follows national guidance given in the new SEND code of practice, to try to ensure that all students' needs are appropriately met within these financial constraints.

B2 IDENTIFICATION AND ASSESSMENT

The categories of Special Educational Need and Disability as per the SEND Code of Practice 2014 are:

- Communication and interaction
- Cognition and Learning
- Social and Emotional and Mental Health Difficulties
- Sensory and / or physical needs

Prior to transfer to Eckington School the SENDCo hosts three primary to secondary SEND Forums to discuss students in year five and year 6. In addition the SENDCo visits all feeder primary schools in order to identify students with special educational needs and disabilities through discussion with the primary school SENDCo. The

SENDCo reviews all the written transfer information to identify all students who will require specific support.

For students identified as having a EHCP, or who are a Looked After Child or who are vulnerable or anxious a comprehensive transition programme is put in place known as the Head Start Programme involving monthly visits to the school to participate in a variety of learning activities whilst getting to know the routines of the school and staff at the school.

For students with Education Health and Care plans the SENDCo will have been invited to attend the annual review and transition plan at the primary school in the autumn or spring term of year 6 or in year 5 for students with more complex needs.

Details of the SEND information, medical information, objectives and targets for progression are collated by the SENDCo and will be circulated to all staff, this information is checked three times a year for accuracy. The SENDCo will highlight the needs of particular students to all staff at the start of term. The SENDCo will also draw staff attention to the vulnerable wall in the staff room during briefings.

During Year 7 all students are assessed using a range of assessment methods, all students have their reading, spelling, comprehension and mathematical age tested. This enables the SENDCo to prioritise those students who require further intervention.

During Year 9 all staff are asked to contribute towards identifying students that may benefit from access arrangements for public examinations and controlled assessments. The SENDCo completes a number of diagnostic assessments with identified students and then completes online entry to assess eligibility for access arrangements under JCQ guidelines. Where parents have commissioned external reports the school has a right to refuse the use of such reports giving reasons in writing and in accordance with JCQ guidelines.

PROVISION

Eckington School acknowledges that there is a continuum of SEND and will try, wherever possible to meet those needs through a range of classroom and school resources, before bringing increasing specialist expertise to bear on the difficulties that a student may be experiencing.

Eckington School follows the graduated response as outlined in the SEND Code of Practice 2014:

Wave One:

The effective inclusion of all students in high-quality lessons (quality first teaching), with a focus on reading, writing, communication and mathematics. Students may be at any point on the graduated response - that is, the usual differentiated curriculum.

Wave Two:

Small-group intervention (Literacy Support, Additional Literacy Support, Option classes, Literacy and Numeracy classes) for children who can be expected to 'catch

up' with their peers as a result of the intervention - that is, who do not have a special educational need related specifically to learning difficulties in literacy or mathematics. Wave 2 interventions are not primarily SEND interventions. This may also be where they have additional needs such as special educational needs, for example emotional and behavioural difficulties for which they are receiving other forms of support. Students at Wave 2 will be identified within the Inclusion Document to inform staff of specific educational needs.

Wave Three:

Specific targeted intervention for individual students identified as requiring SEND support. Students at Wave 3 may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to learning. Provision at Wave 3 is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and / or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two. Students receiving Wave 3 support will always be placed on SEN register and will be identified in the Inclusion Document.

Triggers for Intervention

The triggers for intervention for Wave 2 could be concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- presents persistent emotional and / or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

After assessment and consultation with parent / carers the action needed to help the student to progress is something that is additional to and different from action provided as part of the school's usual differentiated curriculum.

Triggers for Intervention Wave 3

This is characterised by the involvement of external services such as special educational needs inclusion officers, educational psychologists, specialist services, CAMHS or social care. The triggers for Wave 3 could be that the student, despite receiving an individualised programme and/or concentrated support:

- 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 students of a similar age.
- continues to have difficulty in developing literacy and mathematics skills.

- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning and that of the class group, despite having an individualised behaviour management programme.
- has sensory or physical needs and requires specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the student directly. They may also be involved in drawing up the objectives and targets.

Eckington School has regular involvement with the following agencies:

- Educational Psychology Service
- Health and Medical Services
- CAMHS
- Community police
- Social Care
- Counselling services
- Autism Outreach
- Behaviour Support Service
- Hearing Impairment Service
- Visual Impairment Service
- Local Inclusion Officers
- Multi-Agency Teams

Education, Health and Care Plans

Statutory assessment involves consideration by the local authority, working co-operatively with the parent / carers, the student's school, and health care professionals and, as appropriate, other agencies, as to whether a statutory assessment of the student's special educational needs is necessary. If it is, then an EHCP is drawn up which indicates the degree of learning difficulty or disability and the nature of the provision necessary to meet the student's special educational needs. This could include:

- In class support from a teaching assistant
- Specific programmes, both individual and group.
- Educational aids – laptop
- Adaptations – enlarged papers, sloping desks
- One to one support from specialist services

The EHCP is reviewed at least annually at the school by all agencies / people involved. The review focuses on what the student has achieved as well as on difficulties that need to be resolved.

From Year 9 onwards, a Transition Plan for post-16 provision is also reviewed annually and requires input from the Careers Advisors.

Eckington School seeks to actively involve parent / carers in the education of their children. The school will inform parents as soon as any concerns are raised about a student and will seek their permission before any intervention is embarked upon. Likewise the school will try to respond promptly to any concerns expressed by parents / carers.

Education Health and Care Plans, Objectives and Target setting

Eckington School has a strong target setting ethos for all of its students. All students have academic targets based on RaiseOnline data and National Transition Matrices (NTM) and progress towards meeting them is regularly monitored using the RAP meetings and one to one sessions with the SENDCo and the deputy headteacher.

B3 CURRICULUM ACCESS AND INCLUSION

Eckington School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos.
- broad and balanced curriculum for all students.
- systems for early identification of barriers to learning and participation.
- high expectations and suitable targets for all children.

B4 EVALUATING SUCCESS

The success of the SEND policy and provision is evaluated through:

- monitoring of classroom practice by the members of the senior leadership team and middle leaders during departmental reviews.
- analysis of student key data and progress test results and feedback to departments for individual students and for cohorts of students.
- value added data for students on the SEND register using RaiseOnline
- Schools Annual Report to Parents
- Schools Improvement Plan
- Learning Support Department Annual Review and Improvement Plan
- Feedback from parents and students

B5 ARRANGEMENTS FOR COMPLAINTS

The Complaints Procedure is in line with the policy of Eckington School.

Parent / carers should be made aware of the SENDIAS which can provide additional support for parents and is run through the local authority.

SECTION C – PARTNERSHIP WITHIN AND BEYOND SCHOOL

C1 STAFF DEVELOPMENT

Eckington School has a Staff CPD Policy which is approved annually by the governing body. Specific training is given on areas linked to SEND at regular intervals during the year. In-Service Training for specialist Learning Support Staff and for all staff will be addressed annually through these existing procedures.

The teacher responsible for the induction of NQTs, new staff and ITT students includes at least two training sessions on Inclusion, SEND Code of Practice, SEND Policy, Learning Support in the classroom, working with TAs.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

Eckington School has regular contact with:

- Educational Psychology Service
- Health and Medical Services
- Social Care
- Specialist Services
- CAMHS

C3 PARTNERSHIP WITH PARENT / CARERS

Partnership with parent / carers plays a key role in enabling students with SEND to achieve their potential. Eckington School recognises that parent / carers hold key information and have knowledge and experience to contribute to the shared view of a student's needs and the best way of supporting them. All parent / carers of students with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their child's education. Further to this, all the schools operates an open policy, where parents are encouraged to request the opportunity for an informal discussion or a meeting at any time with the SENDCo.

The local authority has a Parent Partnership Service for the parent / carers of any child with SEND that provides advice and information about matters relating to those special educational needs and disabilities.

For parent / carers who find themselves in disagreement with the school or the local authority and whose difficulties cannot be resolved through the Parent Partnership Service, they can now access an independent local disagreement resolution service.

C4 'STUDENTS FIRST' - THE VOICE OF THE YOUNG PERSON

All students should be involved in making decisions where possible right from the start of their education. The ways in which students are encouraged to participate should reflect the young persons' evolving maturity. Participation in education is a

process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will be more secure and effective students during the school years.

At Eckington School, we encourage students to participate in learning by:

- regular target setting
- participation in Annual Review of EHC plans
- participation in Transition Planning
- being involved in decision making about attendance on specific courses
- encouragement to come and discuss any difficulties they might be experiencing
- Student voice activities