



“Teaching children to think intelligently, act wisely and be fully engaged in a challenging and changing world.”

Special Educational Needs & Disability Policy

2017-18

COMPLIANCE

This policy complies with the statutory requirements laid out in the SEND Code of Practice: 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools – (DfE May 2014)
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN information Report Regulations (2015)
- Statutory Guidance on Supporting pupils at school with medical conditions September 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENDCo with the SEND Governor in liaison with the Senior Leadership Team (SLT), staff, and parents, carers, and students with SEND.

Special Educational Needs and Disability (SEND) - Sexey's Information.

The Head Master, Mr Irfan Latif, has overall responsibility for SEND at Sexey's School.

The designated teacher responsible for coordinating SEND provision for children/ young people is: Mrs Pam Howes (BMus, NASENCO), who can be contacted via email phowes@sexey.somerset.sch.uk or by telephone 01749 813393. This person, the SENDCo, is not a member of the Senior Leadership Team (SLT).

Mr D Bull (Deputy Head teacher, Teaching and Learning) is the Line Manager and advocate for SEND on SLT.

The person coordinating the day to day SEND provision for children/ young people at Sexey's is Mrs P Howes (SENDCo).

Aims and Objectives

Sexey's SEND support is used to enable and empower our students so that they develop confidence and growing independence. We consider this culture of inclusion to be everyone's responsibility and it exists throughout the school. It is driven by the high aspiration we have for all young people in our school to make a successful transition into adulthood, whether into employment, further or higher education or training, leading to a happy, fulfilled and productive life.

AIMS:

- To create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all young people can thrive;
- To identify individuals who need extra help and support;
- To enable each young person to take part and contribute fully to school life
- To develop each individual's self-esteem and their positive view of him or herself as a learner
- To provide access to and progression within the curriculum
- To involve young people in planning to address and monitor their special educational needs and /or disability;
- To work in partnership with parents to support their children's learning and health needs;
- To provide quality training for staff in special educational needs and disability.

OBJECTIVES:

- To identify and provide for young people who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2015;
- To operate a person-centered, whole school approach in the management and provision of support for young people with special educational needs or disability;
- To employ a Special Educational Needs and Disabilities Coordinator (SENDCo) who will work within the bounds of the SEND policy;
- To provide support and advice to all staff who work with young people with SEND.

Identifying Special Educational Needs

The SEND Code of Practice: 0 to 25 (January 2015) identifies SEND under four broad areas of need (sections 6.28 – 6.35):

- I. Communication and interaction
- II. Cognition and learning
- III. Social, emotional and mental health difficulties
- IV. Sensory and/or physical needs

Young people may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Sexey's staff use a wide range of tools to assess the amount and level of SEND support required. Many of our students with additional needs are identified by their primary school teachers or Special Educational Needs Disabilities Coordinator (SENDCo). There is close liaison between the primary feeder schools and SEND team and the transition coordinator at Sexey's, followed by careful planning to ensure that learning differences are catered for. The SEND team at Sexey's is comparatively small but very experienced and well qualified. There is a team of 7 Teaching Assistants (TAs) including our ELSA (emotional literacy) to help meet social, emotional and mental health needs.

Once at Sexey's, there is a whole school approach to identifying needs. The testing of literacy attainment is carried out in the first half of term with all students and this information is used to identify those needing support, to monitor progress and to build up evidence for exam boards in case the student needs support in external examinations later on. Subject teachers regularly monitor students to ensure they are making progress and to look for any unexpected difficulties or slow progress. They will refer to S³ (Student Support at Sexey's) if measures taken to overcome barriers to learning have little impact. Teaching Assistants also help to identify any students with communication needs or those lacking in confidence as this could be an indicator of possible SEND.

If a member of the pastoral team (such as form tutors) identifies needs based on a liaison with subject teachers, they may also refer the student to the SEND department. The SENDCo, will then offer advice on strategies or suggest a

specific intervention. Following consultation with families, external organisations may be brought in to carry out further assessment and to advise the teaching staff.

In addition, all staff at Sexey's strive to listen to concerns of parents and carers and appreciate that they have a unique insight in to their children.

The majority of children/young people with special educational needs or disability will have their needs met through a whole school approach and be placed on the SEND register at the level of 'Wave 1 High Quality Teaching' in compliance with the SEND Code of Practice 0 to 25 (January 2015). Additional learning needs are managed either by using additional support (Wave 2 SEN Support) or by having an Education, Health and Care Plan (Wave 3 EHCP).

Our teachers are responsible and accountable for the development and progress of the students in their class, including where they access support from Teaching Assistants or specialist staff.

Graduated Response:

Waves of Intervention Model



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. Quality First Teaching (QFT), differentiated for individual learners is the first step in responding to those who have or may have learning needs. This is known as a 'graduated response'.

We regularly review the quality of teaching for all students including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a young person may have special educational needs. If a young person has been identified as having special educational needs, personalised learning profiles will be created and the school will keep records in order to monitor progress.

Where it is decided that a young person does have SEND, the decision should be recorded in the school records and the parents/carers will be informed in writing that special educational provision is being made. The SENDCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for young people identified with SEND.

Staff monitor the progress of all students to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified where possible and addressed appropriately using additional processes and other strategies.

Examples of other influences upon progress may include:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After (CLA)
- Being a child of Service Personnel
- Disability where there is no impact on progress and attainment
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

Managing SEND Children at Sexey's

Where a young person is identified as having SEND and/or a disability, Sexey's adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (January 2015) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

In addition to the normal reporting arrangements, parents are kept aware of progress where students are following additional programmes or interventions. Contact is achieved through email or telephone and regular parents' evenings. Students are actively encouraged to take ownership of their own learning and target- setting. For students with Education Health and Care Plans (EHCP), Person Centred Planning and Review meetings take place so that families, and young people are involved in deciding next steps and parents/ carers are advised on how to help support learning outside of the school.

Mrs P Howes (SENDCo) is responsible for maintaining and updating records and plans with an expectation that subject teachers hold the responsibility for evidencing progress. If a student fails to make progress the SEND team are asked to identify further strategies or interventions. Information will be captured using person-centred approaches including creating a personalised One Page Profile to share the young person's views in what help they prefer. A central provision map is also used as a snapshot of what a young person is receiving that is 'additional to' or 'different from' what is widely available.

If the school identifies that additional funding and support is needed from the Local Authority High Needs Block Mrs Howes will put an application together to be considered for approval. If a student arrives mid-year, an in-year application can be made. If the student needs become evident during a year an annual application can be made in January for the next academic year. The criteria for High Needs funding is very strict. To help with the application paperwork from the Person-Centred Review will be used, along with the student's school timetable; evidence of interventions already in place and what will be included. Evidence from outside agencies e.g. Educational Psychologist reports, Medical evidence will also be included if appropriate.

If the SENDCo identifies that Sexey's is unable to fully meet the needs of a student throughout own provision arrangements, external advice is gained through our colleagues in Education, Health or Social Care. A joint framework for working or Common Assessment Framework (CAF) process will be used and this will always be in collaboration with parents and carers and the young person's wishes and views will be actively sought. **(See sections 6.36 to 6.56 and 6.58 to 6.78 of SEND Code of Practice January 2015).**

Coming off the SEND Record

A young person will be removed from the SEND Record if it is deemed that they have made appropriate progress over a period of time and are able to access the curriculum successfully. It is possible that some students may require support for particular aspects of their learning which may be due to their underlying learning issues. All students will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some young people, it is possible that they will dip in and out of additional throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

Some students with particular needs, usually long-lasting, may develop skills and strategies which help to minimise the impact of their difficulty to a level which the need can be met through quality first teaching. An example of this might be a student with dyslexia, who has had support and achieved a functional level of literacy and now uses Assistive Technology and therefore has become a confident and independent learner as a result and is making good progress. In this case, additional support may no longer be necessary, even though the student requires Examination Access Arrangements (EAA). Hence, this student would not need to be on the SEND register even though teachers would still need to be informed that the student had dyslexia.

A young person with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where the young person no longer requires the special education provision as specified in the EHC Plan. However, his or her progress will continue to be monitored by using the school's tracking systems.

Supporting Pupils and Families

Admission Arrangements

Sexey's uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all young people including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Sexey's makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptation is required to support physical or medical needs, Sexey's liaises with the local authority education services, health services and parents/ carers to ensure that appropriate arrangements are made to meet the individual medical conditions. More information can be found in the Local Offer information held on the local authority's website at www.somersetchoices.org.uk/family/information-and-advice/education/.

SEND information and the Local offer

Sexey's presents SEND information in three ways:

1. By publishing information placed on the school website which can be found under the 'Parents' Section; SEND Student Support.
2. By following the link to the local authority's Local Offer Website www.somersetchoices.org.uk/family/information-and-advice/education/ using the search engine to find our school or other Somerset Schools. The local offer website holds a directory of facilities and resources available from many services within Somerset.
3. Through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request.

Exam Access Arrangements and Concessions

Students identified by teaching staff as requiring extra support for exams are assessed by our external assessor in the summer term of Year 9. If new students join the 6th form, they are assessed in their first term. Mrs Howes (SENDCo) then complies with the JCQ regulations and completes any paperwork required. Students and parents are then required to sign to agree to concessions awarded to them. They have to be used to show it's the student 'normal way of working'. If a student chooses not to use the awarded exam concession they have to sign a declaration which can't be changed later.

Transition Arrangements:

Sexey's is committed to ensuring that parents/carers have confidence in the arrangements for young people on entry to our school, in the year to year progression and at the point of exit and transition to the next school

Staff will discuss these arrangements with parents/carers and agree the information that should be passed to the next phase of education in collaboration with our Independent Careers Advisor, Mrs Wendy Watson. The SEND team at Sexey's has transition in to adulthood at the heart of all that we do. There is a focus on developing independence and confidence. In the main, TAs do not sit next to students unless there is a specific reason to do so. In this way, students learn to use initiative and develop confidence in asking for support rather than becoming dependent on an additional person, which does not reflect adult life.

Prior to starting, there is close liaison between our feeder schools and SENDCo and Key Stage 3 Coordinator. The SENDCo attends transition reviews. We hold a transition just for our SEND students joining us in Year 7. The date is confirmed with our local feeder schools to ensure all who are joining us can attend. It usually takes place the week before the Somerset Year 6 Transition Day. Students coming from out of catchment are also invited. There are additional parents' meetings and individual meetings with the SENDCo.

During their time at Sexey's, students with Statements or EHC plans are supported to think about their long-term goals and they will have annual Person Centred Reviews with their parents/carers. These help school staff and people at home to think about the 'whole person' and what we need to do to help them get to the next stage in their lives. This process is usually an empowering experience as it gives a degree of control that can sometimes be missing in the life of a young person with additional needs.

For students with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Young people for whom a request for assessment is made for an EHC plan will be assessed using the SEND Code of Practice: 0-25 9 (DFE January 2015) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some students may have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.

Accessibility

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools- (May 2014)'. We comply with the requirement to support young people with disability as defined by the Act.

- Assistive Technology
- Physical Environment (lift, wheel chair access)
- Differentiated access to the curriculum
- Examination Access Arrangements

Sexey's publishes its Accessibility Plan on the school website. Further information about our school's accessibility can be found on the local authorities Local Offer website; this can be found at www.somersetchoices.org.uk/family/information-and-advice/education/

Monitoring and Evaluation of Special Educational Needs and Disability

Provision for young people is monitored and evaluated through gathering views of individual young people. Parent / carer's feedback, teacher monitoring, Teaching Assistant views and by using school data to ascertain effectiveness and value for money. Qualitative measures are considered as well as examination results (such as how prepared a young person feels to move on to the next stage of education, or how motivated they are in school).

Sometimes a student fails to make expected progress in spite of our best endeavours and where this is the case the SENDCo, in collaboration with the young person and family, other staff and/or external services, will look at the case in detail to gain an understanding of what the barrier to learning is so that additional provision can be put in place.

Training and Resources

The SEND Budget is made up of 3 components. Element 1 funding is the basic per-pupil entitlement (ie school place). Element 2 is the notional SEN budget to help make special educational provision meet the needs of children with SEND (£6000 per student). Element 3 funding is the High Needs Funding which is applied for on an annual basis by Mrs P Howes (SENDCo) for students who's needs cannot be met alone by Element 2 funding.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's self evaluation process.

All teachers and support staff undertake induction on taking up a post and this includes training with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCo is a member of National Association of Special Education Needs, regularly attends the Local Authorities SENDCO network meetings and is part of the Somerset SENDCO Forum, in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

SEND Governor: The Governor with oversight of the arrangements for SEND and disability is Mrs J Whittaker. She can be contacted via the school office on 01749 813393.

SENDCo: Mrs P Howes (BMus, NASENCO) and oversees the S³ Department (SEND) and line management of the HLTA and Teaching Assistants (TA's).

Mrs S Bailey – TA for 1:1 with specific student

Miss J How (HLTA) is the Intervention Manager and completes assessments of students

Ms J Budd – ELSA and TA in English

Mrs J Bowtell – TA in Humanities and MFL * (job share with Ms Harriet Grasby)

Mrs D Day – Pupil Premium Administrator and TA in Science

Ms H Grasby * – TA in Humanities and MFL

Mrs M Harding – TA in English, Humanities, MFL and Science

All members of the SEND team, which is referred to as S³ (Student Support @ Sexey's) can be contacted via SENStaff@sexseys.somerset.sch.uk or 01749 813393.

Mr P Clackson (Assistant Head Teacher Pastoral) is the Designated Teacher with specific Safeguarding responsibility and is the CLA coordinator.

Nursing Sister, Mrs R Light is responsible for managing the schools responsibility for meeting the medical needs of pupils.

Storing and Managing Information

All data including data stored electronically is subject to Data Protection Law.

All paper records will be held in line with the school's policy/protocol on security of information. All people working with a particular student will have access to records or reports, but the originals will be kept securely and confidentiality will be maintained.

Reviewing the SEND Policy

The SEND policy is reviewed annually by parents, carers, students, governors, teachers, teaching assistants and the Senior Leadership team.

Dealing with Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo.

Sexey's publishes it's Complaints Policy on the school website.

Links to other related policies

Supporting Children at School with medical conditions

Accessibility Plan

Equality / Equality information and objectives

Safeguarding

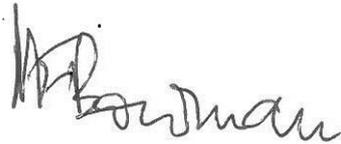
Anti-bullying

Data Protection

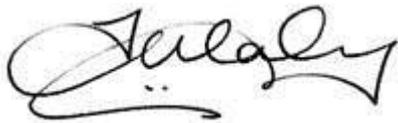
Amendments:

September 2015 SENDCo name amended to Mrs P Howes
Department name amended from Learning Support to Student Support at Sexey's (S³)

Policy Holder: Mr Dan Bull

A handwritten signature in black ink, appearing to read 'Mr Dan Bull', written in a cursive style.

Chairman of Governors:

A handwritten signature in black ink, written in a cursive style, likely belonging to the Chairman of Governors.

Head Master:

Date for Review: September 2018