



## Special Educational Needs and Disability (SEND) Policy

### 1. Rationale

At Penketh High School we believe that all pupils are entitled to a broad, balanced and differentiated curriculum and that their relative progress will be recorded, valued and reviewed in order to achieve the best outcomes for each individual. All members of staff have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential and are valued equally, regardless of ability, race, gender or need. Students with SEND are fully included in all aspects of the life of the school as a whole, including its social and cultural activities

The achievement, attitudes and well-being of all pupils are important and practical steps are taken to account for pupils' varied life experiences and needs. The Special Needs and Disability Act 2014 sets out the legislation for the identification and provision for children / young people with special educational need and / or disability (SEND). The law states that all schools must 'have regard' to the SEN Code when deciding how to support children with special educational needs. In addition, provision at Penketh High School follows guidelines outlined in the Education Act 2011, the Children and Families Act 2014 and Equality Act 2010.

This policy will ensure that we are an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every student matter. This school provides an inclusive curriculum, which is designed to meet the needs of all its students. All students may have special needs at different times and therefore a wide variety of strategies are used to meet these needs as they arise. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed and all students will be provided with equality of opportunity.

### 2. Definition

A student is deemed to have a special educational need, if he/she:

- has significantly greater difficulty in learning than the majority of students of his/her age
- has a disability which either prevents or hinders him/her from making use of the educational facilities of a kind usually provided for students of his/her age

Special educational Provision may be triggered when a student fails to achieve adequate progress, despite having had access to a differentiated programme.



Lack of adequate progress may be indicated by:

1. Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
2. Working below age related expectations, particularly in English or Maths
3. Presenting persistent emotional / and or health difficulties, which have not been managed by appropriate strategies usually employed.
4. Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
5. Poor communication or interaction, requiring specific interactions and adaptations to access learning

### **3. Aims and Objectives**

The special educational needs and disability policy will value every individual equally, promoting and providing opportunities for all students to:

- Have identified, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- Experience success in their learning and achieves to the highest possible standard
- Participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents / carers
- Reach their full potential by promoting opportunities for them to learn in a safe secure environment.
- Develop confidence and self- esteem by engaging in the curriculum.
- Enjoy and value learning through the support given and the appropriate access to the curriculum.
- Developing personal responsibility and respect.
- Have their special need identified and met. This can range from being mild to severe, for a short space of time or long term.
- Fulfil their potential in a safe, calm, appropriate learning environment

### **4. Identification/Implementation**

- Pupils will complete baseline assessments and further assessments (if required) delivered by other professionals.
- Pupils may be observed in various school environments.
- Pupils who are identified are recorded on the SEN register (parent consent required).



- Pupil passports are created to communicate information about SEN pupils.
- Pupil targets are written to address their barriers to learning.
- The SENDCO will inform teachers of the pupils' needs and also support the teachers, by providing advice.
- Pupil intervention/support is recorded and analysed via provision maps.
- Pupils with statements/Education, Health Care Plans (EHCP) will have annual reviews to evaluate their progress; these involve the SENDCO, parents, child and other professionals when appropriate.
- All SEND pupils will be given the opportunity to access the KS3, KS4 and KS5 curriculum. Pupils may require intensive intervention in the 'Orchard Centre'.
- Pupils in the 'Designated Provision' will have a tailored curriculum matched to their needs. All 'Designated Provision' pupils will have the opportunity to access some main stream lessons. This is planned on a needs basis.

## 5. SEND Support Overview

The school adopts a graduated response in order to help pupils with SEN. Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something **different** or **additional** is required.

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. FSM01/referral forms must be completed and signed by the parents and the teacher if outside agencies are to be involved.

### External Support

Agencies include:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired pupils)
- Paediatric Therapy Service (Speech & Language, Occupational Therapy, Physiotherapy)
- The SEN Team
- The School Nurse
- Education Welfare Service
- Children's Social Care
- Children and Adolescent Mental Health Service (CAHMS)

This SEN support takes the form of a four- part cycle. This is known as the graduated approach.



## **Assess**

The class teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs, drawing upon:

- The teacher's assessment, previous progress and attainment and behaviour
- The views and experience of parents and the pupil
- If relevant, advice from external support services

Where professionals are not already working with school staff the SENDCO should contact them if the parental consent is given.

## **Plan**

The SENDCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with an identified time to review.

## **Do**

The class teacher remains responsible for working with the pupil on a daily basis, even if directing 1 to 1 teaching or intervention groups, working closely with staff involved, to plan and assess the impact.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date and revise support in light of the outcomes.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.



## Education and Health Care Plans

For a small number of pupils, it may be necessary, in further consultation with parents and external agencies, to consider whether to ask the LA to initiate a statutory assessment. The description of the pupil's learning difficulty together with information about the special provision made will form the basis on which the LA can consider whether statutory assessment is necessary.

Pupils who qualify for an Education Health Care Plan are set targets. Strategies to meet these targets will be included on their SEN Support Plan. All pupils who are in receipt of a statement or EHCP are reviewed annually on a formal basis, when parents, pupils and outside agencies are requested to comment upon progress made and difficulties experienced. All persons, along with the pupil, are invited to attend the case conference.

## 6. Identification of pupils with Special Educational Needs

The SEN Code of Practice identifies a range of needs relating to the four areas of SEN specified:

### Communication and Interaction

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorders)

### Cognition and Learning:

When children learn at a slower pace than their peers, even with appropriate differentiation

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability / sensory impairment.)
- SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)



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

- Wide range of difficulties that manifest themselves in many ways eg becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

## **Sensory and/or Physical Needs**, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

For a pupil with English as an additional language, lack of competence in English is not equated with learning difficulties, as understood in the Code of Practice. Where there is concern about SEN, advice will be sought from the LA and a full assessment of a pupil's language skills obtained. This information will form the basis of further work in assisting their learning difficulties.

## **7. Monitoring and Evaluation**

- The SEN register is monitored every half term and pupil progress is monitored six times a year and interventions put in place where needed and then evaluated.
- Provision maps are completed by involved staff (ongoing) and monitored by SENDCO.
- SENDCO/Assistant Principal will monitor progress of pupils.
- The Governing body will undertake an annual review of SEND.



## 8. Responsibilities

### Principal:

- Will ensure that the school is compliant with legislation and to enable an evaluation of SEND on an annual basis. The principal works closely with the Director of Learning for SEN and keeps the Governing Body fully informed of SEND issues

### SEN Governor:

- Will have regard to the SEN Code of Practice when carrying out their duties towards all pupils with special educational needs
- Do their best to ensure that necessary provision is made for any pupil who has special educational needs
- Will review the school's SEND policy and to ensure the school is compliant with legislation.
- Will monitor the policy through the school's self-review procedures.

### Director of Learning: (working with the KS3 SENCo)

- To ensure reviews take place, monitoring of the SEND occurs and that the register is up dated.
- Be accountable for the identification and provision for SEN pupils, their SEN support plans and reviews: including enhanced provision and annual reviews
- Liaise with and advise fellow teachers
- Manage SEN support staff
- Liaise with parents / carers
- Contribute to CPD
- Liaise with external; support services and other external agencies such as CAHMS, Educational Psychologist and SALT

### Heads of Year:

- To ensure that all SEND pupils have an opportunity to engage in all aspects of school life.

### Classroom teachers:

*'All teachers are teachers of special needs'* and so should differentiate appropriately to meet the needs of SEN learners in their teaching groups and draw to the attention of the Leader of Sen any pupil they feel requires additional support because they display, 'significantly greater difficulty in learning than the majority of children the same age.



## 9. Transition Arrangements

The SEN team will contact all local/ feeder primary schools to gather information on the new intake of pupils. Any information is then shared with relevant staff including the DOL for SEN. Additional transition arrangements will be offered to support all pupils in receipt of a Statement

## 10. Other related documents:

This policy should be read in conjunction with the following documents, all of which are available on the school website:

- Equal Opportunities Policy
- Medical Conditions Policy
- Local offer
- In addition to this, the school will publish an Annual Report which contains a SEN information report on the effectiveness of provision and any amendments made or proposed over the year to our SEN policy.

## 11. Equal Opportunities:

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or ability in all aspects of school. We promote self and mutual respect and a caring non – judgemental attitude throughout school

## 12. Local Offer:

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in the area and how to access them. It includes provision from birth to 25, across education, health and social care. For up to date signposting, please visit our website [www.penkethhighschool.co.uk](http://www.penkethhighschool.co.uk)

**Date of Approval by Governors: 6th October 2016**

**Next Review Date: October 2017**