



Special Educational Needs Policy

Adopted:

Review date:

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children 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 will be taught.

New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

The SEND system will extend support and educational provision for a child or young person if they have a learning difficulty or disability which calls for educational provision 'different from or additional to' to be made for him or her (code of practice p.15) giving children, young people and their parent's greater control and choice in decisions and ensuring needs are properly met. Key changes are:

- replacing statements and learning difficulty assessments with a new birth to 25 Education Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with SEND and publish a 'local offer' of support.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

Mission Statement

Upper Batley High School values the abilities and achievements of all its learners and is committed to providing the best possible learning environment for all. Many learners will have special educational needs at some time during their school life and we aim to help learners overcome their difficulties by parents, teachers and learners working together.

1. Aims and objectives 'Every Teacher is a Teacher of SEN'.

Aims:

- To ensure that all learners have access to a broad and balanced curriculum. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our learners' achievement
- Support all learners to excel by offering multiple pathways for progression.
- Equip learners with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents and keep them fully informed of their child's progress and arraignment.

Objectives:

- **Staff members seek to identify the needs of learners with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services (and feeder schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENDCo.
- **Monitor the progress of all learners** in order to aid the identification of learners with SEND. Continuous monitoring of those learners with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure learners with SEND have full access to the National Curriculum.** This will be co-ordinated by the [SENDCo, The Learning Support Team and Head Teacher] and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all learners' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the learners' needs cannot be met by the school alone.
- **Create a school environment where pupils can contribute to their own learning** by offering all learners the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all learners at regular intervals. Learner participation is promoted across the school within the security of each tutor group. The tutor community helps to build a sense of belonging, respect and value. A sense of belonging and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams and other clubs).

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for learners with SEND is Mr M Brayford (Assistant Headteacher), supported by Mrs J. Fox (Head of Inclusion).
- The person co-ordinating the day to day provision of education for Learners with SEND is Miss E Forde (SENDCo)

3. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND Support records such as the SEN Register, provision maps, strategy sheets and structured conversation minutes for individual learners.

All staff can access the following documents on the shared file:

- The Upper Batley High School SEND Policy.
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual learners' special educational needs including learner profiles and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through The KIRKLEES SEND Local Offer.

By accessing the above every staff member have complete and up-to-date information about all learners with special needs and their requirements; enabling them to provide for the individual needs of all learners.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEND provision.

4. Admission arrangements

The admission of learners with SEND follows the admission policy, subject to the school having the appropriate resources and/or access facilities to meet the needs of the learner. The school will not treat disabled learners less favourably for a reason relating to their disability and to take responsible steps to ensure that they are not placed at a substantial disadvantage to those who are not disabled. The reasonable adjustments duty on schools does not require the provision of auxiliary aids and services or the removal or alternation of physical features.

5. Specialist SEND provision

Upper Batley High School is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see **Section 10**.

In our school we support learners with a wide range of special educational needs including difficulties of less or more able learners, learning and behavioural difficulties and physical/medical conditions. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

6. Facilities for pupils with SEND

The site building of Upper Batley High School building meets complies with all relevant regulations and accessibility requirements.

The building provides wheelchair access, disabled toilets and lifts. Two classrooms are allocated to form the Learning Support base for learners with SEN to access.

7. Allocation of resources for pupils with SEND

All learners with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000, some learners with SEND may access additional funding. For those with the most complex needs, additional funding (HLN or High Level Needs) is retained by the local authority. It is the responsibility of the senior leadership team, SENDCo and governors to agree how the allocation of resources is used. A number of SEND learners may also receive intervention funded by Pupil Premium allocation depending on the nature of the programme(s) offered.

8. Identification of pupils needs

Identification:

See definition of **Special Educational Needs** at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEN'.

Quality First Teaching: 'The baseline of learning for *all* learners'.

1. Any learner who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a learner has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the learner's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENDCo will be consulted as needed for support and advice and may wish to observe the learner in class.
5. Through the above actions it can be determined which level of provision the learner will need.
6. If a learner has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The Learner is monitored if concern is raised by parent or teacher but this does not automatically place the learner on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Learner progress meetings, academic tutorials and parent evenings are used to monitor and assess the progress being made by all learners. The frequency of these meetings is dependent on individual progress.

SEND Support:

Where it is determined that a learner does have SEND, parents will be formally advised of this before inclusion of the individual on the School SEND Register. The aim of formally identifying a learner with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the learner to achieve good progress and outcomes.

Assess

In identifying a learner as needing SEND support the subject teacher(s), working with the SENDCo and Learning Support Team should carry out a clear analysis of the learner's needs. This should draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the learner is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a learner with SEND support, parents will be informed in writing. Planning will involve consultation between the SENDCo, Learning Support Team and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the learner, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The Form Tutor, Year Leader and subject teachers remain responsible for working with the learner on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the learner's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviewing learner progress will be made at each Assessment Point. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and in light of learner progress and development; make any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan:

If a learner has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the learner are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, SENDCo and The Learning Support Team.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- The Learning Support Team
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the learner is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.kirkleeslocaloffer.org.uk

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by the local council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the learner's formal record and reviewed at least annually by staff, parents and the learner. The Annual Personal Review enables provision for the learner to be evaluated and, where appropriate, for changes to be put in place.

9. Access to the curriculum, information and associated services

Learners with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate learners with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in school. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Learners with SEND:

The SENDCo, Learning Support Team and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any learners including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all learners including those with SEND.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that learners would benefit from this provision.
- Setting appropriate individual targets that motivate learners to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The Headteacher Ms S Vickers has responsibility for SEND provision in school and is responsible for ensuring that it is implemented effectively throughout the school.

Mr M Brayford (AHT) reviews annually, the schools policy for Inclusion and ensures the day to day provision is in place and is of high quality.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all learners. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual learners, from external support services. Where a behavioural incident warrants exclusion the relevant Year Leader, Learning Support and member(s) of SLT will consider the incident in line with the School Exclusion Policy.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and learners during the academic year.

Learner progress will be monitored on a termly basis in line with the SEND Code of Practice. The Learning Support Department offer an Open Door policy where parents can access the SENDCo and Learning Support Team, regularly without making an appointment. Further feedback from parents can be given at any time through email contact available on the school website.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in an SEND Report. The evaluation is carried out by the SENDCo in consultation with the Headteacher, link SEND governor and The Learning Support Team. Information is gathered from different sources such as learner and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ report feedback forms. This will be collated and published by the governing body on an annual basis in accordance with section 69 of the Children and Families Act 2014.

12. Complaints procedure

Refer to the general Complaints Procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo and designated Senior Leadership Line Manager who will be able to offer advice on formal procedures for complaint if necessary.

13. In service training (CPL)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of learners with SEND.

The school seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. The Learning Support Department and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies working with specific learners in the school.

We recognise the need to train all our staff on SEND issues. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

Upper Batley High School continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a learner. This will then be brought to the attention of the SENDCo and Learning Support Team who will then inform the learner's parents. Regular review meetings take place; at this time any relevant information regarding learners with SEND is discussed and if necessary filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

15. Working in partnerships with parents

Upper Batley High School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND to enable personal success.
- Parental views are considered and valued.

The SENDCo or a member of the Learning Support Team will provide support to teaching staff throughout the academic year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual learner's needs. The SENDCo may also signpost parents of learners with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a learner has additional learning needs the parents and the learner will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND link governor may be contacted at any time in relation to SEND matters.

16. Links with other schools

Upper Batley High School works in partnership with all feeder schools. The SENDCo and members from The Learning Support Team will visit and attend annual reviews of Year 5 and 6 Learners and also coordinate visits to school in preparation for transition. This enables the partnership to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Where a learner has a current statement or EHC plan there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENDCo in consultation with external agencies. Transition Plans are drawn up in accordance to parental, learner and staff views follow the actions of a Review Meeting. Learners with funding (AFN/HLN) where appropriate will also receive an annual review.

17. Links with other agencies and voluntary organisations

Upper Batley High School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENDCo, Learning Support Team and Year Leaders are responsible for liaising with the following:

- Kirklees Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a learner is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ [Name] (Headteacher)

Date _____

Signed _____ [Name] (SENDCo)

Date _____

Signed _____ [Name] (SEN Governor)

Date _____