

Special Educational Needs Policy

Covid Statement

Due to the Covid 19 crisis, at present and into the start of the 2020/21 academic year, our provision, including transition, is not as stated in the Information Report/Special Educational Needs and Disability (SEND) Policy. In line with time limited Department of Education expectations, we are making reasonable endeavours to discharge our duties to make provision in accordance with Education Health and Care Plans (EHCPs). To this end, we are utilising school staff to deliver flexibly both in person and online. The planning that we carry out continues to be based on supporting academic progress and student wellbeing and is reactive to both the changing needs of students and changing staff availability. In addition to working with students with EHCPs, we are targeting staff time and advice to address the needs of a range of others in Years 7-10. The particular vulnerabilities of SEND students will be considered as part of any recovery planning carried out in school. We remain committed to ensuring appropriate inclusion for our SEND students with regard to current government guidance and the restrictions in place.

Dated: July 2019
Reviewed: July 2020
Reviewed by: Staffing Governors

L Peaston

(This document should be read in conjunction with the Special Needs Information Report [attached as an appendix] and the Access Arrangements Policy)

Contents

1. Aims
2. Legislation and guidance
3. Definitions
4. Roles and responsibilities
5. SEN information report
6. Admissions
7. Resources
8. Identification and monitoring
9. Links with other agencies/outside agencies
10. Links with other policies and documents

1. Aims of the Policy

Thornden can provide support to students with a range of needs in the areas of: communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical needs. We consider all types of need on a case by case basis. We aim to enable all students to experience all that the school has to offer, including a broad and balanced curriculum, trips and extra-curricular activities. We aim:

- To identify students with Special Educational Needs and Disabilities (SEND) and make sure that their needs are met
- To make sure that the school is inclusive and that SEND students are fully integrated into both curricular and extra- curricular activities
- To enable all SEND students to achieve their academic and personal potential
- To work collaboratively with teaching staff, Heads of Department (HOD) and Heads of Year (HOY) and Senior Leaders to make sure that any barriers to learning are removed and appropriate support is given
- To create a safe, supportive learning environment that helps students to improve confidence, self-esteem and independence
- To promote effective partnership with and involve outside agencies when appropriate
- To work closely with feeder schools and colleges in order to share detailed information about children with SEND
- To make sure the views of the students and their parents/carers are taken into consideration
- To evaluate annually the effectiveness of the Special Educational Needs (SEN) provision within the school

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that **is additional to, or different from**, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and key responsibilities

Special Educational Needs Coordinator (SENCo) - Louise Peaston

- Strategic management of the SEND provision in school
- Ensuring statutory requirements for students with SEND are fulfilled, including chairing Annual Review meetings
- Liaison with parents/carers, students, staff, Senior Leadership Team (SLT), the Governing Body and external agencies
- Training and support of staff regarding the support of students with SEND
- Budget management
- Line management of the Learning Support Coordinator, SEN Exams Coordinator, Learning Support Assistants (LSAs) and the SEN Administrative Assistant
- Responsibility for GCSE Examination Concessions
- Monitoring and evaluation of provision
- Overview of LSA timetabling

Learning Support (LS) Coordinator – Jacqui Beckingham

- Day-to-day management of LSAs and department processes
- Coordination of outside agency involvement such as Occupational Therapy and Specialist Advisory teachers
- Coordination of clubs and interventions
- Management and coordination of internal testing
- Liaison with teaching staff to organise required support
- Liaison with students and parents to make sure the coordinated provision of support
- Day-to-day supervision of the SEN Administrative Assistant
- (With the SENCo and Exam Coordinator) LSA timetabling

SEN Exams Coordinator – Chris Bevan

- Access Arrangements Assessor
- Coordination of testing and online applications for exam concessions
- Liaison with: students, parents, School's Exam Coordinator, SLT, HOD, teaching staff and LSAs regarding identification and testing
- Coordination of evidence-gathering to support applications for concessions
- Coordination of concession arrangements for GCSEs and Controlled Assessments

- Day-to-day support of SENCo and LS Coordinator
- (With the SENCo and LS Coordinator) LSA timetabling

LSAs

- Classroom support for SEND students across the curriculum and in specialist areas where appropriate
- Small group support within the classroom
- Small group teaching of interventions, including planning, marking and recording
- 1:1 support for interventions and the delivery of specialist programmes as appropriate
- Close monitoring of student progress, barriers to learning, wellbeing and developing needs and associated record-keeping and information sharing
- Training in specialist interest areas such as Speech and Language, Dyslexia and Autistic Spectrum Conditions where appropriate
- Creation of differentiated materials, teaching and support materials
- Liaison with teaching staff, HOD and HOY to make sure essential communication
- Support for lunchtime and after school interventions where appropriate and agreed

The department is further supported by Karen Constable, the SEN Administrative Assistant. The department is line managed at SLT level by Dr Judith Evans. The link SEN governor is Julie Pinnock.

Subject Teachers

We are an inclusive school and the vast majority of support for SEN students is delivered within lessons, where they follow the same curriculum as their year group. Progress for SEND students is the responsibility of the class teacher. Where appropriate, LSA support is provided in the classroom so that students are in a position to receive expert curriculum teaching. Teachers should follow the *plan - do - review* cycle to make sure progress for SEND students or where they have concerns about unidentified SEN.

Indicators that a student has unmet needs could be: failure to cope with the curriculum, failure to progress or observed difficulties.

Subject teachers may well be able to identify the need and put into place appropriate strategies which could include:

- Curriculum differentiation
- Enhanced differentiation of teaching materials
- Alternative teaching strategies
- Appropriate review and target setting
- Involvement of parents in specific home/school based support projects

The subject teacher would be expected to liaise closely with the HOD and, if appropriate, the relevant HOY. If the strategies put into place by the subject teacher do not improve the student's performance, the SENCo should be contacted.

Heads of Year

The pastoral support system has a vital role to play. HOY maintain close communication with the SENCo concerning students in their year. In addition, they: are invited to attend all EHC Plan reviews and Inclusion Partnership Agreement (IPA) reviews; monitor students' academic progress; liaise with parents (particularly so if the difficulties are linked to emotional and behavioural

difficulties); work with colleagues to make sure a coordinated approach to supporting students in their year group who have SEN.

5. SEN information report. This report was developed following consultation with a range of stakeholders, including parents and students and it is reviewed annually. Please see website (Parents/SEN Information) for full details of the following areas:

- The kinds of SEN that are provided for
- Identifying students with SEN and assessing their needs
- Consulting and involving students and parents
- Assessing and reviewing students' progress towards outcomes
- Supporting students moving between primary, secondary and college phases and preparing for adulthood
- Our approach to teaching students with SEN
- Adaptations to the curriculum and learning environment
- Additional support for learning
- Expertise and training of staff
- Organising equipment and facilities as required
- Evaluating the effectiveness of SEN provision
- Enabling students with SEN to engage in activities available to those in the school who do not have SEN
- Support for improving emotional and social development
- Working with other agencies
- Complaints about SEN provision
- The local authority Local Offer

6. Admission arrangements for students with Special Education Needs

The admission of all students will be subject to the school's admission policy. For students with physical needs the same criteria will apply, subject to the layout of the school buildings being suitable to accommodate their specific physical needs.

Prior to admission, close liaison with feeder schools is carried out. In addition to transition visits carried out by the HOY and SLT, the SENCo and LS Coordinator visit the feeder schools and talk to the Year 6 teachers and/or SENCo about each individual child who has some kind of additional need. Annual Reviews for students with Education, Health and Care (EHC) Plans and IPA reviews are also attended by the SENCo and/or LSA Coordinator and parent consultation is at the heart of this process. For vulnerable students, extra visits prior to their start in Year 7 are also organised. This makes sure the school has specific strategies in place for individual students on their arrival.

7. Allocation of Resources

SEN funding is generated from:

- The school's delegated budget
- Additional LA funding allocated to students with EHC plans

The Study Skills Department operates a flexible system, allocating resources according to the changing nature of students' needs through:

- LSA in-class support
- Small groups taught by LSAs or teachers to support individual needs
- Smaller sets to meet specific needs where applicable
- 1:1 preparation teaching and overlearning and specialist programmes
- After school classes i.e. homework club and spelling club
- Provision of specialist equipment
- Student mentoring
- Consultation with teaching staff, external agencies, students and parents

Resources are also allocated to training and staff development. Training is delivered to existing staff, new staff and School Centred Initial Teacher Training (SCITT) students by the SENCo. In addition, the SENCo leads more substantial training sessions in school (such as Professional Learning Groups) and short regular updates through Teaching and Learning Tuesdays, emails etc. Other members of the department also contribute and deliver training to existing staff and SCITT trainees. In addition, the Study Skills department supports teachers by providing advice on pedagogical (i.e. teaching/instruction) approaches and suitable teaching materials and can take the lead in exploring barriers to learning. LSAs access internal and external training to support a range of different learners.

8. Identifying and monitoring of SEN Students

We maintain a register of SEN students. There are 2 categories: those students with an EHC plan and the remaining students who are listed under SEN Support. SEN support students are identified using Local Authority criteria and will have needs in one or more of the following areas: communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical needs.

Students with additional needs are identified through one or more of the following:

- Liaison with Primary Schools
- Liaison with external agencies
- Liaison with parents
- Testing and assessment
- Close monitoring and observation
- Perceptions of the student's performance, progress and behaviour
- Subject teacher feedback

Student needs are addressed in class by teachers using the Student Profiles to tailor teaching to address the identified needs.

Students' progress is reviewed through one or more of the following:

- Data drops
- Teacher reports for reviews
- Observations
- Department reviews
- Screening tests
- Assessment results and tracking
- Other school reporting

The SENCo meets with Steve Hicks (Deputy Head with oversight of data and monitoring) and the relevant HOY following each data drop. Comments on supporting underperforming SEN students are appended to the information on these students that is provided to teaching staff.

Reviews of the SEN register are carried at a strategic point in the year. If students are accessing the curriculum without the need for support that is different from or additional to that of their peers, and/or have standardised scores in excess of those set by the Local Authority, their name will be

removed from the list. At this point, they will be placed on the Watch register so that their needs can continue to be monitored. Many students on the Watch register have an Information Profile providing details of need and approaches to classroom support.

9. External Support Services

External support services play an important part in helping the school identify, assess and make provision for students with SEN. The department will work with any necessary agencies including:

- Child and Adolescent Mental Health Services
- Education Welfare
- County Educational Psychology Service
- Ethnic Minority and Traveller Service
- Health services
- Locality Team
- Occupational Therapy
- Social Services
- Specialist Teaching Advisers
- Speech and Language Therapists

10. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions