

Forge Valley School

SEND Policy 2016/17

Policy development:

This policy has been developed by building on our own best practice and that of other educational networks. It has been developed in consultation with governors, parents, staff and students and is accessible through the Forge Valley School website

Governor Committee: Full Governing Body

Ratified by governors: 15.02.17

Due for review: 15.02.18

Member of Staff responsible: SENCO/Associate SENCO



Ratified by
Chair of Governors

Forge Valley School – Special Educational Needs Policy

RATIONALE

The 2015 Code of Practice states:

“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.”

Forward/ pg11

At Forge Valley School we endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils’ needs. Recognition of the entitlement of all pupils to a balanced, broadly based curriculum is paramount.

PRINCIPLES

The 2015 Code of Practice states:

“All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training”*

6.1 2015

At Forge Valley School our guiding principle is one of inclusion – identifying and breaking down barriers to learning. The SEND department works to:

- Reach high levels of inclusion for all.
- Value all pupils in school equally.
- Ensure all pupils have their particular need recognised and addressed.
- Ensure consideration of SEND crosses all curriculum areas and all aspects of teaching and learning
- Create clear records and maintain them to ensure communication of progress and awareness of need.
- Support clear liaison with staff, parents and outside agencies.
- Develop good working relationships with primary feeder schools before transfer to secondary to ensure continuity of appropriate strategies and programmes of work.
- Advise staff on appropriate resources, materials, targets, strategies and evaluation.
- To provide in-class support and individual programmes of work where appropriate.
- To maintain and update the SEND Register.

The objectives of the SEND Policy are:

- To identify pupils with SEND and ensure that their needs are met.
- To ensure all pupils have equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.
- To provide high quality support.
- To maximise opportunities for pupils with SEND to join in with all aspects of school life.

- To ensure that pupils are able to express their views and opinions and are involved in decisions which affect their education.
- To ensure that parents/carers are informed of their child's SEND and to acknowledge and draw on parents/carers' knowledge and expertise in relation to their child.
- To secure effective collaboration with relevant external agencies.
- To reinforce SEND as an issue for the whole school.
- To outline processes that comprise the cycle of assessment and review.
- To ensure practice complies with the guidance and expectations of the Disability Equality Scheme and contributes to the discharge of the school's Disability Equality Duty.

PRACTICES

Admission Arrangements

Pupils are identified through information gathered from primary schools or other schools. Further tests are then completed on SEND pupils including reading, spelling and comprehension to determine if any further intervention is required. External professionals may also be referred to or consulted if necessary. Any current Care Plans and/or Individual Education Plan (IEP) will be checked and updated with parent/carers to ensure the needs of each individual pupil are met. Information on SEND pupils is made available for all staff to ensure individual needs are met in the classroom.

Access Facilities

Forge Valley is a fully inclusive environment for all pupils. The site and facilities are accessible for Pupils with disabilities, including wheelchair access, through use of the school lift. The building has Emergency evacuation points, with intercom access. Pupils required to use these in an emergency will have a Personal Emergency Evacuation Plan (PEEP). Plans are prepared by school and signed by parent/carers. Pupils are personally guided through the plan; the PEEP is then sent to all staff.

Management of SEND within the School

The Governing Body has specific responsibility to:

- Ensure that the necessary provision is made for any pupil who has SEND.
- Ensure that the pupils' needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Report to parents annually on the implementation of the SEND Policy.

The Headteacher (Named SENCO of the school) has specific responsibility to:

- Ensure the day to day management of all aspects of the school's work includes provision for pupils with SEND.
- Ensure that the Governing Body are kept fully informed.
- Work closely with the Associate SENCO to ensure the policy is maintained.

Whole school responsibility for SEND

All staff has a responsibility, as detailed in the Equalities Scheme, to ensure all pupils have appropriate access to their learning. This includes:

- Ensuring they are aware of pupils with SEND, their needs and appropriate strategies they can use.
- Ensuring that they are aware of pupils with Access Arrangements.
- Ensuring that they inform the SENCO/Associate SENCO of any concerns they have of pupils' needs or potential needs within their classes.
- Ensuring that the SEND Policy is followed in conjunction with other school policies.

SENCO responsibility for SEND

The named SENCO is Dale Barrowclough (Headteacher) who works closely with Janet Blackmore (Associate SENCO). These posts involve the management of the Integrated Resource and the oversight of the provision made for all pupils with SEND. This includes:

- Strategic direction and development of SEND provision.
- Leading and managing staff.
- Deployment of staff and resources.
- Coordination the SEND provision.
- Liaising/advising staff.
- Managing the SEND team.
- Overseeing progress of SEND pupils and ensuring effective monitoring/record keeping.
- Liaising with parents/carers of pupils with SEND.
- Liaising with feeder schools and external agencies.
- Contributing to the in-service training of staff.

Identification and Assessment

Pupils' needs should be identified as early as possible. This is done in conjunction with primary schools and school tracking data. Other indicators to identify and assess include:

- Analysis of data, including entry profiles.
- Completion of teacher concern forms.
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Information from other schools/services.

Curriculum Access and Provision

Pupils with SEND are supported by the SEND/Integrated Resource Curriculum Area which provides a range of interventions and responses in addition to in-class support. The Integrated Resource Unit supports pupils with communication and interaction difficulties, including ASD or Speech, Language and Communication difficulties. Pupils accessing the IR have Statements of SEND or Education Health Care Plans. The resource provides an 80-20 split so that they gain 80% access to mainstream lessons and 20% intervention work within the resource.

There is a range of provision available, including:

- In-class support by Teaching Assistants.
- Small group withdrawal work.
- Individual class support/withdrawal.

- Further differentiation of resources.
- Study buddies.
- Homework support.
- Provision of alternative learning materials.

Identification of SEND

All staff at Forge Valley School have a responsibility to identify pupils with SEND. A graduated response is made by the school according to the need – these responses could be action within the school (previously known as School Action), action by external agencies (previously known as School Action Plus) and Statement/Education Health Care Plan

When a need is identified the pupil is placed on the SEND Register and monitored accordingly. Support will be given in relation to the specific need and reviewed. Through an Individual Education Plan (IEP) targets will be set to support the pupil and reviewed.

Progress will be monitored to ensure:

- The attainment gap between pupil and peers narrows.
- The gap does not widen.
- The progress is equivalent to that of peers, despite the starting point.
- Full curricular access should be provided.
- Progress should indicate an improvement in self-help and social/personal skills.
- Progress shows an improvement in pupils' behaviour.

Statement of Special Educational Need/Education Health Care Plan

Once a Statutory Assessment has been carried out a Statement of SEND/Educational Health Care Plan may be provided. This highlights that the LOCAL AUTHORITY has considered that the pupil requires provision beyond what the school can offer. Students with Statements/EHCPs are then reviewed annually to ensure their plan remains relevant.

Annual Review Meetings and Individual Education Plans

The SENCO is responsible for the organisation of Annual Review Meetings for all pupils who have a Statement of Special Educational Needs. Before the meeting information is collected from all subject staff on the pupil's work, attitude, homework, National Curriculum levels, behaviour and relationships. The SEND Department will produce a report on the pupil's needs and progress.

During an Annual Review Meeting the parents, pupil, Local Authority, Head of Year, TA and any outside agencies are all be invited to join the SENCO at the meeting. There is a discussion, new targets are agreed and recommendations made based on the evidence from the previous twelve months. A review document is then compiled and distributed to all parties concerned.

The aim of the review will be to:

- Assess pupil progress in relation to the objectives on the Statement/EHCP.
- Review the provision made to meet the student's need.
- Consider the appropriateness of the existing Statement/EHCP.
- Set new objectives for the coming year.

This process adheres to the requirements of the Local Authority SEND Team. Funding for the needs of these statements/EHCPs, in addition to funding for all SEND students comes from the SEND Team. The budget is managed by the Head of Special Needs in conjunction with the Business Manager.

Statemented pupils all have an annual IEP – Individual Education Plan which is updated with the student and Learning Support Assistant (LSA) to revise/review and set targets.

Record Keeping

The school will record the steps taken to meet the pupils' individual needs and the Special Needs Department update and keep these records – of SEND pupils recorded at K SEN Support (Previously School Action and School Action Plus) and/or a Statement of Special Needs/EHCP. These records contain assessment information, test scores and records of correspondence.

Request for Statutory Assessment

If/when a pupil is highlighted as requiring a Statutory Assessment from the LOCAL AUTHORITY due to the fact that the individualised sustained intervention has not elevated the significant cause for concern then a Statutory Assessment will be carried out to highlight the cause for concern.

A Statutory Assessment may also be requested by a parent or outside agency.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers and do so by:

- Keeping parents/carers fully informed.
- Working effectively with all agencies to support students and parents/carers.
- Making parents/carers feel welcome.
- Providing all information in an accessible way.
- Encouraging parents/carers to inform school of any difficulties they perceive their child may be having or other needs which require addressing.
- Instilling confidence that the school will listen and act appropriately.

Involvement of Pupils

The SEND Code of Practice states that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all students are involved in monitoring and reviewing their progress.

Pupil involvement is encouraged by allowing pupils to:

- State their views about their education/learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum.
- Self-review their progress and set new targets.

Parents

The SENCO/Associate SENCO maintains regular contact with parents of pupils with SEND and attends Parents Evenings to give opportunities for parents to raise their concerns.

External Agencies

Effective working links are maintained by the Head of Special Needs with:
Hearing Impairment/Visual Impairment Team

- ASD Team
- Educational Psychologist
- Connexions
- And other services where deemed necessary.

Each service has their own referral methods which the Head of Special Needs adheres to and additionally reports back to all involved within the school.

ROLES AND RESPONSIBILITIES

SENCO/Associate SENCO –

- Update staff on needs/requirements of students on SEND Register as/when relevant.
- Continually manage documentation and annual review meetings.
- Feed-back to parents.
- Liaise with feeder schools as/when appropriate.

Teaching Assistants –

- Support in lessons and individually to ensure that the SEND requirements are consistent.
- Provide support for teacher in order to allow access to all areas of the curriculum for students.
- Assist with IEP writing/reviewing.
- Attend annual review meetings as/when needed.

Teaching Staff –

- To outline SEND in planning.
- To support beyond the requirement of the subject where appropriate to ensure students are able to access the curriculum appropriately to their need.
- To explain to Learning Support Assistants how/where they feel their support will be best used.

Middle Leaders –

- Liaise with SENCO/Associate SENCO to ensure consistency in meeting the needs of SEND students.
- Monitor implementation of the policy within their department.
- Attend annual review meetings as/when appropriate.

Senior Leadership Team –

- Communicate the policy to ensure consistency/understanding.
- Support HOD/HOY in promotion/monitoring of the policy.
- Oversee documentation and sign statutory annual review documents as/when necessary.

This Policy was written in January 2015 by Dale Barrowclough & Janet Blackmore

SEND Definitions

Type of difficulty	Criteria for identification of difficulty.	Exam concession criteria
Cognition and Learning Needs		
<p>Specific Local Learning Difficulties. This includes:</p> <ul style="list-style-type: none"> • Dyslexia • Dyscalculia • Dyspraxia 	<p>Must be K SEN support or have a Statement/EHCP.</p> <p>OR</p> <p>Meets the criteria for exam concessions</p>	<p>KS3 -</p> <p>Students with Statements can receive 25% extra time.</p> <p>Students may be entitled to concessions – see below.</p> <p>KS4 –</p> <p>A diagnosis of dyslexia alone is no longer sufficient to allow access arrangements. There must be evidence of need in the normal working arrangements.</p> <p>Transcripts, extra time or readers may be appropriate for those with illegible handwriting.</p>
<p>Moderate Learning Difficulties</p>	<p>Only to be recorded if K SEN Support or have a Statement/EHCP.</p> <p>Well below expected levels in most areas of curriculum, despite appropriate interventions. Needs cannot be met by normal differentiation.</p> <p>Or</p> <p>Meets the criteria for exam concessions.</p>	<p>KS3 –</p> <p>Students with statements can receive 25% extra time.</p> <p>Students may be entitled to exam concessions.</p> <p>KS4 –</p> <p>A profile of learning difficulties must be completed by an Educational Psychologist or a Teacher with a JCQ recognised qualification.</p>
<p>Severe Learning Difficulties</p>	<p>Significant intellectual or cognitive impairments. Their attainment may be the upper P-scale range.</p>	<p>KS3 –</p> <p>Students with statements can receive 25% extra time.</p> <p>KS4 –</p> <p>Students should only be put in for exams which they are able to attain the level of. Those working below Level 4 should not be</p>

		entered for GCSEs. Entry Levels should be considered.
Profound and Multiple Learning Difficulties	Have severe and complex learning difficulties in addition to other needs.	Students with statements can receive 25% extra time.
Social Emotional Mental Health Needs		
Social Emotional Mental Health Needs	<p>Must be K SEN support or have a Statement/EHCP.</p> <p>Behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum.</p> <p>Pupils with a range of difficulties including:</p> <ul style="list-style-type: none"> • Depression • Eating disorders • Conduct Disorders – ODD • ADD/ADHD • Tourettes <p>Should be coded as SEMH if additional or different educational arrangements are being made to support them.</p> <p>Where the only provision is routine medication pupil should not be recorded.</p>	<p>KS3 –</p> <p>Students with Statements can receive 25% extra time.</p> <p>KS4 –</p> <p>May be eligible for rest breaks. May be eligible for a prompter.</p>

Communication and Interaction Needs

<p>Speech, Language and Communication Needs</p>	<p>Only to be recorded if K SEN support or have a Statement/EHCP.</p> <p>They may find it hard to use words in context.</p> <p>They may use words inappropriately with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words or express ideas.</p> <p>They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they have to say.</p> <p>Or –</p> <p>Meets the criteria for exam concessions.</p> <p>EAL students not to be put into this category unless they have an additional speech or language difficulty.</p>	<p>Students with Statements can receive 25% extra time.</p> <p>Students may be entitled to exam concessions.</p>
<p>Autistic Spectrum Disorder</p>	<p>Pupils should only be placed into this category if they are K SEN support or have a Statement/EHCP. This includes pupils with Aspergers Syndrome,</p> <p>Or –</p> <p>Meets the criteria for exam concessions.</p>	<p>Students with Statements can receive 25% extra time.</p> <p>Students may be entitled to exam concessions.</p>

Sensory and/or Physical Needs		
Visual impairment	<p>Students should only be placed into this category if they are K SEN support or have a Statement/EHCP.</p> <p>For educational purposes, pupils are considered to have VI if they require adaptations to their environment or specific differentiation of their learning materials in order to access the curriculum.</p>	Students with Statements can receive 25% extra time.
Hearing Impairment	<p>Students should only be placed into this category if they are K SEN support or have a Statement/EHCP.</p> <p>For educational purposes, students are regarded as having HI if they require hearing aids, adaptations to their environment and/or particular strategies in order to access the concepts and language of the curriculum.</p>	Students with Statements can receive 25% extra time.
Multiple Sensory Impairments	<p>Students should only be placed into this category if they are SA+ or have a Statement.</p> <p>Students should only be entered as MSI if their sensory impairment is their greatest need.</p>	Students with Statements can receive 25% extra time.
Physical Disability	Students should only be placed into this category if they are K SEN support or have a Statement/EHCP	<p>KS3 –</p> <p>Students with Statements can receive 25% extra time.</p>

	<p>Students should be entered in this category if their physical disability impacts their ability to access their learning.</p>	<p>Students may have an amanuensis if a student is either physically unable to write or has great difficulty with writing. This also applies if a student is only able to write exceptionally slowly.</p> <p>KS4 –</p> <p>May be entitled to a practical assistant with their exams and coursework</p>
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Broad areas of need – as outlined in the 2015 Code of Practice

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.28 2015 CoP

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

6.29 2015 CoP

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.30 2015 CoP

Specific learning difficulties (SpLD), affect one or more specific aspects of Local learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

6.31 2015 CoP

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

6.32 2015 CoP

Schools and colleges should have a clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

6.33 2015 CoP

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or support needs. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. 6.34 2015 CoP