

SEND Policy

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 pupils and is accessible through the Springwell Learning Community website.

Governor Committee: Full Governing Body

Ratified by Governors:

Due for review:

Member of staff responsible: SENCO

Springwell Learning Community Special Needs Policy

RATIONALE

The 2014 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 Springwell Learning Community 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 2014 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.*
- *Make a successful transition into adulthood, whether into employment, further or higher education or training.”*

6.1.2014

At Springwell Learning Community our guiding principle is one of inclusion – identifying and breaking down barriers to learning. The school 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 SEN 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 other agencies and schools before and during transfer to Springwell Learning Community to ensure continuity.
- Provide in-class support and individual programmes of work where appropriate.

The objectives of the SEN Policy are:

- To identify pupils with differing SEN requirements and ensure that their needs are met.
- To ensure that 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 SEN to take part in 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 SEN and to acknowledge and draw on parent/carer's knowledge and expertise in relation to their child.

- To secure effective collaboration with relevant external agencies.
- To reinforce SEN as an issue for the whole school.
- To outline processes that comprise the cycle of assess-plan-do-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 via information gathered from other schools and agencies. Springwell Learning Community then runs profile testing of new pupils to review their benchmark starting points. External professionals may also be referred to or consulted if necessary.

Management of SEN within the School

The Governing Body has specific responsibility to:

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

The Executive Principal has specific responsibility to:

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

Whole school responsibility for SEN:

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

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

SENCO responsibility for SEN:

The position of SENCO is held by Jill Walker, Assistant Principal. This post involves the management of SEN within the Special School and the Alternative Provisions. This includes:

- Strategic direction and development of SEN provision.
- Leading and managing staff as part of the Senior Leadership Team.
- Deployment of staff and resources as part of the Senior Leadership Team.
- Coordination of the SEN provision.
- Liaising/advising staff.
- Overseeing progress of SEN pupils ensuring effective monitoring/record keeping.
- Liaising with parent/carers of pupils with SEN.

- Liaising with other 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 data from other schools and external agencies. Other indicators include:

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

Curriculum Access and Provision

Pupils with SEN are supported by Springwell Learning Community which provides a range of interventions and responses both in structured small group classes with high ratios of adult support and additional interventions. Support is given to pupils by:

- In-class intensive support by Teaching Assistants.
- Small group interventions.
- Individualised interventions.
- Art Therapy.
- Play therapy.
- Nurture Group learning.
- Growth Mind-set approaches.
- A very differentiated curriculum.

Identification of SEN

All staff at Springwell Learning Community have a responsibility to identify and support pupils with SEN. All teachers are teachers of SEN. 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 SEN Register and monitored accordingly. They will be known as 'K' = SEN Support or 'E' – Education Health Care Plan or 'S' = Statement. Support will be given in relation to the specific need 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.

Statement of Special Educational Needs/Education Health Care Plan

Once a Statutory Assessment has been carried out an EHCP (Educational Health and Care Plan) may be provided. This highlights that the Local Authority has considered that the pupil requires additional provision. Pupils within the Special School all have EHCPs in place whilst pupils in the Alternative Provisions may or may not have an EHCP in place. Pupils with Statements/EHCPs are then reviewed annually to ensure that their plan remains relevant.

Annual Review Meetings

The SENCO is responsible for the organisation of Annual Review Meetings for all pupils with Statements/EHCPs. Before the meeting information is collected from all subject/pastoral staff regarding the pupil's work, attitude, progress levels, behaviour and relationships.

During an Annual Review Meeting the parents, pupil, Local Authority, Teaching Assistant or teacher and any external agencies will join the SENCO at the meeting. There is a discussion, new targets are agreed and recommendations are 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 Annual Review will be to:

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

The process adheres to the requirements of the Local Authority SEN Team. Funding for the needs of these Statements/EHCPs, in addition to funding for all SEN pupils comes from the SEN Team.

Record Keeping

The school will record the steps taken to meet the pupils' individual needs. These records will contain assessment information, test scores and records of correspondence both from internal and external involvements.

Request for Statutory Assessment

If/when a pupil is highlighted as requiring Statutory Assessment from the LA 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 parent/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 SEN Code of Practice states that all pupils have the right to be involved in making decisions and exercising choice. Where appropriate all pupils 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.

External Agencies

Effective working links are maintained by the SENCO with:

- Hearing and Impairment/Visual Impairment Team.
- ASD Team.
- Educational Psychologist.
- Post-16 providers.
- Any other services where deemed necessary.

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

ROLES AND RESPONSIBILITIES

SENCO

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

Teaching Assistants

- Support in lessons and individually to ensure that consistency of approach is evident.
- Provide support for the teacher in order to allow access to all areas of the curriculum for pupils.
- Assist with assess-plan-do-review profiles and Boxall profiling.
- Attend annual review meetings as/when required.

Teaching Staff

- All teachers are teachers of SEN.
- Planning should highlight differentiation for SEN.
- To support beyond the requirement of the subject where appropriate to ensure pupils are able to access the curriculum appropriately to their need.
- Direct Teaching Assistants how/where they feel their support will be best used.

Middle Leaders

- Liaise with SENCO to ensure consistency in meeting the needs of all pupils.
- 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 middle leaders in promotion/monitoring of the policy.
- Oversee documentation.

SEN Definitions

Type of difficulty	Criteria for identification of difficulty	Exam concession criteria
Cognition and Learning Needs		
<p>Specific Learning Difficulties. This includes:</p> <ul style="list-style-type: none"> • Dyslexia • Dyscalculia • Dyspraxia 	<p>Must be SEN 'K' or have a Statement/EHCP</p> <p>OR</p> <p>Meets the criteria for exam concessions.</p>	<p>KS3 Pupils with Statements/EHCPs can receive 25% extra time.</p> <p>KS4</p> <ul style="list-style-type: none"> • A diagnosis of dyslexia alone is no longer sufficient to allow access arrangements. There must be evidence of need in the normal working arrangements. • Transcripts, extra time or readers may be appropriate for those with illegible handwriting.
<p>Moderate Learning Difficulties</p>	<p>Only to be recorded if 'K' with external intervention or EHCP/Statement.</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 Pupils with Statements/EHCPs can receive 25% extra time.</p> <p>KS4 A profile of learning difficulties must be completed by and Educational Psychologist or a Teacher with a JCQ recognised qualification.</p>
<p>Severe Learning Difficulties</p>	<p>Significant intellectual or cognitive impairments.</p> <p>Their attainment may be in the upper P-Scale range.</p>	<p>KS3 Pupils with Statements/EHCPs can receive 25% extra time.</p> <p>KS4 Pupils should only be put in for exams which they are able to attain the level of. Entry levels should be considered.</p>
<p>Profound and Multiple Learning Difficulties</p>	<p>Have severe and complex learning difficulties in addition to other needs.</p>	<p>KS3 Pupils with Statements/EHCPs can receive 25% extra time.</p> <p>KS4 Pupils should only be put in for exams which they are able to attain the level of. Entry levels should be considered.</p>

Social, Emotional and Mental Health Needs		
<p>Social Emotional and Mental Health Needs</p>	<p>Must be SEN 'K' 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 – such as ODD • ADD/ADHD • Tourette's <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 Pupils with Statements/EHCPs can receive 25% extra time.</p> <p>KS4 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 SEN 'K' or has Statement/EHCP.</p> <p>Pupil may find it hard to use words in context. They may use words inappropriately with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words or express ideas. 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>Pupils with Statements/EHCP can receive 25% extra time.</p> <p>Pupils may be entitled to exam concessions.</p>

	EAL pupils are not to be put into this category unless they have an additional speech or language difficulty.	
Autistic Spectrum Disorder	<p>Pupils should only be placed into this category if they are SEN 'K' with external diagnosis from a medical professional or have a Statement/EHCP. This includes pupils with Asperger's Syndrome.</p> <p>OR</p> <p>Meets the criteria for exam concessions.</p>	<p>Pupils with Statements/EHCPs can receive 25% extra time.</p> <p>Pupils may be entitled to exam concessions.</p>
Sensory and/or Physical Needs		
Visual Impairment	<p>Pupils should only be placed into this category if they are SEN 'K' with external diagnosis from a medical professional 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>	<p>Pupils with Statements/EHCPs can receive 25% extra time.</p> <p>Pupils may be entitled to exam concessions.</p>
Hearing Impairment	<p>Pupils should only be placed into this category if they are SEN 'K' with external diagnosis from a medical professional or have a Statement/EHCP.</p> <p>For educational purposes, pupils 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>	<p>Pupils with Statements/EHCPs can receive 25% extra time.</p> <p>Pupils may be entitled to exam concessions.</p>
Multiple Sensory Impairments	<p>Pupils should only be placed into this category if they are SEN 'K' with external diagnosis from a medical professional or have a Statement/EHCP.</p>	<p>Pupils with Statements/EHCPs can receive 25% extra time.</p> <p>Pupils may be entitled to exam concessions.</p>

	Pupils should only be entered as MSI if their sensory impairment is their greatest need.	
Physical Disability	<p>Pupils should only be placed into this category if they are SEN 'K' with external diagnosis from a medical professional or have a Statement/EHCP.</p> <p>Pupils should be entered in this category if their physical disability impacts their ability to access their learning.</p>	<p>KS3 Pupils with Statements/EHCPs can receive 25% extra time. Pupils may have an amanuensis if a pupil is either physically unable to write or has great difficulty with writing. This also applies if a pupil is only able to write exceptionally slowly.</p> <p>KS4 May be entitled to a practical assistant with their exams and coursework.</p>

Broad areas of need – as outlined in the 2014 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 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.”

6.28.2014 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.”

6.29.2014 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.”

6.30.2014 CoP

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

6.31.2014 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.”

6.32.2014 CoP

“Schools and colleges should have 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.”

6.33.2104 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 habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.”

6.34.2014 CoP