



## **Preface**

Meeting the requirements of those with Special Educational Needs and Disabilities is the responsibility of all within the school community and as such this policy has been produced through various forms of consultation which has then been compiled and written by the school SENCO.

The contents are subject to review annually or where appropriate at the decision of the Head teacher or the Governing Body.

## **Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (September 2014). The following documentation has been referenced to enable to the writing of this policy:

- The Equality Act, 2010.
- The Children and Families Act, 2014.
- The SEND Code of Practice, 2014.
- Statutory Guidance on supporting students at school with medical conditions, 2014.

## **Those with responsibility for the SEND Policy**

Mrs S Cavannah- Chair of Governors

Mr A Smith- Headteacher

Miss G Feechan- SENCO

## **1. Introduction**

At Stocksbridge High School we value our reputation as a community school. Co-operatively staff, students, parents and governors work hard to ensure that all students can achieve. Quality teaching is vital in ensuring that students make progress; however for some students further additional support may be needed to help them achieve their targets and goals both academic and otherwise. The School works in accordance with the SEND Code of Practice (2014) and the Equality Act (2010). Stocksbridge High School provides equal opportunities for all students with and without SEND. As such we promote a fully inclusive policy with all students attending mainstream lessons in order to access high quality teaching and learning. We are committed to narrowing the attainment gap between students with SEND and their non-SEND peers.

## **Our aim**

To provide quality provision that allows all students to access every area of learning in order to achieve their full potential.

## **Objectives**

- To continue to meet all statutory requirements and guidance provided within the SEND Code of Practice.
- To ensure there is quality first teaching for every child which embodies challenge and support for all.

- To provide a broad and balanced curriculum for all students across both Key Stages.
- To engage all parents/ carers in all aspects of their child's education and additional provision.
- To continue professional development for all staff to ensure awareness and understanding of needs is held by all school employees.
- To work with parents, our family of schools and external agencies to ensure early identification and to develop assessment strategies.
- To engage all students within the whole of school life by ensuring an inclusive atmosphere exists and supportive measure are in place.
- To continue to work with families, other educational establishments and external agencies around affective transition for all key stages.

## 2. Identification of SEND

### What is SEND?

A child or young person has SEND if they have a learning difficulty or disability which calls for **special educational provision** to be made **e.g. which is additional to or different from differentiated lesson/ curriculum plans.**

A child is regarded as having SEND if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age.

(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.

(Draft SEND Code of Practice 2014)

### Types of SEND

Under the SEND Code of Practice (2014) there are three levels of SEND; N, K and S/E:

**N-** This code is used to identify students with no SEND need requiring additional support. Quality First Teaching and classroom differentiation will allow the student to make progress.

**K-** This code identifies those who are on the SEND register that is held within school (Previously A or P). At this level students will require some form of additional support above that which can be provided within routine classroom practice. Additional agencies may be involved at this stage.

**S/E-** Students on the register for S will hold a Statement of Special Educational Need that are provided and quality assured by the Local Authority. Under the new SEND Code of Practice (2014) these Statements of special Educational Need are all being converted to Education, Health and Care Plans- also known as EHCPs. These will appear on the SEND register as an E. At this level there will be additional support offered, interventions and personalised curriculum where appropriate. Most often external agencies will also provide guidance and support for these students. IEPs and annual reviews will be held to review progress.

## **Initial assessment**

We work closely with our family of schools and external agencies to ensure early identification of need as soon as possible. Most often needs have been identified within nursery/ primary age however some students will present issues later on in their development. To identify student need we:

- Closely liaise with our feeder primary schools.
- Following up concerns raised by parents/ carers, teachers or the child.
- Closely monitoring progress/ behaviour. The Key Stage leaders monitor progress alongside Support managers who monitor behaviour. Key information is shared and communicated with the SENCO.
- Use of target setting and data collection.
- Working with school assessment tools and external agencies to ensure accurate assessment of need.

## **The Four Areas of Need**

When on the register students' needs are categorised into one or more of the four categories below:

1. Communication and interaction
2. Cognition and learning
3. Emotional, social and, mental health
4. Sensory and/or physical

More information about specific need types can be located on the school information report/ local offer.

## **3. A Graduated Approach**

The graduated approach removes previous ideas that SEND makes the child the responsibility of the SENCO and places the accountability with the classroom teacher. This begins with Quality First Teaching for all students, including those with learning barriers before looking towards additional support. If additional support is needed the responsibility for the child's education still lies with the teacher.

## **Quality First Teaching**

All teachers at Stocksbridge High School have a responsibility and are accountable for the progress of all students within their classroom. High quality teaching, including differentiation, is the first and most affective step to support those who have learning difficulties or those who are on the SEND register in making progress.

Quality of teaching within school is regularly monitored through learning walks, work scrutiny, student voice, observation and appraisal. All teaching and support staff are supported by the Head of Teaching and Learning and the lead learners who train, coach and offer resources and advice to all. Further training around SEND is available from external providers, through our family of schools/ locality and in- house from those with specialist knowledge or prior training. All useful knowledge and training is then shared between departments and across school.

## **Assess, Plan, Do, Review**

The school will follow the process of Assess, Plan, Do, Review once a child is on the SEND register and in need of additional support beyond that which the classroom teacher can provide.

### **Assess**

Assessment will take place to determine the child's SEND need using teacher/ parent observations and where necessary a range of assessment tools.

### **Plan**

Teachers and parents/ carers will be informed and consulted as part of the planning process and targets will be set. The subject teacher will remain responsible for the progress of the child on a daily basis and will liaise with the SENCO about progress.

### **Do**

Where a child is working 1:1 or within small groups the class teacher should still retain responsibility for the student's progress and will liaise closely with the teaching assistant to plan and assess the impact of the interventions/ strategies used. Within the 'do' part of the process the student will also work to create a One Page Profile which will allow those who work with the child to better understand the child's perspective and need.

Additional support/ interventions for students may include:

- Additional learning programmes such as literacy, numeracy, speech and language.
- Small group work as directed by the subject teacher.
- One Page Profiles.
- Mentoring.
- Individual Education Plans.
- Homework Support.
- Supportive tools such as checklists, visuals, word webs.
- Booster sessions where appropriate.
- Differentiated curriculum where appropriate.

### **Review**

The review of the progress will be measured by the SEND team through input of all those involved and a decision about success or need for new assessment/ plan will be made. If a child fails to make progress external agencies will become involved to offer additional support to the process. Ongoing difficulties will result in a MyPlan being produced which will allow a more collaborative way of working within the process, allows for additional input and overview from the locality and provides the necessary provisional steps towards an EHCP application where necessary.

### **Exiting the register**

A student may be removed from the register upon making expected progress but may be added again at any time if necessary for the child's progress and welfare. In both scenarios contact will be made with parents and opportunities provided for further discussion.

Upon removal from the register the student will be placed on the school's 'SEND Cohort Overview' which will detail any needs past or present that staff should be aware of to ensure Quality First Teaching. This will be distributed annually and available for all staff to access electronically.

#### **4. Parents and Carers**

At Stocksbridge High School we value highly the knowledge that parents/ carers and students provide. Parents/ carers have the best knowledge and understanding of their child's strengths, challenges and goals. We encourage all parents to communicate regularly with the department as appropriate to their requirements. As we firmly base our practice on person centred approaches we also liaise with parents/ carers and students in all plans/ actions we take to ensure they are not only part of the decision making process but happy with it.

Parents play a vital role in their child's education and their input is crucial. We encourage all parents to make us aware of all relevant information and documentation so we might best support the student. We support parents in accessing regular contact with the school through the following:

- Year 6 transition information evening.
- An annual questionnaire inviting parents to share their knowledge of their child.
- Parent evenings; opportunities to talk to teachers, SENCO, Head Teacher, Support manager and Governors.
- Review meetings with SENCO or member of the SEND team.
- Communication will be made with parents/ carers to discuss the impact of specific interventions and work groups.
- Appointments can be made to speak to the SENCO at any other time if you have concerns.
- Parents will receive progress data six times annually. Data collection points allow intervention and teaching to be monitored to ensure it meets the needs of all students and enables them to make expected progress.
- One page profiles will be in place for many of our SEND students. Parents will have the opportunity to review their child's one page profile annually.
- Local offer available on: <http://www.sheffielddirectory.org.uk/>
- School SEND report available on the school website.

#### **5. Inclusion**

##### **Transition**

Carefully considered arrangements are made for the transition to Stocksbridge High School from primary school and additionally from the school on to college or sixth form. This can include additional visits, phased transition, teaching assistant visits and meetings with parents. Some strategies we use regularly include:

- Year 6 SEND students are invited to extra induction days in the Summer Term. These can be personalised around specific needs.

- Teaching Assistants, Key Stage Leader and SENCO visit primary schools prior to transition to meet students.
- Students are carefully placed in form groups to take account of positive friendships.
- The SENCO, Inclusion Manager or an appropriate person will attend reviews before the transition to help anticipate need and to dispel anxiety.
- Students with SEND will receive extra guidance for post- 16 transition where needed.
- Independent travel can be practiced.
- EHCP reviews will incorporate future college/ placement providers wherever possible.
- When students with SEND move on to college or to a specific training programme, liaison is made with the destination to ensure a smooth transition.
- Key documentation is shared ahead of transition e.g. One Page Profile.

### **Whole School Participation**

All students are supported in accessing the entirety of school life. This ranges from being able to move easily around school (lifts, wheelchairs, exit passes), to being able to access school despite physical barriers (partial timetable, use of inclusion base) and accessing the curriculum (differentiated tasks, TA support, homework club). We believe every child should be able to, and be encouraged to, access everything school life has to offer and we strive to ensure personalisation is applied in order to allow them to. Further examples can be found on the school's local offer (<http://www.sheffielddirectory.org.uk/>) and the school's SEND report via the school website.

### **Support for those with ESMH needs**

The SEND department works closely with the Inclusion Manager and Support Managers to ensure that students who are encountering emotional difficulties are receiving appropriate support within school and staff are aware where necessary. Some supportive measures used within school include:

- Members of staff such as form tutor, Support Manager, SENCO being readily available for students who wish to discuss issues and concerns.
- Behaviour/ Pastoral plans for those students who are experiencing difficulties.
- Homework Club- to support students struggling to cope with the demands of homework.
- Breakfast Club.
- Groups and 1:1 sessions with specific foci; social skills, anxiety, persistent absence etc.
- There is an alternative quiet area for students to access at break and lunch times.
- Mentoring; both adult and peer.
- Use of the Inclusion Base/ partial time table when appropriate.
- Speech and Language programmes/ interventions.
- Separate invigilation for examinations.
- Narrative therapy for anxiety.

### **Medical Conditions**

The school adheres to the Equality Act (2010) and ensures that all students with medical needs are able to access all aspects of education including school trips and activities.

In addition to those who have an EHCP which includes medical conditions the SENCO is made aware of and has access to all paperwork where a child on the SEND register also suffers an

ongoing medical condition. Where the medical condition is part of the SEND need the SENCO works collaboratively with those in school that hold responsibilities for medicines, the support Manager and those in the health industry who support the student externally.

## **6. Roles and Responsibilities**

### **The Governing Body**

- The Governing Body must ensure that there is a qualified teacher designated as SENCO.
- The Governing Body should work with the SENCO to determine the strategic development of SEND policy and provision for the school and ensure this is of a high standard.
- The Governing Body should monitor and review the SEND policy.
- The Governing Body should nominate a Governor Link to liaise with the SENCO.

### **Headteacher**

- To create an inclusive ethos within the school.
- To ensure all teachers are accountable for the progress of those they teach with SEND and that they are monitoring and assessing their progress over the course of the year.
- To cooperate with the Local Authority of the creation of EHCPs and subsequent reviews.
- To ensure the Governing Body is up to date with any SEND changes.
- To ensure the SENCO has sufficient time to carry out their duties, including appropriate administrative support or time away from teaching in line with other important strategic roles.
- To conduct regular reviews of the quality of teaching and learning for students at risk of underachievement.

### **SENCO**

- The SENCO must be a qualified teacher working at the school and they must hold the national SENCO award.
- The SENCO must determine the strategic development of SEND policy and provision for the school.
- The SENCO has day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC plans/require access arrangements.
- The SENCO provides professional guidance to colleagues and will work closely with staff, parents and carers, and other agencies.
- The SENCO line manages the team of teaching assistants.
- The SENCO will be aware of the provision in the Local Offer and be able to work with professionals providing a support role to the family to ensure that children with SEND receive appropriate support and high quality teaching.
- The SENCO will oversee the creation of, organisation and maintenance of all SEND records within school.
- The SENCO will work collaboratively with the family of schools and other locality SENCOs around the new locality model for assessment and funding and to facilitate joint policies.
- The SENCO will be responsible for liaising with external agencies and the local authority to ensure collective work is conducted appropriately and effectively.
- The SENCO is responsible for allocating SEN funding.

## **Inclusion Manager**

- Oversees the use of and access to the Inclusion Base, including breakfast club, to ensure all students can access school.
- To oversee the day-to-day running of access arrangements for assessments within the school setting.
- To liaise with the family of schools around early identification.

## **Class Teachers**

- To use the graduated approach to plan and review the support for the students within their classes in collaboration with the SENCO, the student and parents
- To set high expectations for all students
- To know who in their class has SEND, what the need is and have strategies to help those students access the curriculum
- To provide Quality First Teaching by planning differentiated lessons which allow all students to address areas of difficulty by providing support and challenge
- To differentiate homework appropriately
- To address any concerns or queries to the SENCO immediately
- To plan for appropriate use of teaching assistants
- To communicate effectively with SEND team where requests for information are requested.

## **Assistant Head in charge of Teaching and Learning**

- To ensure all staff are providing Quality First Teaching to students including those with SEND and supporting colleagues where appropriate to develop
- Making sure that INSET arrangements and budget allocation is appropriately targeted in ensuring that all staff receive training to help them to better understand and meet the needs of students requiring SEN Support.

## **Teaching Assistants**

- To work with classroom teachers to develop lessons, interventions and group work strategies
- To keep records and evidence of interventions/ 1:1/ mentoring and other personalised provisions
- To maintain contact with parents
- To help develop personalised provision, interventions and tools e.g. One Page Profiles.

## **Support Managers**

- To monitor progress of students and report any concerns to SENCO
- To work with SENCO and other agencies in order to support students and families
- To plan interventions and strategies with SENCO where appropriate

## **Parents**

- To provide support around their child's education and be actively involved
- To supply relevant and up to date information/ documentation
- To understand their child's rights in accordance with the SEND framework.

- To support the school by attending reviews and contributing to the planning for their child wherever possible.

## **7. Monitoring Impact**

### **Governors**

- Governors will meet with the SENCO annually to discuss a report provided by the SENCO in order to assess the successes and improvements required of the SEND department.
- There will be a SEND Governor attached the SEND department who will come into school to observe the department and work with the SENCO.
- The SENCO will be invited to the Governors Student Progress and Welfare Committee meeting where appropriate to update Governors throughout the year.

### **Head teacher**

- The SENCO is line managed by the head teacher and as such meets with the head teacher weekly to analyse data, discuss provision and funding and ensure there is positive impact occurring.

## **8. Complaints**

We hope that complaints will not arise due to the open channels of communication encouraged between families and school to support the child at each and every stage of their education. Initial queries or concerns should be made by contacting the school SENCO, Miss G Feechan. However, should the need for complaint be felt appropriate please see the school policy for complaints which is available via the school website.

Additionally, The SEND Code of Practice, 2014 outlines additional measures.

## **9. Contact details for SENCO**

SENCO: Miss G Feechan

Email: [gfeechan@stocksbridgehigh.sheffield.sch.uk](mailto:gfeechan@stocksbridgehigh.sheffield.sch.uk)

Telephone: 0114 2883410