



SEND Policy

Date of approval by Governors: December 2015

Next review date: December 2016

1. The aims and objectives of this policy are:

- To create an ethos and educational environment that meets the needs of every pupil in the school/setting
- To ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting and make the best possible progress
- To foster and promote effective working partnerships with parents/carers, pupils and outside agencies
- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities
- To enable full access for pupils with SEND to all aspects of the school curriculum and the wider school life and activities
- To develop self-esteem, promoting a positive self-image and a 'can do' culture
- To regularly review and evaluate the progress of pupils with SEND, ensuring parents/carers and pupils are fully involved throughout the process

2. Responsibility for coordination of SEND provision

The main responsibilities listed in this policy fall within the role Special Educational Needs Coordinator. The SENDCO role is outlined as follows:

- Overseeing the day to day operation of the SEND policy including reporting the effectiveness of the SEND policy to governors
- Coordinating provision for pupils with SEND
- Liaising with and advising all colleagues
- Managing and coordinating the work of Teaching Assistants
- Overseeing the records of all pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Contributing to whole school CPD/ training particularly the induction of new staff
- Liaising with and drawing upon the advice of external agencies and LA
- Ensuring pupil profiles and SEND provision maps are in place and regularly reviewed
- Assessing the progress of pupils with SEND (using all available data) ensuring that the progress of vulnerable groups is carefully tracked
- Following a graduated response to the assessment and provision of SEND with a clear focus on early identification
- Supporting the Headteacher, Senior Leadership Team and Governors to evaluate the effectiveness of the school's SEND policy, SEND provision and outcomes for pupils with SEND, and drawing up further priorities and actions in the School Development Plan
- Ensuring a smooth transition across key stages and phases
- Ensuring that all additional interventions are monitored for their impact.
- Building the school's capacity for developing an inclusive approach particularly to learning and teaching

The SENDCO at Great Sankey High School is Nicola Treanor.
She can be contacted directly at the school on 01925 724118
or via email on nicola.treanor@greatsankey.org

We acknowledge that the SENDCO shares this responsibility with the rest of the staff within the school and the governing body. Whilst the full governing body remain responsible for SEND they often appoint a SEND Governor to support their work. The SEND Governor at Great Sankey High School promotes the development of SEND provision by:

- championing inclusion and promoting a greater understanding of issues related to SEND by the Governing Body
- being familiar with key legislation and policy
- fostering communication between parents/carers of children with SEND and the school
- meeting regularly with the SENDCO and visiting classrooms
- ensuring they have an understanding of the role of the SENDCO and how pupils are supported
- developing an awareness of the types of SEND present within the school cohort
- reporting regularly to the Governing Body
- understanding how funding received for SEN is allocated by the school;
- attending training in relation to SEND
- assisting in monitoring the progress of vulnerable pupils
- reviewing and monitor the effectiveness of the SEND Policy

3. Arrangements for coordinating SEND provision

The main methods of provision made by the school and coordinated by the SENDCO are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum and/or access to a Teaching Assistant if required
- Tailored intervention that is regularly evaluated for impact
- Weekly life and social skills sessions
- In-class support with resources or specialised equipment
- Support from specialists within class or as part of an agreed and monitored withdrawal programme
- Students with physical disabilities who receive LA transport to and from school, or transport from parents, are escorted to and from reception
- Homework club is available in learner support after school each day
- 'Time Out' available in learner support

4. Admission arrangements

What are the admission arrangements for pupils with SEND who do not have a statement if the arrangements differ from those for other pupils?

The Governing Body at Great Sankey High School believes that the admissions criteria should not discriminate against pupils and has due regard for the practice advocated in the Code of Practice and The Equality Act 2010:

‘All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN . Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.’ (Code of Practice 1:33)

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

(Equality Act 2101 – Advice for school leaders, school staff, governing bodies and local authorities)

5. Specialist SEND provision

Provision for pupils at Great Sankey High School with special educational needs and/or disability is the responsibility of the school as a whole with specialist guidance from the SENDCO, the Governing Body, and the Headteacher. All teaching staff are teachers of pupils with special educational needs. We adopt a graduated response to meeting special educational needs and/or disabilities.

School Support (K)

This requires the initial use of classroom and school resources before bringing specialist expertise (if deemed necessary in the future).

The SENDCO will take the lead in coordinating additional or different provision within school to enable the pupil to learn more effectively. The SENDCO will work closely with the parents/carers, teacher and pupil and may produce an Provision Map outlining specific, measurable targets and strategies to meet them. The pupil’s progress will be carefully monitored and Pupil Profiles (if required) will be reviewed termly.

For pupils whose progress continues to cause concern, the school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Therapist, Outreach Teachers). Advice on new targets and additional strategies will be implemented by the class teacher based on the advice received from outside agencies. Staff can access advice and recommendations from external agencies in Staff Share – Learner Support - SEND information.

Statutory Assessment – Education Health Care Plan

Where a request for a statutory assessment is made by the school to the LA, the pupil will have demonstrated significant cause for concern. The LA require information about the pupil's progress over time and also need documentation in relation to the pupil's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The SENDCO completes statutory assessment paperwork for the LA in these cases, and liaises with both outside agencies and the LA.

6. Inclusion and Facilities for vulnerable pupils and those with SEND

At Great Sankey High School we have taken all necessary arrangements to ensure all pupils regardless of any disabilities can fully access the building and extended facilities. We have done this in the following ways:

- The school was built in 1976 and is single storey
- Full access for wheelchair users
- Disabled toilet facilities
- The school has adapted tables for wheelchair users
- The college has a lift to enable users to fully access both floors
- The college has evac-chairs for use in the event of a fire
- The school H&S officer carries out full risk assessments, and is part of the wider site H&S team

7. Allocation of resources for vulnerable pupils, those with SEND

The Governing Body oversees this expenditure of the school budget for SEND and therefore ensures resources are directed to support appropriate provision as outlined in this policy.

The school allocates SEND funding in the following ways:

- Teaching Assistants
- Training for all Teachers and Teaching Assistants so that they can meet pupils' needs more effectively
- Specialist books and equipment
- In class and withdrawal support from the SENDCO, or support staff
- Outside providers to deliver targeted programmes
- Purchasing and maintenance of ICT and electronic equipment

8. Identification and review of pupil needs

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. The SENDCO works closely with the school assessment coordinator to interrogate the school tracking and RAISEonline data.

At Great Sankey High School we also use a number of additional indicators to identify pupils' special educational needs. Such as:

- Close analysis of data including: SATs, Optional SATs, LUCID, cognitive ability assessments
- Any teacher or support staff concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services

These assist the SENDCO and class teachers to:

- provide starting points for the development of an adapted and appropriate curriculum that meets the pupil's needs
- support the pupil within the classroom environment
- continually assess pupils to identify strengths and areas for development
- provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps
- inform on-going observation and assessment of each pupil
- involve parents/carers in supporting pupils at school and at home

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care and attention. Where there is uncertainty about an individual pupil, the school will link with parents (through interpreters if required) to ascertain whether the pupil is developing in their home language in line with peers and siblings.

Parents/carers are invited to attend Annual Reviews and have access to the SENDCO through Parents' Evenings and other events. The SENDCO encourages parents/carers of children with additional needs to maintain contact with the learner support team.

9. Access to the curriculum, information and associated services

All pupils at Great Sankey High School have equal access to a broad and balanced curriculum, differentiated to enable ALL pupils to understand the relevance and importance of an appropriate education. This promotes self-esteem and confidence that leads to pupils making relevant progress that is closely monitored.

Teachers use a wide range of strategies to meet pupil's additional needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning. The school's Teaching and Learning Policy promotes best practice towards students with SEND.

The Equality Act 2010 states that education providers must also make 'reasonable adjustments' to ensure that disabled students aren't discriminated against. At Great Sankey High School we have made changes to:

- practices or procedures
- physical features
- how learners are assessed

- providing extra support and aids (such as specialist teachers or equipment)

Relevant information is shared with parents/carers of pupils on School Support or with a Statement of Special Educational Needs/Education Health Care Plans. They receive regular details on the agencies involved with their child's education and are signposted according to their child's needs. Key information is also shared within the school to ensure teachers are up to date with developments. The school SENDCO delivers regular CPD sessions to staff and trainees.

10. Evaluating the success of provision

The SEND register is a fluid working document that is constantly updated and therefore the numbers of pupils on the register will be subject to change. A key element of evaluating the success of the SEND provision provided at the school is covered in the close monitoring of any individual plans, targets and Annual Reviews.

All teaching and support staff, parents/carers, outside agencies and the pupils themselves are vital to this process. Their feedback along with the monitoring of provision allows us to evaluate the success of the provision and make timely amendments where required. Where interventions have not made the expected impact over the time frame allocated alternative provision may be offered and interventions modified.

11. Working in partnership with parents/carers

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. Regular meetings are scheduled to share the progress of the pupils with parents/carers and take account of their views. It is hoped that this will assist in supporting pupils to reach their full potential. Parents/carers are encouraged to make a full and active contribution to their child's education.

The school prospectus and website contain details on special educational needs and parents/carers may request a copy this policy.

This policy is available on the school's website.

12. Complaints procedure for parents/carers

Any complaints should first be raised with the SENDCO, then if necessary with the Headteacher and finally, if unresolved, with the SEN Governor.

Managing parental complaints related to SEND (any of the following may apply)

- All SEND complaints must follow the school's formal complaints procedure
- The SEND Governor is consulted
- External advice may be sought
- Key legislation regarding the matter is identified
- Good levels of communication with the parents/carers are maintained throughout the process

- Meetings with the parents/carers are arranged, perhaps involving a mediator such as Parent Partnership
- Key issues are identified including where there is agreement
- Discussions should take place with the SENDCO
- Reports provided by outside agencies should be considered
- Pupil progress is reviewed
- Any behaviour logs are included and shared with parents/carers

13 CPD and training of staff

All teaching and support staff are encouraged to attend courses and training that assist them in acquiring the skills needed to work with pupils with SEND. The SENDCO and provides school-based INSET and targeted support to develop awareness of resources and practical teaching strategies for use with pupils with SEND.

A needs analysis to determine INSET requirements of staff (including Governors) in the area of SEND is conducted annually. The School's INSET needs are included in the School Development Plan. Over the last academic year the following areas have been covered:

- SEN register – codes, descriptors, interventions
- The Code of Practice
- ASD strategies for teachers
- Supporting learners with SpLD

Following the latest audit, training and support for this academic year is planned as follows:

- Further ASD training for all staff
- ADHD training for all staff
- MLD strategies for all staff
- BESD – behaviour management
- Working with TAs – for teaching staff
- Access Arrangements – for TAs

14. Links to support services

Great Sankey High School works in partnership with outside agencies such as:

- Outreach support from WBC, e.g. VI and HI teachers
- Specialist Nurses, e.g. ADHD and ASD Nurse
- Health and Social Care
- Educational Psychology
- Educational Welfare
- CAMHS
- St Josephs
- Total People – KS4 Pathway
- YOT Prevention Team
- The Youth Service
- Careers for Young People Team

Members of these agencies are invited to meetings in school to review the programmes in place for individual pupils in order that their specialist advice may be incorporated into the student's intervention/provision.

The school promotes the 'team around the school approach' and draws upon CAFS, where appropriate, to ensure early identification and assessment of SEND.

15. Links with other schools and clusters

Prior to admission to Great Sankey High School, contact is made between the SENDCO and the SENDCO or class teacher at the previous school in order to contribute to a transition plan should one be required. The learner support and inclusion department deliver extra transition days for vulnerable learners in the summer term. When a pupil with SEND transfers to another school, all relevant documentation is passed on to the new provision by Great Sankey High School.

16. Reviewing the effectiveness of this SEND Policy

The Governing Body will report annually on the success of the policy under the statements listed in '**The aims and objectives of this policy**' (Page 1).

In evaluating the effectiveness of this policy, the school will consider the views of:

- Reports presented by the Headteacher, SENDCO and SEND Governor
- Parents/carers
- Pupils
- Outside Agencies

Pupil's attainment and progress will provide detailed and quantifiable evidence relating to the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in making progress
- Use of standardised tests including reading, spelling ages and numeracy levels
- An analysis of external tests including SATs, GCSEs or equivalent qualifications
- The school's tracking systems and teacher assessments
- Evidence generated from Annual Review meetings
- Raiseonline
- Reports provided by outside agencies including Ofsted

Key Local and National Agencies who advice SENDCOs or Parents:

Parent Partnership Service (PPS) – ianmacdonald@warrington.gov.uk

Signed.....

Date.....

Chair of Governors