

Great Baddow High School

Special Educational Needs and Disability (SEND) Policy

Purpose

Some pupils find it more difficult to learn than others and have special educational needs. Great Baddow High School School's SEND policy explains how we aim to meet those needs.

Guiding Principles

All pupils are valued equally and those with particular needs must have these recognised and addressed, to ensure that they have the opportunity to aspire to achieve their potential.

In seeking to make successful SEND provision we recognise the importance of a partnership between the school, the pupil and parents/carers, acknowledging the latter as having a valuable knowledge and expertise in relation to their child.

Objectives

- To support the development of a broad, balanced and relevant curriculum which is differentiated on a case by case basis to meet individual needs and abilities.
- To establish a whole school practice whereby all teaching staff and Learning Support Staff are actively involved in the responsibility of meeting academic and pastoral needs of pupils with SEND.
- To ensure that systems are in place to identify, assess, review and monitor individual needs of pupils, and to respond to their needs to raise their performance levels.
- To enter into partnership with parents/carers and other agencies when appropriate, to coordinate services in advising or supporting the work of the school.
- To utilise resources effectively in matching provision to meet educational need within the SEND Code of Practice.

Roles and Responsibilities/Co-ordination of provision

Provision for pupils with SEND is a matter for the school as a whole.

Governing Body

Governors have specific responsibility to:

- do their best to ensure that the necessary provision is made for any pupil with SEND and that teachers are aware of the importance of identifying and providing for all SEND pupils
- ensure that systems are in place through which individual pupils' needs are made known to all who are likely to teach or support them
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- ensure that a pupil with SEND has the opportunity and encouragement to join in the activities of the school along with their peers, so far as is reasonably practical.

In doing so Governors will have regard to the Special Educational Needs and Disability Code of Practice 2015 and the Equality Act 2010.

The Headteacher

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed of SEND matters and works closely with the school's SENDCo.

The Special Needs and Disabilities Coordinator (SENDCo)

The SENDCo's responsibilities include:

- Coordinating provision for pupils with SEND
- Liaising with and advising teachers and LSAs
- Managing LSAs
- Liaising with parents of pupils with SEND
- Liaising with the Junior/transferring Secondary school SENDCo, educational psychologists, speech and language therapists, other health services and other LA support agencies.
- Meeting regularly with SENDCo's in other schools to keep up to date with current initiatives, locally and nationally and seek out best practice.

The Teacher

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet their needs in consultation with the SENDCo or specialist teachers. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation.

Parents/Carers

Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. The school acknowledges that parents hold key information and have knowledge and experience relating to the child's needs and the best ways of supporting them. Meetings are held regularly with parents invited. Attendance at these meetings supports the young person, family and school plan for success.

All parents of pupils with SEND will be treated as partners and supported to play an active and valued role in their child's education. The school will always tell parents when their child is receiving help for their SEND.

Pupil participation

Pupils and young people with SEND have a unique knowledge of their own needs and circumstances and they have their own views about what sort of support they would like to help them get the most from their own education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to One Page Profile. Pupils with SEND will be expected to engage with staff and other professionals when planning for their learning.

Admissions and inclusions

Pupils are admitted to the school on the same basis as any other child. Where a pupil due for admission is known to have SEND the SENDCo will gather appropriate information from the school(s) the pupil has attended and from any other agencies involved. As with any admission the school will make every reasonable effort to accommodate a particular pupil's need and work with the Local Authority and external agencies to improve facilities to meet the needs of each pupil.

School based support services

The school has additional resources to support young people:

- 2 large classrooms and a smaller classroom for small group work
- The Resource Base for Hearing Impaired Children
- The Student Support Centre (a small teaching area for pupils who may not be able to access larger classes due to emotional or health needs)

Identification and assessment of pupils with SEND

The details of how individual pupils receive support are recorded on their Pupil Passports (an internal document to track progress and support).

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex the need the more support is provided.

Allocation of Resources

The LA provides the school with some additional resources towards meeting SEND. This is further supported through the school's own allocation of its budget to provide: learning support teachers and assistants, training for teachers and LSAs and specialist books and equipment where necessary.

Academic progress monitoring

Through the school's monitoring of progress, the pupil may get support that is either additional to or different from the help teachers give through differentiation in the classroom. If there are concerns that the pupil is not making adequate progress, the teacher will discuss these concerns with the SENDCo. The SENDCo will gather information from the pupil, parents, form teacher, subject teachers and Head of Year. The information gathered will help the school decide what help may be needed. This help will be recorded on a Pupil Passport. The Pupil Passport will only record what is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the pupil's needs.

The delivery of these interventions recorded in the Pupil Passport continues to be the responsibility of the subject teacher.

The Pupil Passport will be reviewed twice a year and the outcomes recorded. The pupils will participate fully in the review process. Parents will also be invited to participate in the target-setting and review process.

If a pupil does not make adequate progress having received additional support described above, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech Therapist, Occupational Therapist or Thriftwood School and Heybridge School for those students with social emotional and mental health (SEMH) difficulties. Pupils and parents will be kept fully involved and informed about the involvement of external agencies and proposed interventions.

The interventions will be similar to those made at school but will typically be more sustained. Advice from outside professionals will be incorporated into One Page Profile and these professionals will be invited to contribute to the monitoring and review of progress.

If a pupil demonstrates significant cause for concern, the school may request an Education, Health and Care Plan (EHCP). Whilst the EHCP assessment is being carried out, the pupil will continue to receive SEND provision.

A number of students may have statements/EHCPs of SEND. In addition to the regular review of their One Page Profile, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the Governing Body. When pupils are due to transfer to another phase (ie; Key Stage 3 – 4) planning for this will be started in the year prior to the year of transfer.

The school will liaise with Directions/Children and Young People with Disabilities Service (for those students with a Statement/EHCP) and other agencies to arrange Transfer Review for students with Statements/EHCPs in Year 9, and will ensure that these Transfer Reviews are reviewed annually as part of the Annual Review process.

If a pupil makes sufficient progress a Statement/EHCP may be discontinued by the Local Authority.

Links with other schools

Advanced planning for pupils in Year 6 and in Year 9 is essential to allow appropriate options to be considered. The SENDCo will liaise with other SENDCo's to ensure effective arrangements are in place to support pupils at times of transfer.

In the case of students in Year 9 the school will liaise with Directions and other agencies to arrange Transition Plans for students with Statements/EHC plans and other students the school feels require a Transition Plan. These Transition Plans will be reviewed as part of the annual review process.

When a pupil moves to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Within Key Stage 4 there are arrangements for some students (whom the school feel may benefit) to have extra provision during school time for link places at local colleges or Work Related Learning when necessary.

In exceptional circumstances the school will work alongside local Special Schools to try and meet the needs of the young person. In the past Great Baddow High School has worked with Thriftwood School and Columbus School and College. This has been a reciprocal arrangement.

Links with other agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

Great Baddow High School receives regular visits from the Essex Education Welfare Officer and Educational Psychologist. In addition, the school receives regular visits from:

- The Essex Specialist Teachers' Team for young people with a visual impairment.
- The Essex Specialist Teachers' Team for pupils with a hearing impairment.
- Referrals to the Emotional Wellbeing and Mental Health Service (EWMHS) are made when necessary.
- Directions/Transition Pathways, regarding work-related learning and Annual Reviews in Year 9, 10 and 11.
- Health and Social Services.
- The Educational Psychology Service three times a year (or as required).
- The Children and Young People with Disabilities Service for Year 9 and 11 Annual Reviews and referrals when appropriate.
- Counselling for pupils throughout the school (2 days a week).
- Essex Family Solutions
- Speech and Language Therapy Service (hearing impaired students)
- British Sign Language instructor

Arrangements for training and development of all staff including Learning Support Assistants.

The school makes an annual audit of training needs for all staff, taking into account school priorities as well as personal professional development.

Particular support is given to Newly Qualified Teachers and other new members of staff.

J Butcher SENDCo

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