

# TELFORD LANGLEY SCHOOL



## SEND POLICY

<b>Member of leadership team with lead responsibility for oversight and update of policy</b>	Ms K Shewring – Director of Inclusion
<b>Executive Headteacher</b>	Mr S Carter
<b>Chair of Governors</b>	Mr M Rogers
	23/01/19
<b>Date for policy review</b>	September 2019

## Roles and Responsibilities

<p>The <b>Local Governing Body</b> with the support of the Executive Head and Head of School will:</p>	<ul style="list-style-type: none"> <li>• Ensure that the school fulfills its legal responsibilities in respect of SEND legislation</li> <li>• Ensure that there is a named Governor(s) with responsibility for SEND</li> <li>• With the assistance of the Head of School, ensure that this policy and its related procedures and strategies are implemented</li> <li>• With the assistance of the Head of School, ensure that the SEND Code of Practice and its related procedures and strategies are implemented</li> <li>• Maintain an overview of implementation of the SEND policy, which should be a regular agenda item at Governor meetings</li> <li>• In partnership with the academy leadership team and all teaching staff, encourage, support and enable all students to reach their full potential</li> </ul>
<p>The <b>Executive Head and Head of School</b>, with the support of the Director of Inclusion will:</p>	<ul style="list-style-type: none"> <li>• With the governing body, ensure that the policy and its related procedures and strategies are implemented</li> <li>• Ensure that all staff are aware of their responsibilities under the policy and that they are given appropriate training and support on the Code of Practice to enable them to fulfill these responsibilities</li> <li>• Ensure that all staff who are likely to teach a student with statement of SEND or Educational Health Care Plan are made aware of its content</li> <li>• Retain overview of SEND issues, ensuring co-ordination of resources, with appropriate delegation of roles and responsibilities</li> <li>• Liaise with the Governing Body, parents, LA, and appropriate outside agencies to ensure development of policy and practice in accordance with current legislation and government guidance</li> <li>• Will ensure that training on the full range of SEND issues is made available to staff and governors, who are encouraged to attend</li> </ul>
<p>The <b>Director of Inclusion</b> will:</p>	<ul style="list-style-type: none"> <li>• Ensure that the policy and its related procedures and strategies are implemented</li> <li>• Ensure that all staff are aware of their responsibilities under the Code of practice and the SEND policy and that they are given appropriate training and support to enable them to fulfill these responsibilities</li> <li>• Ensure that all staff who are likely to teach a student with SEND are made aware of those needs</li> <li>• Ensure that all students are treated positively, encouraged to achieve their best and are actively included in any plans to address their SEND</li> <li>• Ensure that parents/carers are actively included in any plans to address their child's SEND.</li> </ul>

<b>Staff will:</b>	<ul style="list-style-type: none"> <li>• Ensure that they know and understand the principles of this policy</li> <li>• Ensure that all students are treated positively and are encouraged to achieve their best at all times</li> <li>• Ensure that all students are included in all activities and have full access to the curriculum without discrimination</li> <li>• Ensure that they are aware of their responsibilities under the SEND Code of Practice and the SEND policy and that they are given appropriate training and support to enable them to fulfill these responsibilities</li> <li>• Ensure that all schemes of learning will provide a range of differentiated learning opportunities to meet the needs of all students</li> <li>• Ensure that all schemes of learning are shared with student's key workers to ensure prior knowledge of lesson content and relevant support given</li> <li>• Identify and refer any students who may have SEND to the Director of Inclusion using the correct lines of referral but also ensure that appropriate support and guidance is offered within their subject, in accordance with the Code of Practice</li> </ul>
<b>Students will:</b>	<ul style="list-style-type: none"> <li>• Work to the best of their ability at all times, co-operating with staff and sharing any concerns they have about their knowledge, understanding and/or progress</li> <li>• Treat all other students in the academy equally, acknowledging and respecting any differences in ability/talent or disability</li> <li>• Challenge/report any incidents of discrimination related to special educational needs and disabilities, including verbal and /or physical abuse, in accordance with the Equality Policy</li> </ul>

## Introduction

This document should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs Code of Practice: June 2014
- Special Educational Needs and Disability Act 2001
- LA Policy and Guidelines
- Equality Act 2010
- Every Child Matters (2004)
- Langley School Equality Policy
- SEN Toolkit
- School Improvement Plan
- Langley School Complaints Policy

The principles of this policy and guidelines involve:

- A focus on raising attainment
- A commitment to raising the level of expectations/attainment for all students with SEND
- The importance of equality of opportunity
- Early identification and intervention
- Working in partnership with parents/carers
- Working as part of a team around the family
- Supporting inclusive practice
- Endorsing the 'support and aspiration' model of the SEN Code of Practice

## Aims

In accordance with The Telford Langley School Aim: 'that every child has the right to succeed and the school aims to provide an environment in which every child can thrive, with the support and opportunities to enable them to achieve their success', this policy intends to:

- Promote a positive ethos in which all students have access to a broad, balanced and relevant curriculum and which contributes to students' spiritual, moral, cultural, mental and physical development and in preparing students for the opportunities, responsibilities and experiences of adult life
- Ensure that where a student has a Special Educational Need and Disability, these needs are identified and addressed appropriately, enabling the student to work towards achieving his/her full potential:
  - Provision should match the student's need
  - Provision should take account of wishes and feelings of the student
  - Provision should be in partnership with the student's parent/carer
- Provide an inclusive environment where all students with special educational needs and disabilities feel secure and confident, with positive self-esteem and are respected by others
- Provide a curriculum which meets the needs of all students, taking account of individual special educational needs and disabilities
- Ensure that all subject co-ordinators will continually review their schemes of learning in light of this policy with respect to content, methodology, aims and resources
- Recognise that ALL teachers are teachers of SEND students and have a responsibility to meet those needs with advice and support from the Director of Inclusion.

## **Definition of Special Educational Needs and the Four Areas of Need**

“A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.” SEN Code of Practice 2014

Children’s needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the student’s ability to function, learn and succeed.

The four areas of need are:

### **Communication and Interaction Difficulties**

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

### **Cognition and Learning Difficulties**

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

### **Social, Mental and Emotional Health Difficulties**

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

### **Sensory and/or Physical Difficulties**

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school’s Medical Register or SEN Register or both.

Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN.

## **Roles**

### **Director of Inclusion**

The role of the Director of Inclusion is part of a team responsible for monitoring the progress of our students with additional needs and ensuring appropriate provision is in place where students are falling behind in their learning. Liaising with school staff, parents and students and coordinating provision is an important component of our Director of Inclusion’s role.

As part of the identification process the Director of Inclusion collates the following information which helps build up the profile of the student:

- Health details, e.g. general health, vision, hearing, emotional factors
- Attendance
- Home language
- Assessment information
- A record of consultations with students, parents/carers and support services (where applicable)
- Adjustments made to improve performance
- Observation in the classroom to help identify strengths and areas of difficulty
- Student's independent work, teaching and learning style
- Reading/writing/spelling skills – persistence and severity of problems
- Phonological awareness – phoneme-grapheme correspondence, sound blending
- Monitoring progress using NC assessment and standardised tests
- Assessment for learning
- Access to Learning plans and student passports
- Information relating to interventions and strategies that have been used with outcomes and evidence of progress
- Involvement of the student in monitoring their own progress
- Initial checklists i.e. IDP, highlighted, dated and reviewed to show the pattern of difficulties over time
- Student views on what's working/not working

Following the gathering of this information a profile can then be built of the student, which will support the class teacher in incorporating appropriate strategies and inform future planning and provision. In addition the Inclusion Team Members will:

- Oversee the day-to-day operation of the school's SEN policy
- Ensure an appropriate budget allocation to meet SEN
- Interpret legal requirements for staff, parents/carers and governors
- Co-ordinates and evaluates provision, including interventions, for children with SEN
- Liaise with and advises teachers whenever necessary
- Monitor and evaluates the quality of provision
- Oversee the records of all children with SEN
- Maintain the agreed Personal Support Plans and Grab Sheets
- Liaise with parents of children with SEN
- Organise and delivers training in order to meet the needs of staff
- Liaise with external agencies including Access to Education, Social Services, and voluntary bodies

### **Teachers**

Clearly identify the role of teaching and support assistants. They will:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, students with SEN
- Work with the Director of Inclusion to decide the action required to assist the student to make progress
- Work with the Director of Inclusion to collect all available information on the student
- Develop and review Personalised Plans and Grab Sheets
- Work with SEN students on a daily basis to deliver the individual programme set out in the Access to Learning Plans

- Develop effective relationships with parents
- Encourage students to participate in decision-making
- Be involved in the development and review of the school's SEN policy
- Continuously assess student progress and identify the next steps to learning
- Keep parents informed of student progress
- Work with the Director of Inclusion to identify their own training needs around SEN

### **Teaching Assistants**

- Provide relevant support to identified students
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of students' progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate training
- Work alongside the Director of Inclusion and teaching staff in the preparation of Access to Learning plans and Student Passports.

### **Student Participation**

The school actively encourages the involvement of children in their education. With reference to students who are identified as requiring additional SEN support we utilise person centred approaches to:

- Involve the student in decision making regarding the methods by which their individual needs will be met
- Invite the student to attend all or part of review meetings
- Discuss the purpose of assessment arrangements and the implications of the Access to Learning Plans and Student Passport
- Encourage the student to comment on his or her SEN provision
- Involve the student in the implementation of the Access to Learning Plan and Student Passport
- Develop the student's self-confidence and self-esteem

### **Parent/Carer Participation**

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. With reference to students identified as requiring SEN support we:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carers to attend all review meetings
- Discuss the purpose of assessment arrangements and the implications of the Access to Learning Plans and Student Passports
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in their Access to Learning Plans
- Encourage the parent/carers to comment in writing on their child's SEN provision
- Ensure the parent/carers is aware of their rights to appeal regarding aspects of their child's SEN provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs

The Telford Langley School operates an 'open door' policy which means parents/carers can approach the school whenever they have a concern and time will be made for them; the school schedules meetings for parents/carers to meet and discuss their child's progress; opportunities for

parents/carers to come and work with or observe their child in the school; organises social opportunities like coffee mornings etc where parents/carers can meet together, discuss their situation and generally gain support from each other. The school holds details of local and national support groups and can pass these on to parents/carers. Parents/carers' views and contributions are valued and they are listened to. Parents/carers know their child best and have a great deal to contribute.

## Identification of Need

The Director of Inclusion is responsible for establishing systems to identify need; these include:

- Attainment on entry: KS2 results; SEND statements/Education Health Care Plans; Primary school liaison;
  - Monitoring of group and individual progress using Progress Check data
  - Termly and Annual testing of KS3 Year groups
  - Monitoring of progress of SEND students working on bespoke programmes of intervention.
- Referrals from:
  - Parents
  - Students: self-referral
  - Class Teachers; Subject Leaders; Pastoral Leaders; SLT; Teaching Assistants
  - Health Professionals e.g. GP, School Nurse, Sensory Impairment Team
  - Other agencies e.g. EWO

## School Support

To ensure that all school staff have a clear understanding of the levels of support required by all students on the SEND register the school is presently using the previous method of two separate categories alongside that of the nationally identified area of "School Support" these are clearly identified on the academy SEND register.

The two levels of need are:

### 1) School Support

The student needs 'additional and different' provision/intervention over a period of time. Funding is from the academy delegated budget and it is triggered by:

- Limited progress being made
- Difficulty in one core area, such as literacy and this affects other areas of learning
- Students may have issues other than learning and records for them may be kept with the Pastoral staff and/or with the Inclusion staff
- The school is seeking advice from relevant external agencies

### 2) Education Health Care Plan/Statement

Such an assessment is only appropriate for students with long-term needs arising from a significant impairment in the following:

- Cognition and learning
- Communication and interaction
- Emotional, social and mental development
- Sensory and/or physical needs

Parents, a relevant specialist or the academy can initiate the statutory assessment/Education and Health Care Plan assessment process.

## **Procedures**

### **The Graduated Approach**

The SEN Code of Practice sets out a graduated response to meeting children's special educational needs. This involves a cycle of "Assess, Plan, Do and Review."

#### **Early Identification/Monitoring Progress/Adjusting Teaching**

The school strives to create a positive literacy environment with interactive teaching where all children can participate and achieve. When a student's progress is first identified as a cause for concern then it is the responsibility of the teacher to adjust their teaching and consider the following:-

- 'Wave 1' high quality first teaching
- Adapting teaching in the classroom to address needs/vary teaching styles/use of access strategies
- to keep up to date re: knowledge and understanding of dyslexia, communication and language difficulties, autism and social, emotional and behavioural difficulties
- Involving parents/carers
- Hearing and vision check (to discount any unidentified problems)
- Gathering student views
- Liaising with colleagues

#### **SEN Support**

If progress is still not satisfactory and after discussion with parents and the young person then the child may be formally identified as requiring SEN Support. At this point more detailed assessment of the child's skills is often necessary in order to inform future planning/target setting and targeted interventions. Greater involvement of the Director of Inclusion is required to manage the increased level of provision. An Access to Learning Plan with individual targets are set which will then be monitored and reviewed termly. Parents will be invited to attend review meetings and their views regarding future provision are sought through the use of person centred approaches.

If the student is meeting the targets and making good progress, the support may be adjusted, if not, then the school will look at additional forms of provision to support the identified need. When a class teacher or SENCO identifies a student as requiring SEN support the class teacher will provide interventions that are additional to or different from those provided as part of the settings usual curriculum offer and strategies.

The triggers for additional intervention could be the teacher's or others concern, underpinned by evidence, about a student who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas

- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

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

When a child has been identified as requiring SEN support there is an ongoing cycle of assess, plan, do and review. Where progress is slow and the children are not responding to the provision made by the school then the school may increase the level or change the type of provision being offered. At a review meeting after discussion with the parent and child, then outside agencies may be consulted for additional advice.

### **Involvement of External Support Services**

External support services will usually see a student in school if that is appropriate and practicable. They can advise teachers on new Access to Learning Plans with fresh targets and accompanying strategies, provide more specialist assessments that can inform planning and the measurement of a student's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

### **Writing Student Information Sheets**

Grab Sheets are written and reviewed regularly. They include:

- ✓ A pen portrait
- ✓ Current data
- ✓ Additional needs
- ✓ Identification of things that aid learning
- ✓ Interventions and additional provisions
- ✓ Desired outcomes
- ✓ Success criteria/measurements

### **Conducting SEN Review Meetings**

At the review meeting the student's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions:

- ✓ What are the student's current levels of attainment relating to Access to Learning Plan?
- ✓ What progress has the student made towards meeting the overall objectives set out in the Access to Learning Plan?
- ✓ What are the parents'/carers' views of the student's progress?
- ✓ What are the student's views of their progress?
- ✓ Is the current provision appropriate to the student's needs?
- ✓ What targets should be set?
- ✓ Have there been any significant changes to the student's circumstances?
- ✓ Have there been any significant changes in the student's special educational needs and therefore do they need to move within the graduated stage?
- ✓ How will the student's progress be assessed?
- ✓ Are there any particular strategies that have led to improvement?
- ✓ Are there any particular requirements to promote inclusion?
- ✓ What are the student's current levels of attainment in literacy and numeracy?

- ✓ What progress has the child made towards meeting the overall objectives set out in the statement?
- ✓ What progress has the child made over the past year, especially in relation to each SEN?
- ✓ What are the parents'/carers' views of the past year's progress?
- ✓ What are the student's views of the past year's progress?
- ✓ How successful has the student been in meeting the targets in the Access to Learning Plan?
- ✓ Is the current provision appropriate to the student's needs?
- ✓ What targets should be set for the coming term/year?
- ✓ Have there been any significant changes in the student's SEN?
- ✓ Are any amendments to the statement necessary?
- ✓ Should the LA recommend ceasing or maintaining the statement?
- ✓ If a parent/carer is unable to attend the review, how and when will the outcome of the meeting be conveyed to them?

Close attention is paid to the SEN Code of Practice.

### **Additional Information**

#### **In Service Training**

The Special Educational Needs and Disabilities Policy is subject to regular whole school review and evaluation. One meeting each term, to which designated governors are invited, is set aside to discuss and review SEN issues. The Director of Inclusion (Head of School or representative) attends relevant courses and ensures all staff are familiar with developments in SEN. All staff must notify the Director of Inclusion if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provided as necessary and the Director of Inclusion ensures all staff are aware of training available. Priorities for training with regard to SEND will be specified within the School Improvement Plan. The Director of Inclusion gives feedback to the Governing Body on SEND provision at termly governor's meetings. Governors have access to SEN training.

#### **Complaints Procedure**

The school's complaints procedure is outlined in the Complaints Policy document. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Concerns and complaints about SEND provision should be addressed to the Director of Inclusion or the Head of School who will respond by meeting with parents/carers to discuss the situation. If this does not resolve the situation then the complaint should pass to the first level of the general complaints procedure

#### **Monitoring, Evaluation and Review of SEND and Disabilities Policy**

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of this policy including the school's procedures for identifying, assessing and providing for children with SEN. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations
- Termly evaluations of the quality of Access to Learning Plans and Student Passports

- Collation of children's and parent's/carer's comments following review meetings

### **Support Unit Provision**

A primary element of support for SEND students is the expertise of the Director of Inclusion, Assistant SENCO and Teaching Assistants in advising/guiding teaching staff across the curriculum in methodology, resources, learning styles etc; this input maximizes the impact and effectiveness of SEND provision in the academy, benefiting the greatest number of students.

- The Director of Inclusion will establish a regular programme of attendance at department meetings, advising on teaching and learning styles for SEND students
- The Director of Inclusion should act as a resource, offering guidance for teachers on request

In addition to this, the team of staff – Assistant SENCO and Teaching Assistants - works under the Director of Inclusion to provide a range of strategies to address individual needs. These include:

- In-class support from TA
- Extraction/small group work
- Personalised learning programmes
- Director of Inclusion/Assistant SENCO liaison with subject leader/teacher
- Director of Inclusion/Assistant SENCO liaison with pastoral leaders
- Director of Inclusion/Assistant SENCO referral/engagement of outside agency professionals as necessary
- Extraction intervention sessions
- Consequences Room – used in extreme circumstances in accordance with the school Behaviour Policy

The Director of Inclusion is responsible for efficient deployment of resources, prioritising needs of students with SEND statements/Education Health Care Plans and School Support.

### **Student Support Workers/Inclusion Staff**

Inclusion staff provide support for students with BESD, focusing on improving attendance and reducing incidents of exclusion. Again, a primary element of support for SEMH students is the expertise of the Inclusion staff in advising/guiding teaching staff across the curriculum in methodology, resources, learning styles etc.

- The Inclusion staff will regularly meet with the Director of Inclusion, Pastoral leaders, Student Support Workers and the Deputy Head (Relationships) to discuss individuals and groups of students
- The Inclusion staff will act as a resource, offering guidance and strategies for teachers on request and support in liaising with parents

A range of strategies is used to support individual students working under the inclusion team:

- In-class support from TA
- Extraction / small group work
- Personalised learning programmes
- Inclusion staff liaison with subject leader / teacher
- Inclusion staff liaison with the Director of Inclusion
- Engagement of outside agency professionals as necessary and or engagement with Director of Inclusion for a Statutory assessment/ EHCP

### **Admission of Students with SEND**

The school works in accordance with the Telford and Wrekin admissions procedures. The admission arrangements for students at School Support but without a statement/EHCP are the same as for all other students. Students who have a statement/Education Health Care Plan (EHCP) are supported in their placement by the Local Education Authority.

### **How Resources are allocated to and amongst Students with Special Educational Needs**

- The Code states that, 'LEAs and schools should work together to establish sound arrangements for monitoring and accountability to ensure that resources are used to raise the achievement of students with SEN.' (SEN Code of Practice 8:7)
- Allocation of resources:
  - 'to students with SEN' – this to include allocations directly to students – e.g. the allocation of additional teaching or support hours to year groups or individual classes to provide small group or individual teaching and support
  - 'amongst students with SEN' – this to include general allocations which benefit all students with SEN – e.g. the purchase of mentoring or counselling support to the school or the purchase of specific learning materials suitable for students with SEN'

### **Glossary**

EHCP	Education Health Care Plan
EWO	Education Welfare Officer
GP	General Practitioner
IDP	Inclusive Developmental Program
KS2	Key Stage 2
KS3	Key Stage 3
LA	Local Authority
SEMH	Social Emotional Mental Health
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs / Disability
SLT	Senior Leadership Team