

Parklands High School

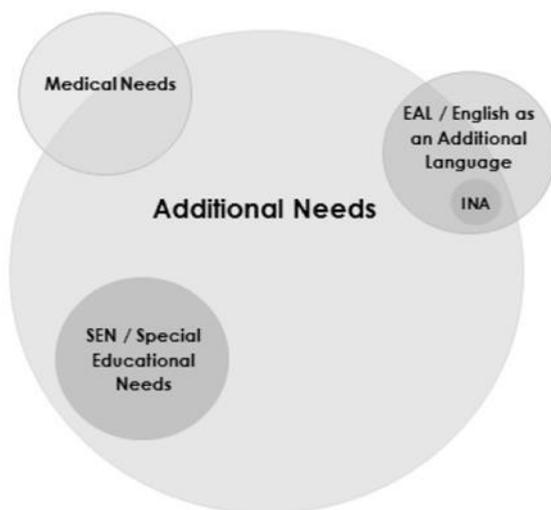


Special Educational Needs Policy

STATEMENT IN RELATION TO EDUCATIONAL NEEDS

Parklands High School values the abilities, achievements and differences of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning. The school is committed to ensuring that all pupils, including those with additional educational needs, make significant progress and that they are healthy, safe and engaged. To achieve this, it is considered of paramount importance that the special educational needs that many pupils experience during their school career are identified swiftly and that appropriate and personalised provision is made to ensure their needs can be met.

Pupils are considered to have special educational needs if they require provision of resources **'additional to or different from'** those available to the majority of their peers within the school's normal curriculum.



OBJECTIVES OF THE SEN POLICY

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a child centred approach to the management and provision of support for special educational needs.
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy.
5. To provide support and advice for staff working with pupils who have special educational needs.
6. To develop and maintain partnerships with parents / carers
7. To ensure effective partnership working with external agencies / professionals in order to meet the needs of staff and pupils
8. To ensure curriculum access for all pupils

All teachers at Parklands High School are teachers of pupils with Special Educational Needs.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Pupils are mostly identified as having SEN through communication (prior to admission) with 'feeder' primary schools. House Achievement Leaders (HALS) attend transitional review days as an initial step and then share information with the Learning Support Team. The SENCO will attend transitional review meetings on request to ensure effective transitional planning for any students identified as having SEN.

BROAD AREAS OF NEED

Communication and Interaction

Cognition and Learning

Social, emotional mental health

Sensory and / or physical needs

The identification of 'behaviour' as a need is not an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need which should be recognised and identified by staff in school.

CRITERIA FOR INCLUSION ON THE SEND / ADDITIONAL NEEDS REGISTER

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Pupils are placed on the SEN register as per the school's criteria for provision and in accordance with the SEN Code of Practice 2014. Assessments lead to formal planning of appropriate person centred intervention in liaison with appropriate staff members.

The schools SEN register is shared daily with all staff members. The information is disseminated through 4 separate registers.

Those who have an identified Special Educational Need have an Education, Health and Care Plan, a Statement of Special Educational Needs or those who require individual planning and high levels of differentiation at 'School Support' level.

Students who have been identified as having a Dyslexic Profile / diagnosis of Dyslexia.

Those who have a disability and therefore may require a 'reasonable adjustment' .

Students in Key stage 4 who have approved Access Arrangements granted by the JCQ (Joint Council for Qualifications).

SEND CRITERIA

Pupils must meet specific criteria to access levels of SEN Support as outlined below :

EHCP / Statement of SEN

Pupils who have been the subject of a statutory assessment undertaken by the Local Authority which has necessitated in the issuing of an EHCP (Education Health Care Plan) or a Statement of SEN. Schools are legally obliged to ensure that the support provided for the subject is compliant with this document.

SEN Support (K)

Pupils supported at this level must have a specific barrier to learning which necessitates their educational provision to be significantly different from or additional to what is normally available to pupils of the same age.

Those who have had their statement of SEN (A-D) ceased within the past 12 months.

Students who have been the subject of a Note in Lieu / external practitioner assessment and specialist advices.

MONITORING

Pupils meet one or more of the below quoted criteria :

- CAT (Cognitive Ability Test) Score of below 84 (NV / V)
- Significantly below functional reading / spelling age
- Short term barrier to learning based on a specific circumstance

In deciding whether to make special educational provision, information is gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

This includes high quality and accurate formative assessment, using effective tools, well trained staff and early assessment materials.

THE 'ASSESS, PLAN, DO, REVIEW' CYCLE

Where a pupil is identified as having SEN action should be taken to remove barriers to learning and SEN provision should be put in place. This support takes the form of a four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as a 'graduated response'



LEVELS OF SEN PROVISION

Wave 3: This is a long term, high level intervention from a SEN specialist / practitioner. It involves personalised and intensive interventions.

Wave 2: This is usually a short term intervention of two terms maximum but could become a longer term low level intervention e.g. if a pupil requires examination access arrangements.

Wave 1: This is 'Quality First' Inclusive teaching and monitoring of progress by the Achievement Team.

Waves of Intervention Model



PROVISION AVAILABLE FOR SEN PUPILS

The provision at Parklands High School was reviewed in 2016 and the support offered has been personalised to meet pupils' individual needs and as such is not exhaustive but an indication of the types of SEN in school presently.

Cognition and Learning

- Small group teaching - 'Connect'
- Lexia
- IDL (Indirect Dyslexia Learning)
- Accelerated Reading - Dockside books (for example)
- Read , Write INC Enable Plus - KS 3 Literacy Intervention
- Numicon
- Toe by Toe
- Lifeboats
- TRUGS

Communication and Interaction

- Visual timetables / prompts using widgeits
- Emotional Literacy sessions
- Access to a 'safe place' during unstructured times
- The creation of a 'Sensory Diet'
- TA Mentoring
- ASC group sessions using 'Talkabout'

Physical and Sensory Difficulties

Support and programmes for those students with physical / sensory difficulties is provided in consultation with specialist staffing. The school currently works with IDSS Lancashire (Inclusion and Disability Support Service) and also D. Barton (Blackburn Inclusion Services)

Social, Emotional and Mental Health Difficulties

- Specific programmes to address outstanding needs/ issues
- Access to counselling
- Access to therapy (e.g. anxiety)
- Reduced timetables
- Access to alternative provision

Target Setting and Review

All pupils who have a statement or who are supported at School Support will have a One Page Profile This is drawn up in consultation with parents, the pupil and any external agencies / professionals who are involved. The profiles outline specific, time constrained targets and strategies to support an individual's learning and overall progress. One Page Profiles are reviewed on a termly basis with both parents and the pupil's participation as an important part of the process. Teaching staff have access to all One Page Profiles and also a bank of generic strategies to aid their understanding of pupil difficulties and strategies to

aid inclusion within the classroom. This information can be accessed by all staff through the school's central recording system.

In addition to this, if a child has a statement of special educational needs of Education, Health and Care Plan, this will be formally reviewed once a year. The views of the pupil, parents / guardian, teaching staff and other professionals will be requested and form the basis for discussion of progress towards targets and the setting of targets for the coming year. Reviews take place in accordance with the Local Authority's Transition model. Emergency Reviews may take place at any time during the school year if any party is concerned about the progress of a pupil who has a statement of special educational need / EHCP.

CURRICULUM

At Parklands High School all pupils have full access to the National Curriculum. Any school based Interventions through either 1:1 or small group work is targeted to address specific difficulties for the minimum time necessary. It is the school's policy that the majority of support for pupils with additional needs should be provided in a differentiated classroom alongside their peers.

Care is taken to ensure that the ability of bi-lingual pupils is recognised and that these pupils are not regarded as having SEN on the basis of language acquisition.

1:1 or small group interventions out of the classroom are sometimes appropriate to facilitate individual progression. Specialist teaching is often skills based, particularly for reading, writing, spelling or numerical programmes of study. Speech and Language (ELKLAN) materials are delivered where appropriate. Counselling, Social Skill Groups and 1:1 tutorial sessions may also be appropriate.

ACCESS TO THE FULL LIFE OF THE SCHOOL

Parklands High School is an inclusive school. All pupils, including those with additional needs, have opportunity and are encouraged to take part in all aspects of school life.

To ensure that all pupils have access to and make progress across the curriculum the school provides for all pupils:

1. Access to Pupil Premium funding where the pupil has been eligible to Free School Meals within the previous 6 years.
2. A Structured Reading Scheme (Accelerated Reading) in Years 7, 8 and 9
3. Literacy and Numeracy Strategies embedded across the curriculum
4. Lessons which are planned to meet individual need
5. Highly personalised and specific interventions based on need either on a 1:1 or very small group setting (no more than 6) for pupils who are supported at 'School Support' level
6. Access to ' Connect' (an intensive programme of literacy and numeracy) for those pupils in years 7, 8 and 9 who would benefit from basic skills input.

TRAINING AND RESOURCES

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (SEND Code of Practice 2014 6.36). High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Assistant Headteacher / SENCO. The SENCO will keep fully up to date regarding SEN issues through:

- Annual subscription to NASEN and attendance at National Conference
- Access to NASENCO Award (National Award for SEN Co-ordination) (January 2016)
- Regular attendance at local SEN Cluster meetings
- Access to specialist training

Members of the Learning Support Team will develop their skills through attendance at specialist training, discussions with external specialists and any in-house training provided. TAs who support individual pupils with EHCP / Statements of SEN will be required to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attending training courses identified through the appraisal cycle.

ROLES AND RESPONSIBILITIES

SENCO

The SENCO is responsible for determining the strategic development of SEN policy and provision in school. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure pupils with SEN receive appropriate support and high quality teaching.

- To provide professional guidance and support to colleagues.
- To advise on the deployment of the school's delegated budget
- The day to day operation of the school's SEND policy
- Information sharing with teaching / pastoral staff
- To monitor and evaluate the impact of in class support
- To work directly with pupils who have SEND
 - Co-ordinating provision for children with SEND and to advise on the graduated approach to providing SEND support.
- Liaison with parents / carers, external agencies, specialists , health professionals etc
- SENCO contributions to staff training / INSET
- Provision Mapping

In accordance with the SEN Code of Practice (6.91) 'The school should ensure that the SENCO has sufficient time and resources to carry out such functions. This should include the provision of administrative support.'

Subject Teachers

Subject teachers are responsible for:

Awareness of the school's procedures for the identification and assessment of and subsequent provision for pupils with SEN

Differentiation of the curriculum where appropriate taking into consideration the additional needs of the students.

Monitoring the progress of pupils with SEND

Contributing to target setting / outcomes for pupils with SEND

Liaising with those who provide 'in class support' so that lesson plans and outcomes are effective in ensuring that pupils make good progress.

Teaching Assistants

HLTAs are responsible for the design and delivery of specifically targeted wave 2 / 3 interventions under the supervision of the SENCO / head of Faculty.

To liaise with external agencies / parents / carers / schools

To identify, assess, and monitor the tracking of all SEN pupils.

TAs are responsible for supporting pupils in the classroom setting, contributing to target setting / outcomes and monitoring / reporting progress in relation to agreed targets / outcomes. Pupils with a Statement / EHCP are allocated support in accordance with the prescription as set out within the LA documentation with a focus on core subject areas.

To provide structured and planned intervention under the guidance of the SENCO / Specialist for individuals / small groups.

USE OF DATA AND RECORD KEEPING

Information in relation to SEN is kept securely in accordance with the requirements of the Data Protection Act 1998. The Provision made for pupils with SEN is recorded accurately and kept up to date.

Provision maps are used as an efficient method of showing all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

PUBLISHING INFORMATION

The school must publish information on the website about the implementation of the governing body's policy for pupils with SEN. This information should be updated annually. The information required is set out in the SEND Regulations 2014 and **must** include information about :

the kinds of SEN that are provided for

policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO.

Arrangements for consulting parents of children with SEN and involving them in their child's education.

Arrangements for consulting young people with SEN and involving them in their education

Arrangements for assessing and reviewing young people's progress towards outcomes

Transition arrangements

The overall approaches to teaching young people with SEN

The adaptations that are made to the curriculum and the learning environment of young people with SEN.

COMPLAINTS

Any concerns or complaints raised by parents / carers can be referred initially to the school SENCO either by telephone, email or in person in the first instance. If concerns cannot be resolved in this way then the issue would be referred to Mrs G Aspinall (the Assistant Head teacher responsible for SEN). If the matter remains unresolved then the complaint would follow a line of referral via the head teacher and / or the school's Governing Body.

Mediation aims to help resolve disagreements for children and young people that are being assessed for or have an EHC plan, whilst disagreement resolution arrangements are available for parents of and all children and young people with SEN, not just those who are being assessed for or have an EHC plan, where it has not been possible to resolve those issues through the normal routes such as a school or college complaints process.

Mediation and disagreement resolution meetings aim to resolve your disagreements in a quick, informal way using a neutral third party, a mediator, to help reach a resolution that is mutually satisfactory. (Lancashire County Council 2015)

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/help-for-parents-and-carers/dispute-resolution,-mediation-and-appeals.aspx>

COMPLIANCE :

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0-25 2014

Schools SEN Information Regulations 2014

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

This policy was written by L Williams (SENCO) in liaison with the Learning Support Team and overseen by Mrs G Aspinall (Assistant Head teacher)