

CHESLYN HAY ACADEMY

GOVERNORS' POLICY

Special Educational Needs and Disability (SEND) Policy and SEN Information Report

1. Introduction

At Cheslyn Hay Academy we are committed to the inclusion of all students. We believe that all young people should have the same opportunities for learning and for realising their potential, regardless of race, gender or ability. All students are entitled to a broad and balanced curriculum, including the National Curriculum, and their relative progress will be recorded, valued and reviewed. We believe that all teachers are teachers of special needs. As such, all members of staff will work with the Governing Body and Staffordshire Children and Family Services to provide for students with Special Educational Needs and Disabilities (SEND) in accordance with:-

The statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(Jan 2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHCP) plans, SEN co-ordinators (SENCOs) and the SEN information report

2. Definition

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3. Objectives for SEND Provision

All staff and governors at Cheslyn Hay will do their best to meet the special educational needs of all students at the school. This will be achieved by:

1. To make **reasonable adjustments** for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
2. To ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN
3. To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement:-www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4
4. To use our best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum to better respond to the four areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health

- Sensory/physical

5. To request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership
6. To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
7. To support students with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
8. To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

4. Roles and Responsibilities

4.1 Governing Body

The Governing Body has important statutory duties towards students with special educational needs.

- The governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEND students.
- Through the school's self-review procedures governors monitor the effectiveness of the school's SEND policy and provision
- Whilst all governors are expected to have a working knowledge of the school's SEND provision, a named governor will be designated to have a more detailed knowledge in order to fulfil a more specific SEND role
- Through the Headteacher the Governing body will make available annually via the school prospectus a report to parents on the school's SEND policy.

4.2 The Headteacher

The Headteacher has responsibility for:

- Setting objectives and priorities in the School Development Plan
- Day to day management of all aspects of the school's work including provision for students with SEND
- Ensuring the governors are informed of relevant issues relating to SEND provision
- Working closely with the SENCO

4.3 Special Educational Needs Co-ordinator (SENCO)

The SENCO is Ms Libby Beesley and may be contacted on the school number 01922 416024 or by email, lbeesley@cheslynhay.windsoracademytrust.org.uk

The SENCO is responsible:

- To the Headteacher and line manager for the management of SEND provision and the day-to-day operation of the Special Needs Policy
- For monitoring departmental delivery of the Special Educational Needs Policy
- For disseminating information and raising awareness of special educational needs issues throughout the school
- The management of SEND provision through the devolved SEND budget
- For the efficient use of resources in making the appropriate provision for students with special needs

- For managing and developing the roles of Teaching Assistants and the SEND Administration Assistant
- For recruiting and deploying the School's Learning Support Department which includes Teaching Assistants, SEND tutors, Cover Supervisors and Agency Staff working within the department
- For screening and identifying students with special educational needs including those entitled to Access Arrangements for external courses and examinations
- For overseeing the production, review and monitoring of Individual Education and Health Care Plans (EHCPs) and Classroom Support Plans (CSPs) for students with statements and those on School Support.
- For keeping accurate records of all students with special educational needs
- Liaising with and advising fellow teachers and support staff
- Liaising with the schools inclusion / multi-agency team
- Liaising with parents of SEND students
- contributing to in-service training
- Liaising with external agencies
- Liaising with other schools

4.4 Heads of Department

Heads of Department have responsibility for:

- Interpreting the school's Special Needs Policy as departmental practice, including writing their departmental special needs statement
- Ensuring appropriate curriculum provision is clearly stated in the department's learning schemes e.g. deployment and use of Teaching Assistants, Dyslexia Friendly initiatives etc.
- Grouping students appropriately within their subject area
- Ensuring subject staff provide the necessary teaching that caters for the full range of ability making appropriate use of differentiated activities and resources
- Ensuring appropriate teaching resources for students with special educational needs are purchased from departmental capitation
- Ensuring that their department is represented at meetings concerning special needs updates
- Ensuring subject staff are aware of the departmental responsibilities towards special educational needs issues

4.5 Heads of House

Heads of House have responsibility for:

- The oversight of their year group including students with SEND whilst ensuring that there is close liaison with SENCO and the Learning Support Team
- Monitoring the progress of students and informing SENCO if students not already identified on the SEND register become a cause for concern in any of the areas identified as SEND

4.6 Teachers

Teachers are responsible for:

- Devising strategies and identifying appropriate methods of access to the curriculum.
- Using Teaching Assistants effectively by informing them about relevant learning schemes and lesson plans and clarifying their role in the classroom

- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes
- Ensuring EHCP targets and CSPs are delivered in their lessons
- Monitoring the progress of students with special educational needs
- Completion of relevant special educational needs proformas/documentation by required deadlines
- Ensuring that work is available to students who are absent owing to illness/injury or exclusion
- Being fully aware of the schools procedures for special educational needs
- Raising individual concerns to SENCO particularly for students who may need to be included on the register
- Planning and delivering individualised programmes as necessary
- Not treating current and prospective disabled students less favourably and to make reasonable adjustments as appropriate

4.7 Assistant SENCO

The Senior Teaching Assistant works under the direction of the SENCO to:

- Manage departmental administration
- Assist with the identification and support of SEND students
- Assist with liaison of all parties outlined for SENCO
- Organise visits by outside agencies
- Lead and manage the team of Teaching Assistants

4.8 SEND Administration Assistant

The SEND Administration Assistant works under the direction of the SENCO to:

- Manage the departmental diary and assist in the day to day running of the department
- Organise departmental administration e.g. collation of information for reviews, filing etc.
- Complete online requests for Access Arrangements
- Assist with liaison of all parties outlined for SENCO
- Assist with the organisation of visits by outside agencies

4.9 Teaching Assistants

Teaching Assistants support the teaching of learning of individuals and groups of students throughout the school, particularly by:

- Supporting students in achieving targets identified in EHCPs and CSPs in the classroom or in small group settings under the direction of a teacher
- Differentiating provision for groups of students as identified in school support strategies and the planning of individualised programmes where appropriate
- Monitoring and recording progress through assessing students' work as appropriate
- Assisting with the drawing up of EHCPs and CSPs for students they work with
- Contributing to the Annual Review process

4.10 Tutors

Tutors have responsibility for:

- The oversight of their tutor group including students with SEND whilst ensuring that there is close liaison with SENCO and the Learning Support Team
- Monitoring the progress of students and informing Head of House and SENCO if students not already identified on the SEND register become a cause for concern in any of the areas identified as SEND

5. Admission arrangements

The admission arrangements for special educational needs students without an EHCP are the same as those for other children. Local education authorities are responsible for placing students with EHCPs after liaising with the school.

6. SEN Information Report

6.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

6.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. All children progress at different rates, but where children fail to make adequate progress this may be indicated by:-

- Little or no progress despite the use of targeted teaching approaches
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment
- Poor communication or interaction, requiring specific interactions to access learning.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.2.1 Initial Identification

In the summer term the Head of House for the incoming group of students and the SENCO visit the main feeder primary schools to collect information. Parents are able to add to this at the Year 6 Induction Evening. If necessary, students will then be assessed and placed on the register published in September.

In the first half term at Cheslyn Hay Academy all students are screened using the MidYIS Test and assessed in reading using the Access Reading Test. Lucid LASS 11-15. Any student whose scores indicate a problem not previously recognised are diagnostically tested to establish the nature of the problem and added, if necessary, to the register in December. Behaviour of individual students will also be monitored over the course of the first term and CSPs written for those giving most concern but not previously identified at primary school. Referral to the Educational Psychologist (EP) will be made, when necessary, on a basis of need.

6.2.2 Continuous Identification

Throughout their time at Cheslyn Hay students experiencing difficulties will be identified by internal tests (departmental tests and assessments) and continuous monitoring by teaching staff. Difficulties will be discussed within departments and referred to the SENCO when necessary.

6.2.3 Screening by Year Group

Year 7

All students are assessed on entry and retested in the summer term. The Vernon Graded Word spelling test is also administered to the whole year group. Internal assessments are also used to further identify any cause for concern as are school reports.

Year 8

All students are retested in the summer term of Year 8 and spelling scores are also checked for some students to monitor progress. Again internal assessments are also used to further identify any cause for concern as are school reports.

Year 9

Students identified at the end of Year 8 as requiring support are retested in July of Year 9 to assess the support needed in GCSE assessments as regards access arrangements. KS3 Teacher Assessment Levels are then used to further highlight students who may have developed difficulties since the beginning of the year.

Year 10, Year 11, Year 12 and Year 13

Students identified during Key Stage 4 or 5 as requiring support are automatically screened for eligibility for Exam Access Arrangements. Students and Parents may request assessment for Access Arrangements if they feel that such support may be needed.

6.2.4 Individual diagnostic Assessments

Individual diagnostic assessments are used for students who it is thought may have Dyslexia. These assessments may include some or all of the tests listed but others may also be included e.g. The Dyslexia Portfolio and The British Picture Vocabulary Scale.

6.2.5 Staff Observation

Members of staff are encouraged to report concerns about individual students to the Learning Support Department at the earliest opportunity and information is gathered in order to assess if the problem is subject based or of a wider nature. Individual assessments may then be carried out and support agencies involved as necessary.

6.2.6 Referrals by Parents

Parents are encouraged to contact the Learning Support Department if they have concerns about their child. The procedures are then as above.

6.2.7 Other referrals

Concerns from other professionals e.g. health are welcomed and will be acted on as necessary.

6.2.8 Differentiated school support

Prior to identification as having SEND a student will have had access to a differentiated programme this may include: targeted support by the class teacher within the classroom environment; and additional home learning opportunities. Where a child fails to make adequate progress despite this then the school will consider further intervention and identify the student as having special educational needs.

6.2.9 SEND Provision

Teaching students with special educational needs involves a whole school response. Central to the work of every teacher and subject is the cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students in school learn and progress through these differentiated arrangements.

Once a student who may have special educational needs has been identified a Graduated Response is adopted, providing a level and type of support, which will enable the student to achieve adequate progress. This provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

6.2.10 Graduated Response - Following the four-part cycle of Assess, Plan, Do and Review

Provision is 'educational provision, which is additional to, or otherwise different from, the education provision made for other children of the same age.' This may include: provision of specialist or adapted equipment or learning materials; additional regular individual or small group support; and access to specialist support from other agencies.

6.2.11 School Support

School Support will be initiated where students have failed to make adequate progress. They will be identified by the SENCO, who will consult with all staff and parents, as well as the student. Following evaluation of the school's interventions and assessment of the child, the SENCO will identify provision from within the school's resources that are designed to meet the student's needs.

Such interventions may include:

- Additional planning of learning programmes
- Provision of different learning materials or specialist equipment
- Additional staff training
- Group support on a regular basis
- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff

Parents and their child will also be involved and as a result of this the CSP will be revised and new strategies put in place. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school may apply for additional resources. The application will be evaluated against criteria established by Staffordshire Children and Family Services.

Evidence that will be used in this process will include:

- The school's action through School Support

- Records of regular reviews and the outcomes
- The student's health including medical history where relevant
- Subject assessments
- Attainment in literacy and mathematics
- Educational assessments, e.g. SENCO and/or Educational Psychologist
- Views of parents and students
- Involvement of any other professionals

6.2.12 Formal Assessment for an Education and Health Care Plan

Following School Support intervention, if a student fails to make adequate progress and has demonstrated significant cause for concern, the school may decide to request a formal assessment. This may lead to the student being awarded an EHCP.

Additional Assessment / Support

6.2.13 Early Help Assessment – Family Support

This is a key part of delivering frontline services that are integrated and focused around the needs of students. The EHA is a standardized multi-agency approach to conducting an assessment of a child's additional needs and deciding how those needs should be met. This is done in agreement with parents and / or students. Appropriate members of staff in school have been trained to complete the EHA and be involved as members of a 'team around the child'. Typically, the appropriateness of an EHA will be considered when a young person is placed on School Support and will definitely be suggested if School Support is proving to be unsuccessful and family support is needed in order to address a student's needs.

6.2.14 Cheslyn Hay Inclusion Panel (CHIP)

The CHIP is a school based multi-agency group made up of teaching and support staff together with partnership agencies and it acts as the 'team around the child' for the school's students. Meetings are split into two parts: the first being to discuss local developments and initiatives designed to support the work of the school and the local community and the second to discuss the needs of individuals and groups of students.

6.3 Consulting and involving students and parents

6.3.1 Parents

The school actively seeks to work with parents and values the contribution they make. The school aims to support parental partnership by:

- Ensuring positive attitudes towards parent
- Effective communication
- Acknowledgement of the parents' role as a partner in the education of their child
- Recording parental views as part of any review procedure

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

6.3.2 Students

The school acknowledges the student's role as a partner in their own education, developing their participation in the decision making process by:

- Listening to and valuing their views
- Involving students in Review Meetings to discuss progress and future provision
- Involving students in targets setting and formation of CSPs
- Recording students' views as part of any review procedure

6.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

6.4.1 Assess

The subject teachers, tutor and Head of House (as appropriate) will work with the SENCO to continue to carry out a clear analysis of the student's needs. This will continue to draw on:

- The teachers' assessment and experience of the student
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

6.4.2 Plan, Do and Review - Classroom Support Plans and Reviews

The curriculum for students with SEND is differentiated according to need, and access to a broad and balanced curriculum is supported by Teaching Assistants and Learning Mentors. The provision for children whose needs are 'additional to and different from' the normal differentiated curriculum are recorded on CSPs. Copies of CSPs are attached to SIMS. Copies are also sent home to parents and they are encouraged to contact school to discuss their child's progress at any point in the academic year should they so wish.

All students whose names appear on the register (School Support and EHCP students) are reviewed twice yearly, in September and in March in consultation with parents and students by post or at individual meetings. The Learning Support Department uses information from subject and pastoral staff (reports, etc.) to review and create CSPs as appropriate. SENCO oversees this process and advises on targets. For students with an EHCP and those at School Support, outside agencies may also suggest targets.

The reviewing of students with an EHCP follows the guidelines set out in the Code of Practice.

When a formal annual review is carried out all teaching members of staff responsible for the student are consulted using a standard form or the most recent full school report. This information is collated and a meeting with parents, TAs, outside agencies and the student is convened. Opinions of the student and parents are added to the review document. A final Annual Review document is produced with copies sent to The District Assessment Team and parents.

6.4.3 Additional assessment and reviewing procedures

All students have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings.

Students' attainment levels and their progress towards meeting these targets is tracked using the whole school tracking system. Close monitoring is carried out by heads of year and the senior leadership each time reports are created. If necessary you will be contacted to discuss possible interventions which may be put in place to support your child. We strongly believe that your child's education should be a partnership between parents and teachers and therefore we encourage you to contact the school whenever necessary. Each child is given a Learning Journal which acts as a record of work completed in class, home work and any comments between home and school.

6.5 Supporting students moving between phases and preparing for adulthood

A number of strategies are in place to enable effective student transition.

The SENCO attends transitional EHCP review meetings for Y5 and Y6 students who may possibly transfer to the school. A programme is in place to aid the transition of all students with an EHCP and other students identified as vulnerable or having particular educational needs. Such students are invited to attend further sessions in addition to the two full days arranged by the primary liaison co-ordinator. Support members of staff from the primary schools and parents, in some cases, are also invited to accompany the students if they wish. Autism Outreach and members of other agencies also attend with some students.

Careers information, Advice and Guidance (IAG) is available to all students from Y8 onwards.

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

6.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

Information on the quality of teaching will be collated in a report to governors and shared with parents in the SEN Report

We will also provide the following interventions:

- Additional English Lessons
- Reading Programmes
- Numeracy Support
- Social and Emotional Support (including behaviour)
- Dyslexia Tuition
- Touch Typing
- Outdoor Educational Opportunities
- Individual support as identified by External Agencies

6.6.1 Students with medical needs

Medical conditions may have a severe impact on students' experiences and the way they function in school. Their condition may affect cognitive or physical abilities, behaviour or emotional state. The effects may be intermittent and the impact on the student may vary at different stages in their school career. Individual arrangements are made for students experiencing such difficulties according to their needs.

6.7 Adaptations to the curriculum and learning environment

When children join us in Year 7 they are placed in tutor groups with careful consideration to their needs and the needs of others in the group. For the majority of their lessons students will be taught in these tutor groups and support will be provided through high quality classroom teaching. For some children with SEN, the school may reduce the curriculum to allow for small group or individual support.

As children enter year 10 and complete their option choices, appropriate pathways will be offered according to their particular needs. For some students this may include college placements, a reduced number of GCSEs and / or the opportunity to study alternative courses.

We also make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

6.8 Additional support for learning

We have teaching assistants who are trained to deliver interventions as outlined above

Teaching assistants will support students on a 1:1 basis as indicated in EHCPs but will also work to develop skills to promote independent working

Teaching assistants will support students in small groups in core subjects and when delivering interventions

We work with the following support services, agencies and voluntary organisations to provide support for students with SEN:

- Special Educational Needs and Inclusion Service (SENIS – Entrust))
- Behaviour Support Service (Entrust)
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Autism and Sensory Support in Staffordshire (ASSIST) Post 16
- Speech and Language Support
- Educational Psychology Service
- Educational Welfare Officers
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Local Support Team and Additional Family Support Services
- Counselling Services e.g.
- Careers – Information Advice and Guidance

(Please note that Entrust services incur additional costs to school and other free services may be used in the first instance).

6.9 Expertise and training of staff

The school is committed to developing the expertise of all staff in SEND to enable them to meet the needs of students through:

- departmental meetings
- SENCO support
- In-service training managed by the SENCO.

Our SENCO has 18 years' experience in this role and has the following qualifications:-

- B.Ed. Hons
- Advanced Diploma in Special Educational Needs
- Certificate in Theory and Counselling Skills in Educational Settings
- Post Graduate Certificate in Professional Development for SENCOs
- Post Graduate Certificate in Difficulties in Literacy Development (Dyslexia)

She is allocated three days a week to manage SEN provision with support from the Assistant SENCO and a part-time Administration Assistant.

This year specialist training has been provided to the SENCO on:-

- Access Arrangements
- SEND issues through termly attendance at SENCO Updates

The school has a team of 6 teaching assistants, including a Level 4 Dyslexia tutor, who are trained to deliver SEN provision.

This year specialist training has been provided to the teaching assistants on:-

- Precision teaching delivered by the school's Educational Psychologist

This year training has been provided to all teaching and support staff on:-

- How to teach students on the Autistic Spectrum
- How to support adults and colleagues on the Autistic Spectrum
- How to teach students with Hearing Impairments – plus guidance for specific students
- How to teach students with Visual Impairments – plus guidance for specific students
- General SEND information + the use of Classroom Support Plans

Within school best practice and new initiatives are shared with staff through an extensive professional development programme that runs each week throughout the academic year.

6.10 Securing equipment and facilities

The school is funded to meet the needs of all students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free school meals (FSM) and those underachieving on entry using KS2 data and teacher assessments at KS3
- Funding for specific students to meet their assessed needs (Additional Educational Needs)
- grants as elements of TSF funding, including those for employment and training of Teaching Assistants
- Student Premium as some disadvantaged students or those who are Looked After Children (LAC) may also have SEND
- Specific grants, for which the school may bid, that are for identified purposes.

Funding is used to provide the equipment and facilities to support students with special educational needs and disabilities through in-class support from teaching assistants, small group support from teaching

assistants and learning mentors e.g. literacy and numeracy support, specialist support from teachers e.g. 1:1 tuition, support from external agencies (where there is an additional cost to the school e.g. SENIS or Behaviour Support or to purchase specialist resources e.g. assessment software and CPD relating to SEND training for staff.

6.11 Evaluating the effectiveness of SEN provision

The quality of teaching is monitored through a number of processes that includes:

- Classroom observation by the senior leadership team, the SENCO and external verifiers
- Ongoing assessment of progress made by the student in specific intervention groups
- Work sampling on a termly basis
- Scrutiny of planning
- Teacher meetings with the SENCO
- Student and parent feedback when reviewing target attainment
- Whole school student progress tracking
- Attendance and behaviour records

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term / half year
- Reviewing the impact of interventions after an agreed number of weeks
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps / Assess, Plan, Do, Review process to measure progress
- Holding annual reviews for students with EHCPs

6.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

The school is a multi-level site with 3 stories in some parts of the building. This requires the use of stairs to access classrooms on the upper levels. Ongoing adaptations include the addition of a disabled parking space near reception, yellow edging on steps to support those with a visual impairment and ramps placed alongside steps around the perimeter of the building. A medical room is provided in order to provide a safe place for insulin testing and injections.

All of our extra-curricular activities and school visits are available to all of our students, including our before-and after-school clubs (late buses are provided to facilitate attendance at out of hours activities).

All students are encouraged to go on our residential trip(s) e.g. to Outdoor Educational Centres, Venice, France etc.

All students are encouraged to take part in sports day/school plays and musical events/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities including those with medical conditions. Where appropriate, parents will be a key part of formulating risk assessments.

The school's accessibility plan is available on the school website.

6.13 Support for improving emotional and social development

Within school students are assigned to tutor groups; tutors act as a first point of contact for all of their daily needs. Each year group has a head of house with responsibility for the well-being of each child and in most cases is able to support your child. All students in school follow a Well -Being curriculum that

aims to provide the students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being (this is delivered through our ASPIRE alternative curriculum days). The school promotes sport and fitness activities as part of a healthy lifestyle.

In addition to this many children with special educational needs form high quality relationships with our SENCO and Teaching Assistants. We also have a team of Learning Mentors based in the ACE Centre who are none teaching staff, employed to work with children on emotional, behavioural and social issues. Together these teams also work closely with external agencies, such as the SENIS team, support services and the school nurse. For children with medical issues a Health Care plan will be created and storage and access to medicines will be managed through the school reception.

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of all school clubs to promote teamwork/building friendships etc.
- The school has an effective anti-bullying policy and where incidents do occur; they are investigated and responded to by a member of the senior leadership team.
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6.14 Working with other agencies

The school has access to and uses a range of specialist support as identified in section 5.8.

6.15 Complaints about SEN provision

In keeping with the whole school complaints policy, if parents are not satisfied or have a concern regarding SEND provision they are encouraged to first speak to the person in question or if that proves impossible, to speak with the SENCO. Very often this will resolve the matter. If this does not happen parents are asked to write to the Headteacher who will ensure the complaint is investigated. Should this not lead to a satisfactory conclusion, the third stage is to write to the Chair of Governors via the school. Parents are also encouraged to contact SENDIASS (Information Advice Support Service) – Staffordshire Family Partnership.

The parents of students with disabilities also have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

6.16 Contact details of support services for parents of students with SEN

Please discuss any issues relating to SEND with the school in the first instance. If additional support is needed this is available from:-

SENDIASS – Staffordshire Family Partnership Services:-

<https://www.staffs-iass.org/home.aspx>

Tel No – 01785 356921

If you feel it is necessary to make a parental request or an Education, Health and Care assessment of your child, you can do so by completing the form available from SENDIASS – Staffordshire Family Partnership Services or by contacting the local authority

Email: sendreferrals@staffordshire.gov.uk

Post

The Single Point of Access
Staffordshire Place 2

Stafford
ST16 2DH

Tel No. 0300 111 8007

6.17 Contact details for raising concerns

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling we would ask you to contact the child's tutor, classroom teacher or our SENCO.

Where the issue you wish to raise cannot be dealt with to your satisfaction you can contact the headteacher who will usually ask a member of the senior leadership team to contact you directly.

Where necessary, complaints can be made to the governing body. The School Governor with responsibility for SEN is Mrs M Simkin

6.18 The local authority local offer

Staffordshire's Local Offer provides information about the range of services and provision available in the local area for students with SEND and their families.

Staffordshire's Local Offer can be found at:-

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Our contribution to the local offer is outlined in this policy and report.

7. Monitoring arrangements

As part of the evaluation of school effectiveness the SENCO and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of students with SEND. Success factors will include:

- early identification of students with SEND
- having an effective system for the two-way exchange of information between the department and other staff
- staff, student and parent views and opinions
- impact of interventions and provision as judged by individual student academic and personal progress and via annual review of Statements and IEPs / CSPs and data collection (e.g. RAG Audits; end of key stage results; attendance figures; exclusion figures; NEET figures)
- the level and impact of co-operation with other agencies and the fostering of multi-agency work

This policy and information report will be reviewed every year by the SENCO Ms. Libby Beesley and the line manager for SEND - Assistant Headteacher Ms. Lynne Podmore. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions

Lead SLT member: LPO

Date of next review: 07.20

Reference: SEND Policy LPO 07.19