



SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

SUPPORTING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

POLICY AND GUIDANCE 2018 - 2019

Author: Mrs. Amanda Harrison – SENCo
Committee: SLT
Audience: Staff, Governors, Students and Parents/careers
Date written: November 2018
Review Date: November 2019

Sir Thomas Boteler's beliefs and values around SEND

We at Sir Thomas Boteler Church of England High School are committed to meeting the special educational needs of pupils and ensuring that they all make progress. Our drive to provide excellent learning opportunities for all students is fundamental to the school's beliefs. Therefore, we recognise the need for individual adjustments to be made.

The sharing of common goals is essential to our school community and to the fulfilment of the high aspirations, expectations and standards we have for all our students as a Christian school. Consequently, our Special Educational Needs and Disability policy is based on our school's mission statement: 'Through God We Care'.

This policy highlights the principles and procedures for the education of students with special educational needs. The idea of equal opportunity, social inclusion and the right of access to the curriculum for all students underpins our educational practices. Our aim is to ensure that all students get maximum benefits from their education. Provision for students with special educational needs is based on the SEND Code of Practice: 0 to 25 years, 2014 and will involve all members of staff.

Compliance

This policy complies with the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- SEN Code of Practice 0-25 (2014)
- Equality Act 2010: Advice for Schools DfE Feb 2013
- School SEN Information Report Regulations (2014)
- Teacher Standards 2012
- Statutory Guidance on Supporting Pupils With Medical Conditions 2014

Partnership with parents /carers plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. At Sir Thomas Boteler Church of England High School, all parents and carers of children with special educational needs and disabilities will be treated as partners and supported to play an active and valued role in their children's education. Students often have good insight and knowledge of their own needs and how these needs can best be met in school. Their views about what sort of support would enable them to make the most of their education will be ascertained. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs and subsequent reviews.

Aims and objectives of this policy

Outline and work within the guidance provided in the *SEND Code of Practice, 2014* and ensure that all students with special educational needs and/or disabilities are identified

early, assessed and catered for within the school/setting and make the best possible progress.

To ensure barriers to learning are removed for students with special educational needs and/or disabilities

Provide support and advice to parents/carers and all staff working with students with special educational needs and/or disabilities.

To create an ethos and educational environment that meets the needs of every student in the school/setting.

Regularly review outcomes and provision for students with SEND to ensure needs are catered for effectively and that students make expected progress

Definition of special educational needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. The Code of Practice (2014) has the following definitions in paragraph xiv

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

The Code of Practice (2014) defines special educational provision in paragraph xv as:

Special educational provision for children aged two and over is educational provision that is additional to or different from that made generally available for other children or young people of the same age by mainstream schools, maintained nursery schools, and mainstream post 16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. However, students who do not have English as their first language follow an induction into school. If any barriers to learning emerge, these will be investigated properly and not assumed to be due to a language difference.

Although individual children or young people often have needs that cut across all these areas and their needs may change over time, the Code of Practice identifies four broad areas of need:

1. **Communication and Interaction** e.g Autistic Spectrum Disorder, language and communication difficulties
2. **Cognition and Learning** e.g Moderate learning difficulties, specific learning difficulties, Attention Deficit Hyperactivity Disorder (ADHD), dyslexia dyscalculia, dyspraxia

3. **Social, Emotional and Mental Health difficulties** e.g. Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD), Attention Deficit Disorder (ADD)
4. **Sensory and/or Physical needs** E.G Hearing Impairment (HI), Visual Impairment (VI), Physical Difficulties (PD)

Supporting pupils with medical conditions

Where students with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. Sir Thomas Boteler Church of England has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). As a school we follow Warrington Borough Council's policy of Supporting pupils with medical conditions (see link below).

www.warrington.gov.uk/info/201151/school_inclusion_for_children_with_additional_needs/449/medical_issues_and_medicines_in_schools

Contact within school:

Mrs. S Stockton email: sstockton@boteler.org.uk

Mr M Frodsham: mfrodsham@boteler.org.uk

Identification of students with SEND

'Identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person' (Code of Practice, 2014 6.14).

At Sir Thomas Boteler Church of England High School, the identification of SEN is built into the overall approach to monitoring the progress and development of all students.

On entry in Year 7, information from the Primary School is considered. Students who have achieved below expected outcomes for Key Stage 2 are assessed on entry using standardised screening tests (e.g. reading/spelling tests) to provide a baseline assessment of need.

Parents, the teacher or other professionals, both within or outside the school may also express concerns which could in turn trigger an assessment. These may refer to a child's difficulties in coping with the normal demands of the school with regard to: attendance, punctuality, social concerns, medical concerns, speech and language, behaviour and learning.

Subject teachers make conduct regular assessments of progress for all students in school. These identify student progress and highlight students making less than expected progress given their age and individual circumstances. These are conducted each half term to ensure students are 'on track' to achieve their learning targets.

When identifying SEN, Sir Thomas Boteler Church of England High School is aware of and has regard for the following;

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN

- Slow progress and low attainment do not necessarily mean that a child has SEN
- Attainment in line with chronological age means that there is no learning difficulty or disability

Difficulties related solely to limitations in English as an additional language are not SEN.

(SEND Code of Practice 0-25 2014)

If students do not make adequate progress as a result of quality first teaching, differentiated for individual students then students are assessed to identify their individual needs as the first stage in the 'assess-plan-do-review' cycle.

Structure of SEND support in school

Our school adopts a graduated approach to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a student is identified as having special educational needs, the school will intervene and in consultation with parents, the student is added to the SEND register under SEND support. Interventions at SEND support will be matched to individual student need and support aimed at removing barriers to learning. The support will take the form of a four-part cycle of assess- plan-do-review known as the graduated response.

Assess

School staff and SENco work together to carry out clear analysis of student's needs This may include; teacher assessment, previous progress, attainment and behaviour, individual's development in comparison to their peers, views of parent, student and external agencies if appropriate. **Teacher will 'Red Flag' potential difficulties through a whole school assessment system allowing a clear identification of potential problems.**

Plan

School staff, in consultation with parents and the student agree on the adjustments, time-limited interventions and support to be put in place and the student is placed on the register at SEN support.

The student is involved in the drawing up of a 'student passport'. This is then shared with parent, student and school staff. If there is advice from outside agencies on strategies/interventions or appropriate equipment, this is shared with staff in briefing and or via e mail.

Where behaviour is an area of concern we draw up a Pastoral Support Plan (PSP) where the student and parents are involved in the writing and reviewing of this document.

Do

Provision that is **additional to and different from** may include; additional intervention programmes either 1:1 or in a small group with maths/literacy/social communication, the allocation of a key worker to assist with organisation and in-lesson support, emotional support on a 1:1 with the emotional health and well-being worker.

Subject teachers retain the responsibility for the learning of the student even if the student is receiving support away from the rest of the class, for example, in a small group.

Review

Effectiveness of planned provision is carried out termly or following the end of a planned intervention. Progress following intervention is communicated with parents and any changes in provision are made in consultation with parents.

The progress of students with a statement of SEN or Education Health Care plan is formally reviewed at an Annual Review with the student and all adults involved, with the young person's education, including external agencies.

Where progress is limited, advice from external agencies will be sought and advice taken. Recommendations will be built into the student passport and monitored by the SENCo

Referrals are made to specialist services if this is a recommendation

At this stage, if progress has been made and following intervention and adaptation students are in line with expected progress then in consultation with parents, students will be removed from the SEN register and monitored through the main school system.

Requesting an Education, Health and Care needs assessment The Code of Practice states;

'Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting and Education, Health and Care needs assessment.' (6.63)

If, following the graduated response a student does not make progress and their needs are a significant cause for concern the school will recommend to parents/carers making a request for an Education, Health and Care needs assessment which could in turn lead to an Education Health Care Plan (EHCP) should the Local Authority's assessment indicate this level of need. Before submitting a request for an Education, Health and Care needs assessment, the school will ensure it has:

- Made appropriate provision for the individual student using resources from their nominated SEND budget
- Conducted reviews of outcomes and effectiveness of provision made
- Involved the student by seeking individual views and contributing to a student passport
- Made any appropriate health referrals
- Involved and consulted parents regularly
- Involved outside agencies where appropriate and sought the views of other relevant professionals
- Followed the advice and recommendations of all professionals involved.

Low attainment does not automatically indicate a need for an Education, Health and Care Plan (EHCP) needs assessment as the progress may still represent adequate progress relative to the young person's ability.

Supporting students with SEND at Sir Thomas Boteler Church of England High School

At Sir Thomas Boteler Church of England High School all staff have high expectations, high aspirations and high standards for all students with SEND. The school recognises that students with SEND are entitled to a broad and balanced curriculum. Students are generally expected to follow pathways which ultimately lead to GCSE qualifications. However, the school also realises that a purely academic curriculum is not suited to all learners. Sir Thomas Boteler Church of England High School has a well-developed curriculum and also offers work related learning and vocational qualifications, ensuring wide ranging access to learning for all.

Most students' learning is met through quality first teaching where a range of differentiated activities meet the students' needs. All staff are aware of the students in receipt of additional provision and student passports for these students are updated regularly and shared with staff.

Some students with SEND are allocated in-class support and careful thought is given to this to promote student independence as much as possible whilst providing scaffolding opportunities for the student to succeed and in turn raise self-esteem, confidence and resilience.

In some instances, small group intervention is provided where a student has a specific literacy/numeracy need or where social communication group work is required through professional recommendations/statements or Education Health Care plans.

Exams and Access Arrangements (for further information please see Exams policy)

The School's Exams Officer has a responsibility to SEND students and should:

- Liaise with the SENCo and Specialist SEND teacher regarding students who are entitled to access arrangements for exams. An ongoing register of students who require access arrangements is used to ensure that students have their 'normal way of working' in all exams. **This can and does change and adapt with the student.**
- Ensure that the necessary requests have been made for access arrangements for those who meet JCQ criteria.
- Ensure that support staff have the relevant training required for the provision of access arrangements.
- Ensure that laptops, C-pen readers, scribes, readers, provision for extra time (up to 25%), exams printed on coloured paper or enlarged text etc. is in place for those who need it at the start of the exams.
- Pass relevant information on regarding exam access arrangements to other educational establishments as necessary when students leave Sir Thomas Boteler Church of England High School.

Supporting students with hearing and visual impairments

The school works closely with the Local Authority's sensory support service for hearing and visual impaired. Half termly monitoring visits are made by the hearing impairment team

teacher for hearing. Access to the visual impaired team teacher is available to the school on a as needed basis. The school also has access to the Local Authority's technician for adaptation to print.

Supporting students with a specific learning difficulty

Appropriate strategies are used in lessons and intervention to support specific learning difficulties. Multi-sensory programmes are put into place for some students.

Supporting students with speech, language and communication difficulties

Programmes and advice received from the Speech and Language therapy service are implemented to support student progress with receptive and expressive language skills. Group work to develop appropriate social and communication skills are also implemented.

Support for students with Physical disabilities

Students with physical disabilities, who are wheelchair users are provided with escort to and from lessons by support staff. Evacuation plans are created in the event of a fire. The school works closely with Occupational and physiotherapists.

Support for students with emotional health needs

The school employs an emotional health worker who supports vulnerable students including students with anger issues, self-harming, eating disorders and students with high anxiety. The emotional health officer works closely with CAMHS and other health services who provide support to these students.

The Local Offer

All Local Authorities have a duty to set out a description of support and services available to children, young people and families who have special educational needs and disability. Information on Sir Thomas Boteler's offer can be found on www.warrington.gov.uk/localoffer or on the school's website www.boteler.org.uk under 'school information'.

Role of the Special Educational Needs Co-ordinator (SENCo)

Our school SENCo works in collaboration with the headteacher and governing body and plays a key role in assisting to determine the strategic development of the SEND policy and provision in the school and to raise the achievement of students with SEND.

The SENCo keeps up to date with current legislation and participates in a number of networks.

Our SENCo has responsibility in school for:

- Overseeing the day to day operation and implementation of the school's SEN policy
- Liaising with and advising staff with regards to SEN matters
- Managing the SEN team of teachers and learning support assistants
- Advising on the graduated approach to providing SEN support
- Co-ordinating provision for students with special educational needs

- Ensuring the school keeps the records of all SEN students up to date
- Liaising with parents of students with special educational needs
- Overseeing the deployment of volunteers in the SEN department
- Being a key point of contact for external agencies including the Local Authority
- Liaising with Primary School on transition
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The school's SENCo is: Mrs Amanda Harrison
 Contact details: aharrison@boteler.org.uk

The Governing Body and Senior Leadership Team

The Governing Body has identified a link governor to oversee the special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Sir Thomas Boteler Church of England High School, Mr. Paul King (also the Headteacher at Green Lane Special School), meets regularly with the Mr. John Leonard (Assistant Headteacher) and the SENCo, Amanda Harrison.

The SENCo and the Assistant headteacher will work closely with the SEND link governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCo and assistant headteacher will identify areas for development in special educational needs and contribute to the school's development plan. The SENCo will co-ordinate provision at School Support and statements / EHC plans level.

All teaching and non-teaching staff will be involved in the day to day operation of the special educational needs policy. They are responsible for differentiating the teaching and curriculum for pupils with special educational needs and will monitor their progress. All Heads of Department will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SEND department in order to ensure that students with additional needs are able to perform at their best.

Admissions Procedure

The admission procedure is the same for SEND students as for other students (see Admissions Policy). However, those students with SEN who have a statement of SEND or Education and Health Care Plan (EHCP) may be given preference over other students if Sir Thomas Boteler Church of England High School is able to cater for their needs better than another provision.

Designated Provision for Cognition and Learning

Admission to the school's designated provision is through the Local Authority, Inclusion Service.

- Students have an EHCP (with specific reference to DP provision – not a 'band of support').
- If a student and their parents feel that a DP place is needed they should highlight this within the year 5 Annual review.
- It must be highlighted that a place in the DP is not automatically given if a student already accesses a DP place within a primary school setting. This process is run through the Local Authority and not school.

For further information:

See the Designated Provision overview on the schools SEND webpage.

For more information please see the SENCo (Amanda Harrison).

Complaints

The complaints procedure for SEND is the same as for the other areas of school provision, as set out in the school prospectus.

If a parent or career have a concern about the special provision made for their child, they should initially discuss this with the class teacher. Should the concern continue the Head of Department or Amanda Harrison (SENCo) will meet with the parent to discuss a plan to resolve the issues.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEND Link Governor, Mr Paul King. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Funding available to school to meet the needs of students with SEND

Our school receives funding through a formula basis using indicators agreed by the School Forum. This is called the 'notional SEND budget'.

This funding, allows us to meet the needs of a wide range of students who have Special Educational Needs including those who require up to six thousand pounds of individual support.

Where students have more significant and complex needs and where following the graduated response a student does not make progress and their needs are a significant cause for concern the school will discuss with parents a referral for an Education Health Care Plan.

Evaluation of the Policy (Monitoring, evaluation and review)

The effectiveness of the school's SEND policy will be evaluated yearly through both qualitative and quantitative judgements.

These include:

- consideration of each students' success in meeting PEP/ PSP/Pupil Passport and attainment targets
- use of standardised tests
- evidence generated from meeting with parents and outside agencies

Changes will be made where necessary and the evidence gained from this process will be used to inform the School Improvement Plan and the SEND Department's Improvement Plan.