

Kings Langley School



Special Educational Needs Policy 2016

Review Date: July 2017

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

Rationale

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special educational needs or disabilities, and supports our desired outcomes of developing “strong character”. In order to achieve this:

- All staff should give due consideration to the SEND Code of Practice 2015.
- All students with special educational needs, whether physical, intellectual, social or emotional should, wherever possible, be integrated into mainstream school, having access to appropriate educational provision to allow them to experience a broad and balanced curriculum.

This policy has been drawn up with due consideration to the Government, County and school policies relating to SEND which include:

- SEND code of Practice 0-25 years (2015)
- Kings Langley School’s Offer (website)
- Hertfordshire Local Offer
- Equality Act 2010: advice for schools (Department of Education, 2013)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Purpose

1. To create an environment that encourages learning and promotes student confidence.
2. To promote the view, shared by all staff and Governors, that Special Educational Needs provision is a whole school responsibility.
3. To promote collaborative working of staff to ensure integrated provision for Special Educational Need students.

4. To identify students with Special Educational Needs and provide suitable support.
5. To involve parents in the planning of support and keep parents regularly informed about their child's progress.

Guidelines

1. Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
2. The allocation of support will be based on the level and type of difficulty the student experiences and will be provided with due regard for preserving the student's dignity and maximising self-esteem.
3. Students with special educational needs will have equal opportunities to participate in all aspects of the school's provision, as far as is appropriate.
4. In order to ensure continuity of provision, special procedures will be adopted to effect smooth transition from feeder schools.
5. Students' needs and progress will be identified, assessed, recorded and regularly reviewed.
6. The school will work collaboratively with parents, other professionals and support services.
7. The responsibility for SEND is held by all staff and governors.

Roles and responsibilities of Headteacher, staff and governors

The SEND Code of Practice States:

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.

Special Educational Needs and Disability Code of Practice 0 to 25years 2015
(Section 6.36)

- Provision for students with SEND is a matter for the school as a whole.
- It is each teacher's responsibility to provide for students with SEN in their class.
- All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

- The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for students with SEN.
- The governing body maintains a general overview and appoints a link governor who takes a particular interest in this aspect of the school.
- A member of the teaching staff, called the Special Educational Needs Co-ordinator (SENCo) is responsible for managing the day to day operation of this policy and the implementation of the practice guidelines outlined in an appendix to this policy.

ASSESS, PLAN, DO & REVIEW

The SEND Code of Practice states:

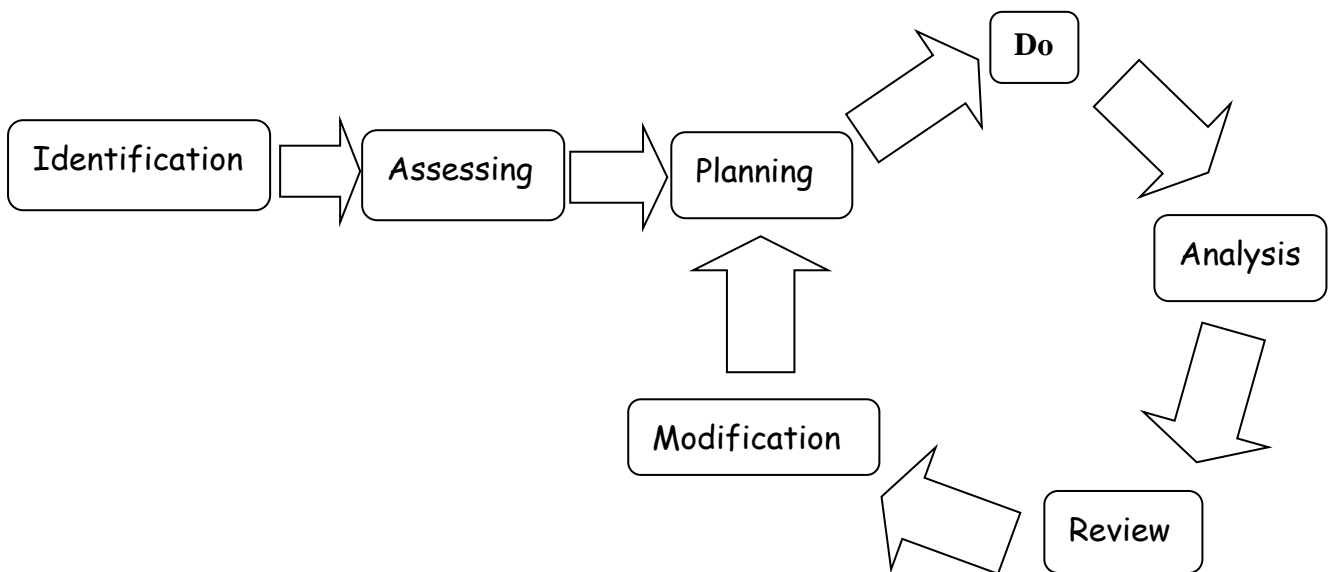
In deciding whether to make special educational provision the teacher and the SENCo should consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

***Special Educational Needs and Disability Code of Practice 0 to 25 years 2015*
(Section 6.38)**

Assessment of need

- Identification is an ongoing process and concerns about a student's progress can be brought to the attention of the Learning Support Department through:
 1. Parent referral due to concerns
 2. Individual teachers
 3. Form tutors
 4. Subject leaders
 5. Pastoral Leaders



The school will refer to:

- Transfer lists from Y6 to Y7 that indicate an Educational Health Care Plan (EHCP).
- Comprehensive performance gathering from parents and primary schools through visits by the head of Y7, Learning Mentor and SENCo.
- Contact with outside agencies as required.
- Extra transition visits arranged as needed for individual students.
- Dissemination of all Y6 information to staff in September of transition and added to as required.
- All levels entered into databases.
- All students in Y7 and those arriving during the school year are tested for reading and spelling. Further 1:1 tests in reading and comprehension are completed as required. The tests may indicate a SEN need that has previously **not been identified**.
- Cognitive Ability Tests (CATs).

Plan

- Constructive conversation with student and/or parent to plan appropriately.
- Assessment of current interventions and support that the student can access
- Changes in provision as required within resourcing constraints.

- Informing teaching and support staff of proposed interventions to produce a consistent approach
- Contact with outside agencies as required.
- Extra transition visits arranged as needed for individual students.
- Future meetings with parents and students

Do

Students are supported in withdrawal lessons if:

- They are working below age related expectations in English at the end of Key Stage 2.
- Spelling age, as given by the Diagnostic Spelling Test (Crumpler & McCarty, 2006) spelling test is significantly below their chronological age or a standardised score below 85.
- Discrepancy between tests results.

Students are supported by in-class support:

- They are registered on the SEN register (K).
- Requests are made by the subject teacher and the student is known to the SEN department or is subsequently assessed by the department.
- Students are Statemented or have an Educational Health Care Plan and receive in-class support in addition to that which may be arranged according to the terms of their statement or plan.

Every effort is made to try to ensure that there is a fair allocation of in-class support across students and subject areas.

Pupils are supported by technology:

- Software is used in withdrawal lessons to support learning (*Wordshark*, *Numbershark*, and *My Maths*).
- The school's virtual learning environment (VLE), Moodle.
- Laptops are available for use during withdrawal lessons.
- Laptops are allocated to some students to use in their lesson.
- Some students have the use of a laptop as an access arrangement for external exams because it is their normal mode of work in lessons.

Review

The success of the school's SEN policy and whole school provision is monitored and evaluated through:

- Monitoring of classroom practice by the SENCo, Learning Area and Subject Leaders, Pastoral Leaders and the Senior Leadership Team (SLT).
- Use of school based data (tracking data, attendance data, interim reports and full reports, credits and red cards for homework and behaviour) and External data (Raiseonline).
- Summative analyses of value-added data for students on the SEN register to help inform practice and planning.
- The Learning Support Department's Improvement Plan (DIP) and the School Improvement Plan (SIP).
- School self-evaluation.
- Termly monitoring of procedures and practice by the SEN Governor.
- The Governors' annual report to parents, which contains the required information about the implementation and success of the SEN policy.
- Visits from LA personnel, OFSTED inspectors and HMI.
- Feedback from parents and staff, both formal and informal, following meetings to produce targets, revise provision and celebrate success.

All monitoring data will be evaluated, passed on to relevant personnel (co-ordinated by the SENCo) and suitable action decided upon (led by the SENCo).

Review of Individual Students

The review of the progress of individual students to measure the impact of interventions and support should be done on a regular basis and should contribute to the modifications that should be made to the programme to support the student further. If the student is making steady progress then the modifications should allow the student to continue with their progress and should reflect their aspirations.

RESPONSIBILITIES

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEN.
- Keeping the Governing Body informed about SEN issues.
- Working closely with the SEN personnel within the school.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Governors.

The **Governing Body** must ensure that:

- The necessary provision is made for any student with SEN.
- All staff are aware of the need to identify and provide for students with SEN.
- Students with SEN join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students.
- They report to parents on the implementation of the school's SEN policy through the annual report to parents.
- They have regard to the requirements of the SEN Code of Practice 0-25 years (2015), Equality Act 2010 and the Disability Discrimination Act (1995).
- Parents are notified if the school decides to make special education provision for their child.
- They are fully informed about SEN issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEN.
- They, and the school as a whole, are involved in the development and monitoring of this policy.
- SEN provision is an integral part of the school improvement plan.
- The quality of SEN provision is regularly monitored.

The Special Educational Needs Coordinator (SENCo) is responsible for:

- Overseeing the day to day operation of this policy.
- Coordinating the provision for students with SEN.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other staff.
- Helping staff to identify students with SEN.
- Carrying out detailed assessments and observations of students with specific learning problems.
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEN and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of students with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEN register and records
- Assisting in the monitoring and evaluation of progress of students with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year examinations.
- Contributing to the in-service training of teaching and support staff.
- Maximising the resources available to aid in the education of SEN students.
- Managing learning support staff.
- Management of the Examination Access Arrangements.
- Ensuring that midday supervisors are given any necessary information relating to the supervision of students at lunchtime and supporting them in relation to behaviour management and other issues of particular students.
- Liaising with the SENCOs in receiving/feeder schools to help provide a smooth transition from one school to the other.
- Liaising with the Pastoral Leaders to identify students who would benefit from the extended work experience programme

New Government Regulations for SENCo Role

In 2009 The Education (Special Educational Needs Coordinators) (England) (Amended) Regulations 2009 saw the qualification for new SENCos become legislated. This qualification is called the National Award for Special Educational Needs Coordination. This is a 1 year MA level course and schools are given 3 years to achieve this.

Class Teachers:

- 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.
- **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.
- **Schools should regularly carefully review the quality of teaching** for all pupils, including those at risk of underachievement.
- 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.
- **Special Educational Needs and Disability Code of Practice 0 to 25years 2015 (Section 6.36-6.37)**.
- Including students with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion.
- Producing lesson materials that are well planned and differentiated for the needs of the pupils.
- Monitoring the progress of all pupils in their classes.
- Making the SENCo and other relevant staff aware of concerns about the progress of pupils to help put in place timely interventions.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting students with SEN.
- Communicate with the student with regards to the nature of their concerns.
- Giving feedback to parents of students with SEN.

Higher Level Teaching Assistants (working in the SEN Learning Area):

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEN.
- Use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.
- Take an active role with the class teacher in planning the learning experiences for the students that they support
- Assist with managing a team of Teaching Assistants in liaison with the SENCO.
- Administer and assess routine tests and undertake routine marking of students' work to help monitor and evaluate student progress.
- Supervise and provide individual support for students with identified special educational needs.
- Use specialist curricular knowledge and experience to support students learning and aid progress.
- Use ICT for learning activities and support students to develop competencies and independence to use ICT to aid learning.

Teaching Assistants:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEN.
- Use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.
- Take an active role with the class teacher in planning the learning experiences for the students that they support

RESOURCES

Library

Students have access to a number of books which have a variety of reading ages; these can be found in both the "Quick Read" section of the library and in the learning Resource room. Students have facility to borrow these books to take home to read.

The library also has access to *Word Shark, Number Shark, Moodle, Virtual Library & My Maths*.

Accommodation

The Learning Support Department has three small group teaching rooms, two medical rooms and an office.

Facilities for Students who have a disability

The school has disabled toilet facilities on all three floors with a specialist medical room located within the Learning Support Department. Further specialist changing facilities are available within the Physical Education Department. Within some departments there are height adjustable tables with appropriate seating. The Food Technology room has a lowered hob.

External Agencies

The SEN Department is committed to work in close contact with external agencies, which include:

- Learning Support Services (Educational Psychologist).
- Language Support Service.
- Specific advisers responsible for students with hearing and visual impairment and physical and neurological impairment.
- Speech & language therapists.
- School Counsellor
- Dacorum Education Support Centre staff supporting students with behavioural difficulties and school refusers.
- Educational Support Team for Medical Absence
- Connexions workers involved with EHCP for Year 9 and Year 11.
- Educational Support Worker for CLA (Children who are Looked After).

ADMISSIONS

All admissions must go through Hertfordshire County Council and the school adheres to their admissions policy.

Arrangements for complaints

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with the SENCo. This may be done by telephoning the school office to make an appointment through the SEN administrator.

In the event of a formal complaint, parents are advised to contact the head teacher and/or use the school's complaints procedure (see School Complaints Policy).