

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY (SEND)**

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### **APPENDICES**

- 1 Personal Learning Plan
- 2 Saint Aidan's Local Offer
- 3 SEND Parent/Carer Guidance Booklet

**Please note: Any web address/email addresses/links given in this document are NOT hyperlinks**

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY (SEND)**

### **1 Introduction 'Every Teacher is a Teacher of SEN'**

This Policy, in line with the Saint Aidan's Equality Policy and Accessibility Policy, is to promote and ensure the successful inclusion of students with Special Educational Needs and Disabilities (SEND). The Policy includes changes to the support and services of children as outlined in the Children and Families Act 2014 and the Special Educational Needs and Disabilities Code of Practice 2015.

Saint Aidan's is an inclusive learning community that values the abilities and achievements of all of its students and is committed to providing each student the best possible environment for learning. We acknowledge that many students will have special needs at some time during their school life and every student will be helped to overcome their difficulties.

The school firmly believes in developing a strong partnership with parents/carers that will enable students with Special Educational Needs and Disabilities (SEND) to achieve their potential. The school recognises that parent/carers have a unique overview of their child's needs and how best to support them, and that gives them a key role in the partnership.

### **2 The SEND Code of Practice**

The Code of Practice offers guidance designed to help schools make provision for students with special educational needs following the Identification and Assessment of Special Educational Needs.

The following pages set out the model and provision that Saint Aidan's will provide in line with the new SEND Code of Practice which can be found at the website below.

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

### **3 Aims of the Special Educational Needs and Disability Policy (SEND)**

In line with Lancashire County Council's Local Offer Saint Aidan's has a graduated approach to SEND and aims to provide all students with strategies for dealing with their needs in a supportive environment. In particular we aim to:

- \* Ensure that all students, whatever their special educational needs and disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates progression in learning;
- \* Ensure high aspirations for all students;
- \* Deliver high quality teaching and differentiation;

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- \* Enable each student to experience success and fulfil their potential;
- \* Ensure that students with SEND have equal opportunities to take part, as far as it is appropriate, in all aspects of the school's provision;
- \* Identify, assess, record and regularly review students' progress and needs;
- \* Involve parents/carers in planning and supporting all stages of their child's development;
- \* Provide all students with strategies for dealing with their needs in a supportive environment, and give them meaningful access to the curriculum.

### **4 Special Educational Needs and Disabilities**

A child has special educational needs if she or he has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if she or he:

- \* Has a significantly greater difficulty in learning than the majority of children of the same age;
- \* has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other mainstream schools.

Students must not be regarded as having a learning difficulty solely because they speak English as an Additional Language (EAL). A student has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. The Policy for Supporting Students at School with Medical Conditions is on the school website and explains how the school supports students with medical conditions to access the curriculum and participate in all areas of school life.

### **5 Identification and Assessment**

At Saint Aidan's, we adopt a whole school approach to SEND Policy and practice. Students identified as having SEND will be, as far as possible, fully integrated into mainstream classes. Every effort will be made to ensure that all students have full access to the Curriculum and are integrated into all aspects of the school.

If a student is known to have SEND when they arrive at Saint Aidan's the following takes place:

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- \* Careful liaison with their previous school to ensure that the transition process is effective and the individual's needs are met when they enter Saint Aidan's. This includes attending statement/Education Health Care Plan review meetings where relevant;
- \* The Special Educational Needs Coordinator along with Directors of Learning, Heads of Subjects and class teachers, monitor their progress carefully;
- \* Joint working with the student and the parent/carers to develop joint learning approaches;
- \* Staff receive regular training to ensure every child's need is met.

### **All teachers at Saint Aidan's are teachers of students with SEND**

Teaching students with SEND is a whole-school responsibility requiring a whole school response. Other students may be identified as having SEND at any time through the SENCO, Class Teachers and pastoral team working closely together. Early identification of students with SEND is a priority; the school will use appropriate screening and assessment tools, and ascertain student progress through:

- \* On-going assessment by class teachers and the pastoral team;
- \* Reading and spelling assessments organised by the Student Support Department to evaluate effectiveness of interventions put in place;
- \* Joint working with the Student and Parent/Carer;
- \* Year 7 Cognitive Ability Tests (CAT) in the first half of the Autumn Term;
- \* Evidence obtained by teacher observation and assessment;
- \* Student performance in the curriculum judged against level/grade descriptors;
- \* Standardised screening and assessment tools;
- \* Reports and lesson observations by SENCO;
- \* Records from previous schools;
- \* Information from parents and carers;
- \* External exam results.

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### **6 SEND Provision**

At Saint Aidan's it is vital that every student's needs are met so that they can reach their full potential. The main methods of provision made by Saint Aidan's are:

- \* Full-time education in classes, with additional help and support from the class teacher through a differentiated curriculum;
- \* In-class support from Teaching Assistants;
- \* High quality teaching;
- \* High aspirations;
- \* Withdrawal from Modern Foreign Language in Year 7/8 to work on developing Literacy Skills where appropriate;
- \* Support with reading during morning registration period;
- \* Teaching Assistant support during morning registration period;
- \* Personal Learning Plans which include individual strategies written by students/parents/carers (see Appendix 1);
- \* Support from a range of external professionals;
- \* Mentoring from our Key Workers;
- \* Access to clubs and activities within the Student Support Department;
- \* A weekly Buddy Reading Scheme where older students, under the guidance of the SENCO, support low level and/or reluctant readers;
- \* A Homework Club, 'Learning Plus', is available after school on Monday, Tuesday, Wednesday and Thursday evenings from 300 pm to 4.30 pm;
- \* Ensuring that parents/carers understand the process and involving them in the support of their child's learning;
- \* Teaching Assistants and teachers collaborate effectively.

Please note this is not an exhaustive list.

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### **7 Additional support outside of Saint Aidan's**

External Support Services play an important role in supporting the school to identify, assess and make provision for students with SEND:

- \* The school receives regular visits from the Educational Psychologist (EP);
- \* The school may also seek advice from specialist advisory teaching services including the Child and Mental Health Service (CAMHS);
- \* The Speech and Language Therapists fulfil statement of SEN requirements and contribute to the annual reviews of these students;
- \* To ensure effective collaboration when identifying needs and making provision for our most vulnerable students, Common Assessment Framework (CAF) meetings which involve representation from all appropriate external agencies, are arranged;
- \* The school liaises with the Lancashire YPS regarding all students with SEND;
- \* Liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.

### **8 Our Graduated Response**

From September 2014 the current system of School Action and School Action plus was replaced with Special Educational Needs Support (SENS) which requires a Graduated Response. The Graduated Response consists of 4 stages:

- \* Assess;
- \* Plan;
- \* Do;
- \* Review.

After assessment, if we decide to provide a student with SEND support, parents/carers will be informed formally. We will talk to parents and carers regularly (at least three times each year) to set clear outcomes and review progress towards them, discuss the activities and support that will help the student achieve. In addition we will work closely with the parent/carer and the student to ensure that within the plan there is clear identification of the responsibilities of Saint Aidan's, the parent/carer and the student.

### **9 Identification of barriers to learning**

The SEND Code of Practice describes the possible barriers to learning under four broad areas:

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- 1 Communication and interaction including, speech and language difficulties and autistic spectrum disorders;
- 2 Cognition and learning including, specific learning difficulties;
- 3 Emotional, social or mental health including, ADHD, self-harm;
- 4 Sensory, medical or physical including, hearing, visual or physical.

### **10 Education and Healthcare Plans (EHCP)**

SEND statements are gradually being replaced with Education, Health and Care (EHC) plans for children and young people with complex needs. EHC plans will take children and young people up to the age of 25. Following the SEND Code of Practice 2015, support will be provided through an EHC plan.

Education, Health and Care assessment looks at life beyond education and brings the different services together.

Students in Years 9/11 will have converted from their Statement of Special Educational Needs to an Education, Health and Care Plan (EHC) 2016/2017. The school will liaise with other agencies to prepare the plans. A conversion will replace the annual review of the statement of SEND and will take into account the existing statement and the progress of the child/young person since the last review. For young people post 14, these outcomes will reflect preparation for adulthood.

Existing statements for other students will remain in force until all children and young people have completed the transition to EHC Plans. Transfers from statements to EHC plans will be completed within three years by LCC. An Annual Review will continue to take place each year as normal.

Saint Aidan's will work very closely with the Local Authority SEN Officer to ensure high quality plans are in place and parents/carers and students continue to be fully supported.

### **11 School Requests for Education and Health Care Plan**

For a student who is not making adequate progress, despite SEN support and in agreement with parent/carer, we will request that the Local Authority make a statutory assessment. Planning, monitoring and review processes will continue as before while waiting for the outcome of the request. The whole process needs to be completed in 20 weeks. (Reduced from 26).

As part of the reforms, Lancashire has developed a 'local offer' for young people and families of children with SEND. The Lancashire Local Offer provides clear, comprehensive and accessible information about the support and opportunities that are available for all children and young people with SEND and their families (not just those who have an EHC plan).

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The Lancashire local offer information can be found at the following website address:

[new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx](http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx)

In addition at St Aidan's we have outlined our local offer which provides parents/carers with all of the information they need regarding our SEND provision which can be found on our website.

### **12 The School's Arrangement for SEND and Inclusion - In-Service training**

- \* The SENCO regularly attends cluster meetings to update and revise developments in SEND and Inclusion;
- \* Guidance booklet for all staff;
- \* Regular training for all staff.

### **13 The Role of the Special Educational Needs Co-ordinator (SENCO)**

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of the Policy.

Other responsibilities include:

- \* Overseeing the day to day operation of this Policy;
- \* Coordination of the provision for students with SEN;
- \* Liaising with and giving advice to teachers;
- \* Managing Teaching Assistants (TAs);
- \* Effectively managing all administration relevant to the efficient fulfilment of all relevant SEND responsibilities in response to student need and statutory requirement;
- \* Liaising with parents/carers;
- \* Liaising with external agencies, Health and Social Services and Connexions;
- \* Assessment of Access Arrangements;
- \* Supporting subject departments and pastoral teams in understanding SEND issues and assisting in the development of effective strategies for improved provision;

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- \* Analysing school performance data, identifying trends and issues that feed into improved provision for student achievement;
- \* Ensuring that robust procedures are in place to monitor, review and evaluate learning outcomes and the quality of teaching in the department;
- \* The SENCO regularly attends cluster meetings to update and revise developments in SEND and Inclusion.

### **14 Admission Arrangements**

Students with SEND are considered for admission to the school on exactly the same basis as for students without SEND. Students who have an Education, Health Care Plan or Statement of Special Educational Needs will be accepted, unless the school is unable to meet those needs.

### **15 The Role of the Governing Body**

The Governing Body's responsibilities to students with SEND include:

- \* Ensuring that the admissions criteria will not discriminate against students with SEND;
- \* Ensuring that provision of a high standard is made for students with SEND;
- \* Ensuring that students with SEND have the opportunity to be involved in school activities;
- \* Having regard for the Code of Practice when carrying out these responsibilities;
- \* Being fully involved in developing and subsequently reviewing SEND Policy;

Reporting to parents/carers on the school's SEND Policy.

### **16 SEND Policy Review**

Saint Aidan's considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both Policy and practice biannually.

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### **17 Arrangements for complaints**

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher/Form Tutor in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers are advised to make an appointment to discuss the concern.

In the event of a formal complaint parents should follow the procedure in the school's complaints policy which can be found on the website.

### **18 Enquiries and Comments**

Any enquiries and comments about this publication may be made to:

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