

# SEND POLICY

## PURPOSE

The aim of this policy is to outline the school's approach to Special Educational Needs and Disabilities (SEND).

This policy is for all staff, students, parents/carers and trustees. As well as the wider community.

This policy enables the school to work within the statutory requirements of the SEND Code of Practice 2015, the Special Educational Needs and Disabilities Regulations 2014, and the Children and Families Act 2014.

## GUIDELINES

### Overview

Stroud High School values the contributions that every student can make and welcomes diversity. The school seeks to raise achievement, remove or help students to overcome barriers to learning and promote access for all, within and beyond the curriculum.

At Stroud High School we recognise that learning is a unique and personal process through which individuals are able to create knowledge, deepen understanding and to take responsibility for their development. Stroud High School is committed to nurturing talent and excellence by developing students who are successful learners, confident individuals and responsible citizens, valued for achieving their personal best. We aim to construct learning experiences which are real and relevant and prepare students for life beyond the classroom by broadening horizons, raising aspirations and offering contexts that challenge.

This statement is drawn from the school's overall aims for all students and is equally relevant for those students who are identified as having Special Educational Needs and Disabilities.

### Definition of SEND

In defining Special Educational Needs and Disabilities and provision for students with Special Educational Needs and Disabilities, Stroud High School abides by the SEND Code of Practice which states that:

Students have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age.

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of students of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in schools within the area of the local education authority

SEND needs can be categorised into four broad areas of need:

- 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

The support which students receive is determined by the area and level of need.

Gloucestershire's Joint Strategy for Children and Young People with Additional Needs, including Special Educational Needs & Disabilities states: *All children can have additional needs at some time in their lives and may need support for a short period of time, or for longer... The most effective support will be that which builds on their strengths and enables them to become as independent as possible.*

#### Roles and Responsibilities:

##### **Key Personnel:**

Head Teacher: Mr Mark McShane

Assistant Head with responsibility for Pastoral Support and Designated Safeguarding Lead (DSL): Miss Sarah Tapscott.

Special Educational Needs and Disabilities Coordinator (SENDCO): Mrs Sally Easton

SEND Trustee: Ms Louise McGinty

##### **Responsibilities:**

The Head Teacher:

- Has overall responsibility for all learners at SHS, including those with SEND.
- Will work with and oversee the above-mentioned personnel to determine the strategic development of the SEND procedures and provision within the school.

The Assistant Head Teacher:

- Has responsibility for pastoral care throughout the school, including those with SEND.
- Will work with the above-mentioned personnel to develop the SEND provision within the school, overseeing the work of the SENDCO.

The SENDCO:

- Has responsibility for overseeing the day to day operation of the school's SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have an Education, Health and Care Plan (EHCP).
- Will work with the above-mentioned personnel to develop and lead on the SEND provision within the school.
- Will liaise closely with pastoral staff, tutors, subject teachers and teaching assistants, all of whom play a significant part in identifying and supporting SEND students.
- Will inform staff about the needs of students, suggest strategies for the classroom and evaluate intervention.

- Will liaise with external agencies as appropriate, including assessments required for exam access arrangements.
- Will work closely with students and their parents to ensure provision is appropriate.
- Will ensure the school keeps the records of all students with SEND up to date.

#### The SEND Trustee:

- Will work with the above-mentioned personnel to determine the strategic development of the SEND policy and provision in the school.
- Will monitor the quality and effectiveness of SEND and disability provision within the school.
- Will help to raise awareness of SEND issues at governing board meetings.

#### Year Leaders:

- Are responsible for monitoring the progress and effectiveness of provisions for students with social, emotional, mental health or medical needs.
- Will work closely with students, parents and the SENDCO to ensure provision is appropriate.

#### Teaching Staff/Form Tutors:

- Are responsible for the progress and development of every student in their classes.
- Are responsible for making sure they keep up to date with information provided by the SENDCO on the SEND students within the school.
- Will use teaching and learning strategies that are appropriate to students' needs.
- Will keep up to date with relevant teaching practices.
- Will complete a referral form for any students who they believe have a significantly greater difficulty in learning than their peers so the SENDCO can investigate further.

#### Teaching Assistants:

- Will support students according to their needs and as directed by the SENDCO and/or individual classroom teachers.
- Will provide 1:1 intervention as directed by the SENDCO.

#### Parents/Carers:

- Should have high expectations of their child and encourage them in their school and homework.
- Will be supported to play an active and valued role in their child's education and are encouraged to impart information about their child or seek advice on any matter.
- Are asked to review and contribute to SEND Support Plans if they wish to.
- Are asked to attend annual Education, Health and Care Plan (EHCP) reviews.

#### Students:

- Are actively involved in all aspects of their SEND.
- Have an input in creating and reviewing their support plans.
- Are encouraged to talk to their teachers, tutors or the SENDCO if they have concerns about their learning.

#### Identification of Special Educational Needs and Disabilities

Special Educational Needs and Disabilities are initially considered as part of the Year 6-7 transition process and at entry to the sixth form. The SENDCO works closely with the Y6-7 transition lead and with the sixth form support staff to identify students with Special Educational Needs and Disabilities. Special Educational

Needs and Disabilities are discussed with feeder/partner schools in preparation for students' entry to the school.

Where a student has an EHCP in place, the SENDCO will attend their end of year and/or annual reviews before the student joins the school.

Special Educational Needs and Disabilities may also be identified at any point of a student's education.

Special Educational Needs and Disabilities are explored on an individual basis and can be identified in a variety of ways. An investigation into learning needs is usually triggered by a referral to the SENDCO. This referral can be made by teachers/support staff, parents/carers, or the student themselves.

Parents/carers/student referrals can be made by contacting the student's form tutor or by making direct contact with the SENDCO.

Referrals made by teachers/support staff are made through the completion of a SEND referral form which is then forwarded to the SENDCO.

When identifying students' needs, it is important to get a holistic picture of need by collating a range of information. An initial, informal investigation is completed with the student's needs being explored on an individual case basis which could involve any number of the following, dependent on the nature of the referral:

- Meeting with the student
- Meeting with parents/carers
- Book/Work Scrutiny
- Observations of the student
- Analysis of report data
- Gathering teacher views

If the initial assessment including the teacher data suggests formal assessment is appropriate, with parental and student consent, an external assessor is asked in to meet with the student to complete more formal and standardised assessments. These are completed by a specialist teacher or educational psychologist depending on the needs identified.

Where the school has suggested formal assessment is necessary from the outcome of the initial assessment, the school arrange and meet the cost of a specialist teacher assessment.

Where the school does not feel formal assessment is necessary, but the parent/carer wishes to pursue and pay for formal testing, the school can assist in arranging this. Should the subsequent report confirm SEND difficulties as present, then the school will reimburse the parent/carer. Independent assessments carried out privately by parents/carers will not be reimbursed, but a school arranged formal assessment will be funded if SEND needs are identified and school assessment is needed for exam access arrangements.

After formal testing, if the results reveal that the student has SEND, then their name will be put onto Stroud High School's SEND Register and a school SEND support plan will be put in place at the appropriate level as governed by the SEND Code of Practice Graduated Approach.

The levels of support are:

- School Support - Child or young person (CYP) with no identified additional needs or needs that can be met by universal provision within the school.
- My Plan - The child/young person's needs can be met through the school often working jointly with another agency.
- My Plan+ - The child's needs are more complex and require an assessment to understand the range, depth or significance of the needs which may require a more intensive response.
- EHCP (Education, Health and Care Plan) - The child's needs are complex and enduring and a statutory response is required.

Once a student has been placed on the SEND register, their SEND needs and support plans are monitored on a regular basis following the graduated approach model of Assess – Plan – Do – Review as outlined in the SEND Code of Practice.

Some students will remain on the SEND register throughout their time at Stroud High School, where other students' needs may be more short-term and, with intervention at the right time and level, will be taken off the register as appropriate.

### Review

As part of the Assess-Plan-Do-Review cycle, student SEND Support Plans will be reviewed regularly and updated annually, or more frequently as required. Reviews look at progress data as well as involving teacher, student and parent views. Reviews held in year 9 and 11 are particularly significant to prepare students for transition through the key stages.

Students are always involved in the review process and have regular meetings to discuss their views on their learning and support needs. Parents/carers are welcome to attend all review meetings but due to the time issues involved, most parental liaison is done via email or telephone. Outcomes of student review meetings are shared with parents/carers who are asked in writing whether they would like to contribute further to the support plan and are given opportunities to add their views or discuss the review further.

Parents/carers are formally invited to attend at least one review meeting in person per year.

All EHCPs will be reviewed at least annually with the parents/carers, the student, the LA, other appropriate agencies and the school to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the plan. Students with EHCPs will also have a school SEND Support Plan.

Year Leaders oversee the creation and review of SEND Support Plans for students with SEMH (Special Education with Mental Health) needs. The SENDCO oversees all other SEND Support Plans and Reviews. Some students with significant physical/medical needs will also have an Individual Health Plan (IHP) – Medical plan.

### Provision for students with SEND

As required by the SEND Code of Practice the School is required to make "Reasonable Adjustment" to meet the needs of a student with SEND. This can take many forms and will depend on the needs of the student.

SEND students' classroom support strategies and interventions are outlined in their SEND Support Plan at the appropriate level for their needs.

## **Access to the Curriculum**

All students have the entitlement to a broad, balanced and relevant curriculum. All students with SEND are taught with their peers in mainstream classes by subject teachers and study the curriculum appropriate for their age.

Most students with SEND will receive all of their learning through high quality teaching within the classroom, appropriately adapted to meet their needs. The emphasis will be on adaptive teaching for curriculum access within the context of an inclusive curriculum.

For some students with higher-level learning needs, including students with an EHCP, there may need to be further adjustments such as adaptations of the school environment and intervention on a small-group/one-one basis. All interventions and support are considered on an individual needs basis.

In the case of a student with SEND being withdrawn from Physical Education on medical and or safety grounds, individual provision is made for the student in consultation with the student, the student's parents/carers, healthcare professionals and the PE department to help maximise their safe return to inclusive lessons.

SEND Support Plans are made accessible to teachers and relevant support staff.

SEND students' progress and interventions are monitored in-line with the school's assessment policy alongside the Assess-Plan-Do-Review model.

## **Access to the wider curriculum**

In addition to the statutory curriculum, the school provides a range of additional activities. Students with SEND are encouraged and supported to join in and benefit from all extra-curricular activities. Form Tutors/Year Leaders monitor participation in wider school life through Star Awards at Y7&8 and then through DofE and Tutor Sessions from Y9 onwards.

### Allocation of resources

The SEND department is delegated an annual budget by the school. Funds from the county are allocated as appropriate to students who have EHCPs.

### Exam Access Arrangements

Some students with Special Educational Needs and Disabilities may be eligible for reasonable adjustments in order to successfully access GCSE and A-Level exams, this is known as access arrangements. Being on the SEND register does not automatically qualify a student for exam access arrangements. We adhere to the Joint Council for Qualifications (JCQ) regulations and guidance for access arrangements and reasonable adjustment.

Individual exam access arrangements will be discussed with parents/carers and the student during years 9/10 for GCSE exams and during year 12 for A-Levels, including additional assessment of needs if necessary.

Except for rare and exceptional circumstances, we cannot assess students for extra time access arrangements in the year in which they are taking their exams i.e. Y11/13. We must have a clear history/picture of need and normal way of working in place prior to completing a formal assessment.

Private assessments carried out without consultation with the school cannot be used to apply for exam access arrangements.

If exam access arrangements are identified as an appropriate reasonable adjustment, these arrangements will be replicated as closely as possible in all school tests and assessments such as end of year exams.

#### Admission Arrangements

The Governing Board is the admissions authority for the school. The admissions process is detailed in the admissions policy. The school acknowledges in full its responsibility towards students with Special Educational Needs and Disabilities.

#### Continued Professional Development

The SENDCO will ensure all new staff are aware of the SEND procedures in the school as part of induction and will support both trainee and newly qualified teachers in their continued professional development. The SENDCO will regularly sign-post staff to relevant CPD opportunities based on the needs of the students in their classes.

On an annual basis, the SENDCO will complete a staff confidence audit for supporting the needs of SEND students within the school and deliver or organise the delivery of training for staff as necessary. The SENDCO will attend local and national courses/conferences including SEND county cluster meetings to meet the needs of the school. The SENDCO is currently undertaking a Post Graduate Certificate in Special Educational Needs and Disabilities Co-ordination as the first step to completing the National Award in Special Educational Needs and Disabilities Co-ordinator (NASENDCO) award.

#### Complaints Procedure

Any complaint from parents/carers will be dealt with seriously and will accord with the procedures agreed by the Governing Board.