

# Leek High School



## Leek High School Special Educational Needs and Disability Policy: (incorporating the Local Offer)

### Introduction

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

- SEN Code of Practice 0 – 25 years (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2015
- Equality Act 2010
- Children and Families Act 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions 2014
- The National Curriculum In England 2014
- Safeguarding Policy
- Accessibility Plan 2015 – 2018
- Teachers Standards 2012
- Advice provided to Staffordshire schools on producing their school's local offer

This policy was created by the school's SENCO in liaison with the Senior Leadership Team, the SEND Governor, all staff and parents of pupils with SEND.

### Contact Details

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### Principles

The Special Educational Needs and Disability (SEND) policy complies with the statutory duty described in Special Educational Needs (Information) Regulations (Clause 64). It takes account of the Equality Act 2010, Children and Families Act 2014 and the SEND Code of Practice 2014.

### Aims

Leek High School is an inclusive school; we have high expectations for the achievement of our SEND pupils. The school has a regard for the Code of Practice 2015 in that:

- It aims to ensure that all pupils are entitled to an education that enables them to make progress.
- All pupils have access to a broad and balanced curriculum.
- Teachers are expected to set high expectations for every pupil, whatever their prior attainment.
- Teachers are expected to use appropriate assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset.
- Pupils with SEND are able to study the full National Curriculum.
- 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.

- The school regards high quality first teaching, differentiated for individual pupils, as the first step in responding to pupils who have or may have SEND.
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.

The aims of our special educational need and disability policy and practice in this school are:

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 SEND engage in the activities of the school alongside pupils who do not have SEND
3. To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4#inclusion>.
4. To use our best endeavours to secure special educational provision for pupils 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 pupils’ views in order to evidence high levels of confidence and partnership
6. To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
7. To support pupils 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.

### **What are special educational needs?**

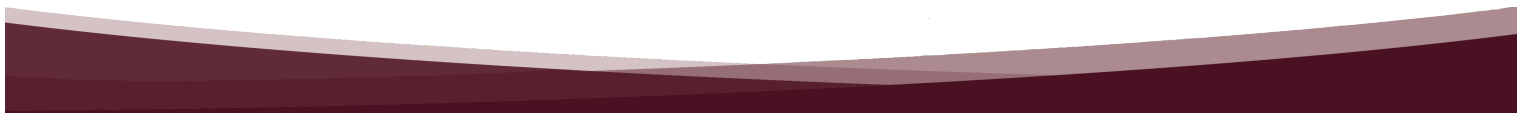
A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (SEND Code of Practice 2015).

At Leek High we believe that:

- All young people are valued and included regardless of abilities, needs and behaviours
- All young people are entitled to a broad, balanced and enriching curriculum which adapts as appropriate to meet individual needs
- All our teachers are teachers of students with special educational needs
- All our students can learn and make progress
- Effective assessment and provision for students with SEND will be secured in partnership with parent/carers, student, LA and other partners
- Maintaining students’ safety and wellbeing is central to their development.

For students who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care Needs Assessment that will be undertaken by the local authority.

Pupils with a special educational need often make less than expected progress given their age and individual circumstances. This can be characterised by progress which:



- Is significantly slower than that of their peers starting from the same baseline.
- Is significantly below age related expectations, particularly in Literacy or Numeracy.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.
- Presents persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.
- Concerns that are raised by parents/carers, teachers or the pupil's previous school.

The following are **NOT SEN** but may impact on the progress and attainment of individual pupils:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Persistent disruptive behaviour where there are no causal factors such as undiagnosed learning difficulties or difficulties with communication or mental health issues.
- Attendance and Punctuality.
- Health and Welfare.
- English as an Additional Language (EAL).
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child (LAC).
- Being a child of a Serviceman/woman.

### **The Graduated Response to SEN Support**

Emphasis is made of early identification and that 'high quality teaching' that is differentiated and personalised will meet the individual needs of the majority of children and young people. The Code goes on to recognise that some children and young people will need educational provisions that are additional to or different from this and that schools and colleges must use their best endeavours to make sure that such provision is made for those who need it. The Code emphasises that special educational provision is underpinned by high quality teaching and is compromised by anything less.

The role of subject teachers is to provide high quality teaching for all pupils, as the Code of Practice states: ***"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 and carefully review the quality of teaching for all pupils, including those at risk of underachievement."***

### **Code of Practice 2015**

The school regularly and carefully reviews 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 SEND most frequently encountered. The quality of teaching is monitored through a number of processes that includes:

1. Lesson observations by the Senior Leadership Team, the SENCO and external verifiers.
2. Learning walks by Middle Managers, SLT and SENCO
3. On-going assessment of progress made by pupils in specific intervention groups.
4. Planning scrutiny.
5. SEND Learning Walks for both teachers and TA staff.
6. SEND TA observations.
7. Pupil and parent feedback when reviewing target attainment.
8. Whole school pupils progress tracking.
9. Attendance and behaviour records.

Pupils will be added to the register for Special Educational Needs according to the following criteria:

- Previous support such as information from the feeder school and outside agencies (subject to review).
- Evidence of little progress from assess, plan, do, review, despite quality first teaching from subject teachers.
- Considering individual pupil progress in school, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

Pupils will exit the register when the need becomes less significant because progress can be demonstrated and/or additional resources to assist with progress are no longer required.

Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle of **Assess, Plan, Do and Review** through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. It is at this stage that a young person will be placed on the SEND register.

### **Assess/Plan/Do/Review – The Four Part Cycle**

#### **Assess**

The subject teacher working with the SENCO should assess where a young person is not making adequate progress, despite high quality teaching targeted at an area of weakness.

They should draw on evidence from a clear analysis of the pupil's need such as:

- The subject teacher's assessment and experience of the pupil.
- Information regarding pupil progress, attainment and behaviour.
- The pupil's development in comparison to peers.
- The views and experiences of parents.
- The pupil's own views.
- Advice from external support services when available.

#### **Plan**

Targets and objectives will be identified and agreed with the pupil, parents and teachers. Additional provision, where appropriate, will be incorporated into the plan. The plan will clearly outline interventions to be undertaken and the personnel involved. There will be clear, measurable outcomes. These will be recorded on the pupil's Pupil Passport, alongside reasonable adjustments that subject teachers need to make to support pupils in their learning.

#### **Do**

Interventions will be implemented by the relevant staff.

#### **Review**

Reviews will evaluate the effectiveness of the support given and the impact on the pupil's progress. Assessment information will be gathered, measured against desired outcomes and written into the Pupil Learning Passport to monitor impact.

Adjustments may be made following the review. Progress will be formally reviewed every term.

Where a pupil has an Education, Health and Care (EHC) plan, a statutory annual review meeting will take place.

Once SEND has been established after 2 cycles of APDR have been completed, the Local Authority documentation will be initiated.

## Managing Pupil's Needs on the SEN Register

The need of a student will be recorded on a Learning Passport that will clearly identify a set of expected outcomes, which will include stretching and relevant academic and developmental targets. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

- The Learning Passport will determine desired outcomes, summarise SEND, Additional Needs, Main Areas of Strength and the Main Areas of Difficulty. It will incorporate any recent outside agency advice, suggested teaching strategies, reading and spelling data and tracking information. SMART targets will be written into the document.
- The level of provision will be decided according to the progress a pupil makes. The school will use existing resources in a targeted way initially. If progress rates are still judged to be inadequate, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

Special Educational Needs Inclusion Service (SENIS/ENTRUST)

Behaviour Support Service

Autism Outreach Team

Hearing Impairment Team

Visual Impairment Team

Education Psychologist Service

Educational Welfare Officers

Social Services

School Nurse

CAMHS (Child and Adolescent Mental Health Service)

CAMHS ASD

- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an Assessment of Education, Health and Care Needs. This may result in an Education, Health and Care (EHC) Plan being provided.
- For pupils who despite relevant and purposeful action taken to meet their special educational needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care Assessment that will be undertaken by the Local Authority.
- The SEND Information Report for Leek High School is available on the school website to enable parents to see how the school will support their children.

## Supporting Pupils and their Families

- The Local Authority is required to publish The Local Offer with details of support available for families. The Staffordshire Local Offer can be found at:  
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>
- The school is required to produce a SEND Information Report and this links directly to The Local Offer. Details of the report can be found on the school's website under Key Documents.
- Local Authority and NHS agencies will support the family and include those mentioned above as outside agencies.
- There are very close links with all feeder schools.
- The SENCO / Assistant SENCO attend Year 8 transition review meetings in order to prepare for SEND pupils entering the school.
- The school has access to a variety of professionals who access the Inclusion Hub and give a wide range of support to our students and parents/carers/and families.

## Supporting Children at School with Medical Conditions

Pupils with medical needs will be provided with a detailed Care Plan, complied by the school nurse in partnership with parents and if appropriate, the pupil themselves and parents. Staff who administer medicine complete training and are signed off by the school nurse as a competent First Aider. All medicine administration procedures adhere to the Local Authority Policy and DfE guidelines included within "Supporting Pupils at School with Medical Conditions" (DfE) 2014.

### Training and Resources

The school is funded for SEND by the Local Authority following the updated National system for mainstream schools:

Element 1: Core Education, place led funding from the Education Funding Agency for all pupils attending school.

Element 2: Additional Support driven by proxy indicators such as local deprivation and prior attainment decided by the Education Funding Agency.

Element 3: AEN Top-Up Funding from the Local Authority to meet the individual, additional need of pupils placed in the school.

In recent years school staff have received a range of specialist training.

The following adaptations have been made to the school environment:

- Disabled parking spaces marked and located next to the school reception
- Ramps are in place to ensure access to the main school building
- Toilets are located around the school to ensure accessibility for visitors with a disability
- A medical room is provided in order to enable a safe place for insulin testing/injections
- There is wheelchair access throughout the building by use of the lift, or back drive
- The school is based on a split site; access can be gained by steps or by back drive.

### Roles and Responsibilities

**SEND Governor:** Mrs B. Hine

**SENCO:** Mr J Chadwick

**Assistant SENCO:** Mrs T Dickenson

**Assistant SENCO Facilitator / Teaching Assistant:** Mrs S Hodgkinson

**Teaching Assistants:** Mrs C Belfield, Mr A Johnson, Mrs S Pointon, Miss L Renshaw, Mrs J Smith

**Name of Designated Teacher with Specific Safeguarding Responsibility:** Mr P Evans

**Assistant Safeguarding Responsibility:** Mrs K Ackerley / Mrs L Mawson / Mrs P Lee

**Member of Staff Responsible for Managing LAC:** Mrs L Mawson

**Member of Staff Responsible for Pupil Premium Funding:** Mr P Watts

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____