



## **SEN/D POLICY 2016**

### **AIM**

To secure the best possible provision across the curriculum for all pupils with Special Educational Needs/Disabilities (SEN/D) in order to maximise their abilities and enable them to make good progress. Springfield recognises all its members as equal individuals and is committed to developing an inclusive and supportive learning environment that removes barriers to learning.

### **PRINCIPLES**

1. All pupils are entitled to be treated fairly without discrimination in every aspect of school life.
2. All pupils are entitled to a broad and balanced curriculum, which is differentiated to ensure maximum progress.
3. The school is committed to enabling all pupils to achieve their potential and to prepare all pupils to access and enjoy the full range of life opportunities in the future.
4. Pupils with SEN/D are entitled to have their needs identified and assessed promptly.
5. Pupils with SEN/D are the shared responsibility of all staff. Staff are provided with appropriate support by the SENDCO, to ensure they have the knowledge and skills to work with all pupils, whatever their abilities, disabilities, or difficulties.
6. Pupils with SEN/D will be integrated fully into the educational and social life of the school.
7. Parents of pupils with SEN/D should be involved as partners in the education of their children. In accordance with the Code of Practice the views of the child are sought and taken into account.
8. Staff will liaise and co-operate with colleagues in junior and other schools, Post 16 institutions and EBP South to ensure the smooth transition of pupils with special educational needs between different educational phases.
9. Staff will work with outside agencies such as Educational Psychology and Teacher Advisers to provide the most effective support for the pupils.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

According to the Code of Practice a child has special educational needs if he or she has a learning difficulty which calls for special provision to be made for them at some time during their schooling. It establishes the 'categories' of need as being Statements/Education Health and Care Plans and SEN support and states it is helpful to see pupils' needs and requirements as falling within a number of broad areas:

- communication and interaction
- cognition and learning
- behavioural, emotional and social development
- sensory and physical
- medical/disability

#### **1. MANAGEMENT AND RESPONSIBILITY FOR SEN/D**

The Governing Body has overall responsibility for the delivery of the SEN/D policy. The SENDCO, with the support of the Headteacher and Governing Body, will manage and be responsible for the day to day provision made by the school for pupils with SEN/D and through the Curriculum Support Department.

A Deputy Headteacher has line management responsibility for SEN/D/Curriculum Support. There is a governor with specific responsibility for SEN/D.

#### **2. STAFFING**

See Appendix 1 for current staffing of Curriculum Support.

### 3. ROLES AND RESPONSIBILITIES

**The Governing Body** is responsible for:

- meeting its statutory responsibilities to secure appropriate provision for pupils with SEN/D
- reviewing annually the effective implementation of the SEN/D policy
- nominating a Governor with particular responsibility for SEN/D who will liaise with the SENDCO

**The SENDCO** is responsible for:

- ensuring that Inclusion Register information regarding SEN/D pupils is effectively maintained accessible to all staff.
- ensuring that statemented and EHCP children receive their specified level of support.
- chairing SEN committee; liaising with and advising teacher colleagues to support them in the discharge of their responsibilities to pupils with SEN/D; disseminating good practice and latest information to departments
- ensuring LSAs understand their role in school and providing them with support and training
- liaising with external agencies
- liaising with parents.
- liaising with feeder schools and post 16 institutions
- identifying and contributing to in-service training and staff development
- advising Governors and liaising with the Governor with particular responsibility for SEN/D
- early identification systems and procedures
- evidence based practice – ie: we do this because there is data to prove it works
- overseeing staffing of SEN/D pupils with access arrangements for formal examinations
- Liaising closely with Line Manager to ensure all relevant pupils are recorded on the Inclusion Register
- Evaluating the impact of support and intervention received by pupils on the register

**Head of Achievement** is responsible for:

- Referring pupils in need of additional support to SENDCO
- Following ECM protocol with SEN/D pupils
- keeping records of pupils with SEMH and ensuring their day to day wellbeing

**Heads of Department** are responsible for:

- ensuring their Schemes of Work/departmental lesson plans show regard to the SEN/D policy
- disseminating information provided by the SENDCO and via the SEN committee
- monitoring the provision for and progress of pupils with SEN/D
- monitoring the provision for and progress of pupils identified by the reporting system
- Alerting SENDCO and Exams Officer in good time of external assessments where SEN/D pupils are entitled to support
- Ensuring department input for Annual Reviews is provided to SENDCO in a timely fashion
- Effective differentiation so that all pupils can access the curriculum at an appropriate level and make progress

**Subject teachers** are responsible for:

- knowing the special educational needs of their pupils, e.g. differentiating work for children on SEN/D register and being aware of their student passports, SEN support plans and associated concessions in public examinations.
- using this knowledge to inform planning and teaching, enabling them to help pupils work towards negotiated targets.
- liaising with and providing the LSAs with clear lesson objectives.

- following the staged approach of the Code of Practice for identifying pupils with SEN/D in their classes. These are:-

**Springfield Q** (our in-house early identification system for pupils who might be in need of SEN support):

Collect information through assessment and observations and data analysis

Liaise with parents ) Administered by

Individual tests ) SEN department

#### **SEN support:**

External agencies and curriculum support department provide specifically targeted support *on a regular basis* 'the delivery of the interventions recorded in the SEN support plan continues to be the responsibility of the **class teacher**'

#### 4. **ADMISSION ARRANGEMENTS**

Springfield School has an admissions policy which meets the requirements of Portsmouth City Council Policy.

The Policy gives all pupils with SEN/D the same admission rights as any other pupil, with statemented pupils being allocated places in advance of their peer group.

#### **Equality of Access**

Springfield School recognises that equal provision for people with disabilities at school may require changes to practice and that the school is required to make reasonable adjustments to avoid putting disabled people at substantial disadvantage.

#### 5. **ALLOCATION OF RESOURCES**

At present Springfield School receives money from the LA for pupils with AEN, including SEN/D, via:

- the delegated budget using a national formula
- Discretionary 'top-up' with funding from LA to support statemented pupils or those with an EHCP with complex needs

The Curriculum Support Department bids for an annual allocation from the school budget for Educational Supplies to purchase resources, including diagnostic tools, and equipment for pupils with SEN/D.

A proportion of the School's delegated budget is used to allow some pupils with SEN/D to be taught in smaller groups and offered differentiated courses at KS4. Further funding from the school budget allows the SENDCO to have appropriate non-contact time for planning, administration and intervention work. The SEN TA works closely with the SENDCO on all aspects of this programme.

#### 6. **IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES**

Close liaison with feeder schools ensures that the majority of pupils with SEN/D transferring to Springfield School will have been identified. Pupils are identified and coded as per Appendix 3.

With regard to the Code of Practice (see Appendix 2) the needs of all pupils with SEN/D are taken into consideration. The names of all pupils, those with a disability and Looked After Children are included on the Inclusion Register. This information is updated regularly. The Inclusion Register is available to all staff on the staff drive and all staff are regularly reminded to check for updated pupil information.

SEN pupils with issues in cognition and learning, communication and interaction, social, emotional and mental health and those with sensory and physical needs have their progress reviewed throughout the year via their Pupil Progress Reports and withdrawal groups records and data collection. This is in addition to the PGAP reviews conducted on all pupils. Pupils are helped to understand the purpose of intervention strategies and their agreed outcomes. Progress towards agreed short-term targets is celebrated and acknowledged.

All pupils at Springfield School are monitored through close liaison between the Heads of Achievement, Pastoral Managers, tutors, subject teachers and the Curriculum Support Department to ensure that any difficulties affecting or impeding their learning are identified and dealt with quickly and effectively.

## 7. ACCESS AND ENTITLEMENT

Springfield School aims to provide all pupils with access to the full curriculum by differentiating the curriculum and providing support for pupils with SEN/D.

The SENDCO will ensure this aim is achievable by

- giving regard to the School's Teaching and Learning Policy
- ensuring that all staff understand their responsibilities to plan work that is appropriate to their pupils' needs and help with differentiating tasks
- provision of in-class support for pupils with SEN/D
- LSAs supporting pupils' learning by further explanation of concepts, reiterating tasks, helping in note taking and keeping pupils on task. LSAs also keep detailed records of which pupils they work with and the learning that takes place via lesson logs and blogs. LSAs also complete a communication log that records their half termly meetings with identified pupils.
- individual or small group sessions for pupils whose literacy / numeracy skills are impeding their access to the curriculum. Withdrawal sessions are monitored to ensure continuity in curriculum areas and pupils are selected with the agreement of subject teachers and parents
- offering advice and support to staff via the SEN committee which includes representatives from each department or faculty
- holding meetings of the Curriculum Support Department to provide an opportunity to focus on individual pupils' needs, at least once a term
- ICT is used by Curriculum Support Department where appropriate in withdrawal and general teaching. The department has a suite of 6 computers and an interactive white board. The SEN office is also equipped with a computer to provide access to pupil level data and records
- Assessing pupils whom parents or staff have identified as having dyslexic traits or literacy difficulties. All LSAs and TAs use tablets to record pupil progress and as a teaching tool and resource kit.

## 8. WITHDRAWAL SUPPORT

Support groups are planned, organised and resourced for pupils with the specific needs of dyslexia, dyspraxia, speech and language difficulties and social skills. Further support is given to develop reading and spelling attainments along with numeracy skills. In addition, the TAs work closely with SEN/D pupils in KS4 to ensure their coursework is up-to-date and controlled assessments are appropriately supported.

## 9. LINKS WITH EXTERNAL SUPPORT SERVICES

The School has service level agreements with and receives advice and support from

- the Educational Psychology Service
- the School Medical Officer and nurse
- EMAS - Ethnic Minority Achievement Service
- Specialist Teacher Advisers
- Careers Service/ITYSS Advisers

- EOTAS
- Pupil Support Services
- CAMHS
- MABS
- Attendance Service

The SENDCO is in contact with Social Care, Child and Family Guidance and a variety of voluntary and counselling services.

The responsibility for contacting support services is shared by the Deputy Headteacher, SENDCO and the Heads of Achievement in liaison with each other and with parents.

## 10. **PARTNERSHIP WITH PARENTS**

Springfield School recognises the importance of close partnership with parents. The School's ethos is one which actively engenders and encourages parents of pupils with SEN/D to work closely with the school to meet their child's needs.

The SENDCO will:-

- write to parents of children identified as needing an SEN support plan/statement
- attend induction evening for new pupils and their parents
- attend parent consultation evenings as appropriate
- invite parents of Statemented/EHCP pupils to give a written contribution and to attend the Annual Review Meeting
- inform parents before any referral to an outside service
- provide parents of SEN support pupils with the opportunity to discuss their child's ARR targets and progress at two annual Parents' Evenings
- attend all PGAP meetings to feed back issues that have been discussed with parents
- host regular drop in sessions for KS2 parents to build early relationships

In addition, to make communication effective, the school will:

- recognise the personal and emotional investment of parents
- focus on children's strengths and achievements as well as needs
- ensure understanding of procedures
- respect the validity of different perspectives
- respect the needs parents themselves may have
- recognise the need for flexibility in timing and structure of meetings

## 11. **INTEGRATION**

Pupils with SEN/D are fully integrated within the school community. The ethos of the school actively encourages all pupils to participate in extra-curricular activities at lunch time and after school and assume roles of responsibility. At break and lunch times pupils socialise freely, but can also be supported and monitored by the SEN department when necessary. Many vulnerable and anxious students attend the lunch time library session run by the department.

## 12. **TRANSITION ARRANGEMENTS**

### **Feeder schools:**

Meetings are arranged between the SENDCO and the Head of Year 7 and Special Educational Needs Co-ordinator/Inclusion Manager of the feeder schools in the summer term preceding transfer.

Arrangements are made at these meetings to transfer relevant documentation. Members of the Curriculum Support Team visit the feeder schools to meet pupils and class teachers. Vulnerable, nervous pupils are invited to visit Springfield prior to the induction days to make their transition less stressful. These 'No Fears' sessions have proved effective in ensuring a smooth start in September. The effectiveness of these arrangements is constantly reviewed.

### **Post 16:**

Planning for statemented/EHCP pupils begins in Year 8 with the completion of the Careers Action Plan as part of the Annual Review process. This involves the EBP Service (formerly known as Connexions) agency. This is updated annually. All pupils with SEN/D receive advice from the Careers Service. The SENDCO liaises with the Careers Service and Curriculum Support Departments of Further Educational establishments to provide relevant information for pupils with SEN/D to ensure continuing and appropriate support at Post 16. All pupils with SEN/D attend college taster days and go on a week long work experience programme.

### **13. MONITORING THE SEN/D POLICY**

Springfield School will evaluate its SEN/D policy by the following means:

- visits by the SEN Governor to monitor the work of the Curriculum Support Department
- evidence of achieving the SEN targets set within the School's Improvement plan
- measuring improvement in numeracy/literacy levels of identified SEN/D pupils
- reports and feedback from visits and inspections by L.A., Inspectors and link governors
- monitoring and tracking SEN/D pupils' progress
- random monitoring of differentiated work in all subject areas by the SENDCO *via learning walks*
- maintenance of an inclusion register
- department Review led by the line manager in accordance with the School's monitoring policy
- analysis of Progress (outcome) data for students at SEN support, statement/EHCP

### **14. STAFF DEVELOPMENT**

Springfield School is committed to and recognises the importance of CPD for both teaching and non-teaching staff involved with pupils with SEN/D

The SENDCO and LSAs will attend relevant courses to update their specialist knowledge.

CPD opportunities are available for staff to update their knowledge base by studying alongside SEN/D pupils entered for formal examinations, thus providing mentoring and positive role models.

Staff training also happens informally through day to day contact and formally through curriculum development work with subject teachers to ensure lesson objectives are appropriate to pupils' needs and that planning includes appropriate differentiation.

LSA handbook is maintained and updated by the SENDCO and is available to all staff on request.

### **15. COMPLAINTS PROCEDURES**

Any concerns should be discussed with the SENDCO initially. If the concern is not resolved to the satisfaction of either the parent or SENDCO it will be referred to the Deputy Headteacher with responsibility for SEN/D. If you wish to raise your concern as a complaint, please see the school's Complaints Procedure.

This policy should be read in conjunction with the Accessibility Plan and Medical Policy.

This policy has been reviewed in light of the new Code of Practice 2014. Springfield's Information Report can be downloaded from the school website (documents section).

This policy to be reviewed annually.

On request statutory policy no 2505, The Education Regulations 1999 is available from the front office.

This policy is compliant with the values of the Equality policy.