

Special Educational Needs and Disabilities Policy

Committee	Personnel & Safeguarding
Staff Responsible	Head of Inclusion
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Special Educational Needs and Disabilities Policy

School Ethos

At Epsom and Ewell High School we highly value our pupils and our intention is that they will all reach their full potential. We recognise that pupils with special educational needs and disabilities will require extra and additional support in order to achieve this. Each student, regardless of their ability, is entitled to a broad and balanced curriculum, which is relevant to their educational needs. As a fully-inclusive school, it is our intention to ensure that all pupils have their needs met within a caring and supportive environment.

The school complies with the SEND code of practice 2014 and will make clear the variety

of processes by which a student's SEND may be identified. Once identified, a variety of provision may be offered to students according to their particular need.

Aims and Objectives

- ♣ To raise levels of achievement for all pupils with special educational needs and disabilities by making suitable provision to meet their needs.
- ♣ To meet all the requirements and provisions contained in the 2014 SEND code of practice.
- ♣ To give SEND students the greatest possible access to a broad and balanced curriculum.
- ♣ To involve all teachers and non-teaching staff directly concerned with the identified students in helping meet the students' needs.
- ♣ To work in partnership with parents at all times by encouraging parents to be actively involved in assessing needs, making decisions and monitoring and reviewing provision.
- ♣ To seek students' views and involve them in decision-making.
- ♣ To work co-operatively with outside support services and agencies as appropriate.
- ♣ To establish links with other schools in order to share good practice and experience.
- ♣ To provide regular training for all staff in matters relating to aspects of SEND.
- ♣ To foster an atmosphere in which SEND students feel valued and can develop a sense of self-worth and achievement.
- ♣ To implement systems for careful monitoring assessment and reporting so that the curriculum can be tailored to the needs of pupils with SEND to maintain high expectations.
- ♣ To provide a range of appropriate resources to enable achievement.
- ♣ To enable every child to be seen as an individual with differing interests, knowledge and skills.

Students with special educational needs may have one or more of the following difficulties:

- ♣ Communication and interaction
- ♣ Cognition and learning
- ♣ Social, emotional and mental health
- ♣ Sensory or physical needs (inc. hearing impairment)

Identification and Assessment

We use a wide range of assessments to identify students who have a special educational need. These may include:

- ♣ KS2 results
- ♣ Tracking (internal)
- ♣ External agency reports – for example, Educational Psychology, Speech and Language and Physical and Sensory Support.
- ♣ Internal subject assessments
- ♣ Reading and Spelling tests
- ♣ Observations
- ♣ Information from staff, parents and from the student themselves
- ♣ Students identified as needing support will be assessed at least on an annual

basis to monitor progression.

Provision and monitoring

Every intervention will be monitored for effectiveness. This is done in a variety of different ways. Monitoring methods include:

- ♣ Observations
- ♣ Reading and spelling assessments
- ♣ Discussion with the student and/or parents, feedback forms
- ♣ Review of tracking and behaviour logs
- ♣ Meetings with parents including annual reviews of Education Health Care Plans

Students with SEND have a reading and spelling assessment annually. Other assessments will be completed as appropriate for the individual student. Exam concessions will also be agreed for internal and external curriculum assessments where students meet the criteria. All staff members are aware of the students who have SEND. Suggested strategies are provided through the pupil profiles, case conferences and emails. General strategies are shared through the differentiation booklet, insets and shared files. The school has made some adaptations to the environment to assist students with physical disabilities. Special equipment has been purchased for individual students. Alternative rooming is available for examinations. Students may be tested for coloured overlays which are then provided for exams where appropriate and individual sheets are given to the students to use in class. Many subjects are set by ability which ensures the ratio of staff to student is kept low for a high number of students with SEND.

We will ensure that we can accommodate the needs of disabled candidates during the conduct of examinations and assessments. We will make reasonable adjustments to accommodate access arrangements.

SEND students will have access to a range of different types of support and intervention dependent on needs. This may include:

- ♣ In-class support from a teaching assistant
- ♣ Mentoring
- ♣ Literacy and numeracy tutor intervention
- ♣ Use of laptops in the classroom
- ♣ Paired reading
- ♣ Science club
- ♣ Small group intervention
- ♣ Outside agency involvement
- ♣ Key worker involvement
- ♣ Placement at another educational provider
- ♣ Exam concessions
- ♣ Other activities in school including homework club and various sports clubs

It is important that the needs of an individual are recognised early so that intervention can start to be effective as soon as possible. Needs may change over time and depend on the educational setting. If a student is having difficulty in accessing their education then the pupil will be placed on the SEND support arrangement plan. These are monitored on a termly basis.

Access arrangements & reasonable adjustment

This section details how the centre: "Recognises its duties towards disabled candidates as

defined under the terms of the Equality Act 2010. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates or any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

[Quote taken directly from chapter 5.4 of the current JCQ publication General Regulations for Approved Centres]

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by staff responsibilities in relation to:

- ♣ identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations
- ♣ requesting access arrangements
- ♣ implementing access arrangements and the conduct of exams.

The following information confirms the centre’s good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to:

- ♣ adapting assessment arrangements
- ♣ adapting assessment materials
- ♣ the provision of specialist equipment or adaptation of standard equipment
- ♣ adaptation of the physical environment for access purposes

The needs of individual students as noted above are assessed on case by case basis and reasonable adjustments are applied.

A Graduated Response to SEND

All staff have a responsibility for identifying students with special educational needs and disabilities. Subject leaders have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive manner in all subjects. SEN should be an agenda item for all subject meetings, at least once every half term. If a student is not making the expected progress in lessons despite a differentiated curriculum or is significantly below their peers for literacy and or numeracy age they will be identified and a referral to the SENCO is made. They will then follow a staged approach of intervention to provide the support required to help the student reach their potential.

Roles & Responsibilities

All members of the inclusion team assume, where directed, shared responsibility for the progress of named students. This includes keeping logs of student progress which the SENCO uses to identify underachievement. There is a team of TAs whose main duties are to liaise with teaching staff and to support SEND students as required. There is a qualified assessor. There are Learning Mentors who regularly work with SEND students who have social, emotional and mental health needs and also carry out one-to-one mentoring or small group interventions. However, some staff within the school have specific responsibilities with regard to SEND:

Responsibilities of the Special Educational Needs Co-ordinator (SENCO)

The SENCO plays a strategic role in developing and delivering appropriate educational programmes for pupils with SEND. The SENCO’s responsibilities include:

- ♣ Overseeing the day-to-day operation of the Wave
- ♣ Implementing, revising and updating (as appropriate) the school's SEND policy
- ♣ Developing and implementing suitable provision for students with SEND and co-ordinating this provision for those students
- ♣ Developing and implementing effective systems for assessment, recording and reporting for students with SEND
- ♣ Managing a team of staff within the Wave including ensuring that TAs are effectively deployed throughout the school
- ♣ Facilitating the provision of appropriate resources for a range of SEND.
- ♣ Liaising with and giving advice to subject teachers
- ♣ Ensuring systems are in place for effective and efficient record keeping.
- ♣ Liaising with the parents and carers
- ♣ Delivering regular INSET on aspects of SEND

- ♣ Ensuring that pupils with statements of SEND or EHCPs have annual reviews in accordance with the requirements of the code of practice
- ♣ Liaising with external agencies, including the educational psychologist and other LA support services, careers service and voluntary bodies.

Responsibilities of the Governing Body

The Governing Body has a responsibility to ensure that the needs of students with SEND are met by overseeing the implementation of the SEND policy. This is done in the following ways:

- ♣ By ensuring that a 'responsible person' for SEND is identified on the Governing Body.
- ♣ By having regard to the code of practice when carrying out these responsibilities.
- ♣ By being fully involved in developing and subsequently reviewing SEND policy.

Responsibilities of the Teacher

- ♣ All teachers must be aware of the school's procedures for the identification and assessment of pupils with SEND.
- ♣ Staff have a responsibility to keep their knowledge, skills and training for working with pupils with SEND up to date.
- ♣ All staff have a responsibility to provide differentiated teaching to meet the needs of all pupils.
- ♣ All staff will work with the SENCO to help implement strategies to enable the pupils whom they teach to progress.
- ♣ To develop constructive relationships with parents.
- ♣ To be fully aware of the school's SEND policy.

Responsibilities of the Headteacher

Through the appointment of a suitably qualified and experienced SENCO, the Headteacher has overall responsibility for the successful delivery of support programmes for pupils with Special Educational Needs and Disabilities throughout the school. His specific responsibilities include:

- ♣ The day-to-day management of all aspects of the school including the SEND provision.
- ♣ Keeping the Governing Body informed about SEND within the school.

- ♣ Working closely with the SENCO and making best use of the expertise within the school.
- ♣ Ensuring that parents are fully informed about the SEND provision that has been made for their child.
- ♣ Ensuring that the school has clear and flexible strategies for working with parents and that these strategies encourage involvement in their child's education.
- ♣ Ensuring, through allocation of budgets, that sufficient resources are allocated to ensure that pupils with SEND reach their full potential.

Resources

All information on external in-service training is held by the SENCO and this information is communicated to appropriate staff.

Arrangements for training are made by the teacher with responsibility for staff development in line with school policy. In-house training is provided for staff by the SENCO and the SEND team. All visiting professional support colleagues are regarded as full members of the school's staff whilst working in the institution and are inducted by the SENCO. It is also the responsibility of the SENCO to ensure that all mainstream staff are briefed (in advance where possible) of the purpose and specific role of visiting colleagues as appropriate.

All SEND student files and SEND information is stored in the Wave office. There is targeted access to a large resource base and specialist teaching rooms located in this space. These rooms are used for either individual or small group intensive support work. There are also several computers available for use.

Procedures for Identification, Assessment and Review of Students with SEND

Whilst we make careful use of all information which comes to us from the primary schools, all the new intake in Year 7 are tested using a reading and spelling test. Results from this are used to inform the support strategies used with students. All students with SEND will then be monitored at least once a year for their reading and spelling age by the SEND department. If any other difficulty is encountered then specific testing can be done by the SEND department.

The SENCO and the relevant Head of Year will oversee admissions involving any student with predefined SEND.

Pupils who have behavioural difficulties may not necessarily have SEND. However, pupils in this category should always be assessed when problems become evident with their behaviour. This is so that possible SEND issues can be either addressed or eliminated. For example, learning difficulties are often a precursor of behavioural difficulties and pupils with speech, language and communication difficulties often develop behavioural difficulties if their language needs are not addressed.

Referral by Subject Teachers, Form Tutors and Heads of Year

In addition to initial identification procedures for new-intake students the school will operate fully the 2014 SEND code of practice's identification and assessment model, in order to identify and meet the needs of students who may require a degree of specialist support. The SEND referral process will be initially triggered by liaison with the SENCO and combine the Heads of Year and Heads of Department input.

Parents and other professionals (external agencies) may also raise concerns via the SENCO which may also lead to identification of students with SEND as appropriate. Records of all students with SEND will be formally recorded on a SEND register for the inspection of all staff at any time; this is a working document and will be updated termly by the SENCO.

Reviews of the progress for students with SEND

The SEND department and Heads of Year, in conjunction with teaching staff, should review the progress of all SEND students at least once a term. Pupil profiles are updated when new information becomes available.

Formal Annual Reviews for students with a statement of SEN or an EHCP are held within a twelve month period of any previous review. All staff involved with the individual pupil will be expected to contribute to a formal report of their progress for this review process.

The SENCO, where possible, will meet all Year 6 statemented/ EHCP students who are intending to join the school in the following academic year and discuss their needs with the primary school's SENCO.

Strategies for Raising Achievement for students with SEND

A wide variety of strategies are used to provide SEN support for students in the various learning areas of the curriculum. The following interventions and methods are currently used within the School:

- ♣ Differentiation of input, tasks and outcome
- ♣ In-class support
- ♣ Small group intensive support sessions in literacy and numeracy
- ♣ Specialist programmes accessed or run by the educational psychologist
- ♣ KS3 and 4 mentoring programmes
- ♣ Extra-curricular homework/coursework support club
- ♣ Speech and Language support for targeted pupils
- ♣ Support in examinations for specific pupils
- ♣ Students with a statement may receive one-to-one or paired withdrawal and in-class support in line with the statutory requirements outlined in their statement
- ♣ Students with SEND receive in class support where possible and are taken out of lessons for targeted numeracy and literacy sessions if SENCO identifies the need
- ♣ Students with SEND are monitored carefully by the SENCO and staff are made aware of their needs. It is the classroom teacher's responsibility to ensure that the needs of these students are being met through effective differentiation

Evaluation of the Success of the School's SEND Policy

The following procedures provide evaluative points for judging the effectiveness of the school's SEND Policy:

- ♣ Departmental self-review
- ♣ Assessment data gained via KS3 and GCSE public examinations
- ♣ Feedback from curriculum areas on the effectiveness of the SEND Policy and practice
- ♣ Parental feedback and comment
- ♣ External agency feedback/interaction
- ♣ SLT monitoring
- ♣ The school tracking system

Arrangements for the consideration of complaints over SEND Provision within the school

In the unlikely event of any complaint being made the SENCO should be contacted in the

first instance (please refer to our staffing list on the school's website) and he/she will attempt to resolve any issue. However, should the matter remain unresolved, the case will be passed to the Headteacher for further investigation.

Partnership and Liaison with Outside Agencies

The school believes that close working partnerships with the parents/carers of students with SEND is essential if the learning process is to be maximised. In keeping with the guidance contained in the 2014 code of practice the school aims to ensure that parent/carers are fully involved and consulted over their child's progress and SEND provision. Parent/carers are invited to visit the school at any time during the working day, subject to prior agreement with the SENCO.

In conjunction with the appropriate Head of Year, the SENCO will act as the link between Primary and Secondary transfer stage for all newly-admitted students who have pre-defined SEND. The School also maintains professional links with special schools to facilitate training and information sharing. Unless linked to identified SEND students, Health and Social services will operate in conjunction with the pastoral management system established in the School, with the SENCO monitoring, advising and overseeing student development via the Heads of Year team meetings.

Outside agencies include:

1. Educational Psychology Service
2. Speech and Language therapist
3. Social Services
4. Physical & Sensory Impairment Service
5. CAMHS
6. School nurse
7. Learning and language support
8. Behaviour support
9. ASD Outreach
10. School counsellor