



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

John Kyrle High School Date agreed by Governors: Summer 2017

1) Aims of this SEND policy

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

- To make reasonable adjustments for those with a disability by taking action to ensure access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional, mental health
 4. Sensory/physical needs
- To request, monitor and respond to parent/carers’ and students’ views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development
- To support students with medical conditions to achieve inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students
- To work in cooperation 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

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

SEN: *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.*

Disability: Many children and young people who have EN may have a disability under the Equality Act 2010 – that is’ ...a physical or mental impairment which has a long-term and substantial adverse effect in their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs for which provision is made at the school

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of students at this school
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - oIt would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - oThe attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget)

4) When do children need additional help?

Students need help if

- Concerns are raised by parents/carers, external agencies, teachers, teaching assistants or the student’s previous school, regarding a student’s level of progress or inclusion
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress
- Observation of the student indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional, mental health
 4. Sensory/physical needs

5) What should a parent/carer do if he/she thinks their child may have special educational needs?

- If parents/carers have concerns relating to their child's learning then please initially discuss these with your child's subject teacher, form teacher or Head of Year. This then may result in a referral to the school SENCo whose name is Mrs Trixie Clarke and whose contact details are trixieclarke@jkhs.org.uk 01989 764358
- Parents/carers may also contact the SENCo or the Headteacher directly if they feel this is more appropriate
- All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school

6) How will the school support a child with SEND?

- All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum
- The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:
 1. Classroom observation by: Heads of departments, the senior leadership team, the SENCo, external verifiers
 2. On-going assessment of progress made by students with SEND
 3. Work sampling and scrutiny of planning to ensure effective matching of work to student need
 4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND
 5. Student and parent/carer feedback on the quality and effectiveness of interventions provided
 6. Attendance and behaviour records
- All students have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents/carers are informed of these via the reporting system and also at events such as Progress Reviews
- Student's attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These students are then discussed in monitoring meetings that are undertaken between department staff, SENCo, Head of Years, members of the Senior Leadership Team as deemed appropriate and if appropriate, the student themselves
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student

- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments □ Action relating to SEN support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the student held by the school will be collated by the subject teacher in order to make an accurate assessment of the student’s needs. Parents/carers will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan:** If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents/carers and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the SENCo.
 3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents’/carers’ aspirations for their child. Parents/carers and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the student.
 - If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent/carers’ permission has been obtained and may include referral to:
 1. Specialists in other schools e.g. teaching schools, special schools
 2. Learning Support Team
 3. Behaviour Support Service
 4. Hearing Impairment team
 5. Visual Impairment team
 6. Autism and Sensory Support
 7. Educational Psychologist Service
 8. Physical and Disability Support Service
 9. Social Care
 10. School Nurse
 11. Child and Adolescent Mental Health Service
 12. Counselling services

- In addition, the school will involve external agencies, as appropriate, for advice on meeting the needs of students with SEND and in further supporting their families
- For a very small percentage of students, whose needs are significant and complex and the SEN Support 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

7) How will the curriculum be matched to each child's needs?

- Teachers plan using students' achievement levels, differentiating tasks to ensure progress for every student in the classroom. When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily
- These adaptations may include strategies suggested by the SENCo and/or external specialists
- In addition, if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help.

8) How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents/carers termly through feedback regarding SEN support reviews but also through the school reporting system and Progress Reviews
- Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the subject teacher, Head of Year, the SENCo or a member of the Senior Leadership Team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. The contact number is **01989 764358**.

9) How will parents be helped to support their child's learning

- Please look at the school website. It can be found at www.jkhs.org.uk
- The subject teacher or SENCo may also suggest additional ways of supporting your child's learning
- The school organises a number of parent/carer workshops during the year. These aim to provide useful opportunities for parents to learn more about how to support your child's learning

10) What support will there be for children's overall wellbeing?

The school offers a wide variety of pastoral support for students. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Small group evidence led interventions to support student's well-being are delivered to targeted students and groups. These aim to support improved interaction skills, emotional resilience and well-being.
- Students who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

- The school has gained Healthy School status which evidences the work undertaken within the school to support students' well-being and mental health.

11) SEND Safeguarding

All staff have an awareness of safeguarding issues, eg bullying, including cyberbullying, domestic violence, drugs, fabricated or induced illness, gangs and youth violence, hate, mental health, preventing radicalisation and trafficking. Staff are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

12) Students with medical needs (Statutory duty under the Children and Families Act)

- Students with medical needs will be provided with a Health Care Plan, compiled in partnership with the school nurse and parents/carers and, if appropriate, the student themselves
- Staff who administer and supervise medications, will complete formal training
- All medicine administration procedures adhere to The Department of Education (DfE) guidelines included within *Supporting students at school with medical conditions* (DfE) 2014.

13) What specialist services are available at the school?

The school has access to a range of specialist support that are identified in (6) above

14) What training do the staff supporting children and young people with SEND undertake?

The school is committed to supporting staff through both in-house training covering a wide range of training needs and also external courses.

15) How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable children to participate in all school activities wherever possible.

16) How accessible is the school environment?

The following adaptations have been made to the school environment:

- Disabled parking spots marked and located next to the school reception
- Ramps have replaced the two steps into school to ensure the site is accessible to all
- Ramps and handrails, where appropriate
- Fall and rise tables, when required
- VI – marking of uneven ground/protruding columns
- Access to the building – push button at ground level

- Evacuation chairs in an emergency
- Alternative changing room available
- Several toilets have been adapted to ensure accessibility for visitors with a disability
- A 'pod' has recently been built at John Kyrle to assist students who have high needs. There are toilet facilities within the 'pod' as well as a hoist and a room used by health professionals alongside students.
- A medical room has been provided in order to enable a safe place for insulin testing/injections
- Intervention Centre (WyeLearn) to improve independent study where appropriate
- There are two lifts ensuring access to upper floor classrooms

The school has an accessibility policy and is committed to making the school accessible for all.

17) How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective students' transition. These include: **On entry:**

- A planned induction programme is delivered in the Summer Term to support transfer for students starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. Opportunity is given to discuss any concerns that parents/carers have.
- A member of the SEN Team contacts primary schools to discuss students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If students/carers are transferring from another setting, the previous school records will be requested immediately. Additional transition is arranged if required.
- SENCo attends reviews of EHCPs from Year 5 when invited.

After school:

- The school adheres to the guidance in Careers guidance and inspiration in schools: *Statutory guidance for governing bodies, school leaders and school staff* April 2014 <http://preview.tinyurl.com/mn5muuo>. This places a duty on schools to secure independent careers guidance for all Y8-14 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents/carers may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareerservice.direct.gov.uk>
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of students with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Student Unit.

2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.
3. The Student Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority of whose parents are in the Armed Services.
4. For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
 - This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities. These target the broad areas of need:
 1. Cognition and learning
 2. Social, emotional, mental health
 3. Communication and interaction
 4. Sensory and/or physical

If parents/carers wish to discuss the options available for their child, they are welcome to make an appointment to see the subject teacher, Head of Year, SENCo or a member of the Senior Leadership Team.

18) How is the decision made about how much support each child will receive?

- For students with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, subject teacher and parent/carer.
- For students with a statement of educational need/EHCP, this decision will be reached in agreement with parents/carers when the EHCP is being produced or at an annual review.

19) How will I be involved in discussions about and planning for my child's education?

This will be through:

- Discussions with the subject teacher, Head of Department, Head of Year, SENCo or Senior Leadership Team member during Progress Reviews
- Meetings with support and external agencies

20) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's subject teacher and/or Head of Department
- Head of Year

- The SENCo
- The Headteacher
- For complaints, please contact the School Governor with responsibility for SEN. Her name is Kate Nicholls and he can be contacted via carolstraughan@jkhs.org.uk

21) Support services for parents of students with SEN include:

- Herefordshire SEND Information and Advice Service offer independent advice and support to parents/carers of all children and young people with SEND. Tel: 01432 260955.
- This service will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process.
- Parents and carers can also appeal to the Government’s SEND tribunal if you disagree with the Local Authorities decisions about your child’s special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child.

22) Information on where the Local Authority’s Local Offer can be found

<https://www.herefordshire.gov.uk/education-and-learning/local-offer/about-the-local-offer?q=local%20offer&type=suggestedpage>

References

The **SEND Code of Practice** (January 2015). This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

Review

This policy will be reviewed annually with the relevant staff and agencies. The Chairs of Governors will be appraised of incidents.

Senior Leadership Group member:	Trixie Clarke
Link Governor:	Kate Nicholls
Review date:	Autumn 2017