

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

**Member of Staff responsible:** Miss J Hayburn (SENCo and Assistant Headteacher)

Chase Terrace Technology College has a named SENCo who has undertaken the Government SENCo qualification, is certified by the British Psychological Society as a qualified and competent user of examination testing and has recently been recognised as a Specialist Leader of Education (in Inclusive education) by the National Forest Teaching School.

At CTTC we ensure that the School Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the new Code of Practice (COP), the Local Education Authority (LEA) and other policies current within the school.

At CTTC, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We 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 identified in the new COP (September 2014).

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/ Physical

### 1.0 PURPOSE OF THE POLICY

The purpose of this policy is to describe the school's provision for pupils with SEND, particularly how the school will:

- identify
- make provision
- monitor and evaluate.

This is a practical document which communicates school procedures to staff, governors, current and prospective parents and wherever possible the pupils.

The policy reflects key structures and will be reviewed on an annual basis. The "SEN statement and the departmental handbook" will identify how the policy will be put into practice and this will be communicated more broadly through the School's Local Offer.

## **2.0 WRITING AND REVIEWING THE POLICY**

- The Head of Learning Support will lead the process as an integral part of the school's Development and INSET programme.
- The SEN working group will support the leader by auditing current policy and procedures to identify issues that need to be addressed and recommending changes to both policy and practice.

Contributions to the process will be sought from:

- all staff groups
- governors
- parents and wherever possible pupils
- representatives of other agencies.

## **3.0 AIMS OF THE LEARNING SUPPORT POLICY**

### **3.1 Objectives for SEND Provision**

*All teachers are teachers of children with special educational needs (Code of Practice 2014)*

All staff and Governors at the School will do their best to meet the (Special Educational) Needs of all pupils at the school. This will be achieved by:

- admitting all pupils to the school on the basis of the school's published admissions procedures and welcoming all pupils, including those with SEND.
- enabling all pupils to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- identifying as part of its School Improvement Plan resources to implement the identified policy and to evaluate the implementation.
- enabling teachers to make provision for all their pupils through appropriate support, information and advice.
- to use assessment to help clarify the nature of a difficulty and to monitor progress.
- to collate informative records and advice about pupils with SEND and to disseminate it effectively.

- to develop a partnership between parents, pupils and the school, in which each has an active role to play in the education of special needs pupils.
- to develop wide community involvement in special educational needs through the multi-agency partnership and other local initiatives to the benefit of pupils.

This policy will identify how the school will:

- implement procedures for assessment, identification and provision for pupils with special needs within the framework of the 2014 Special Educational Needs Code of Practice.
- communicate the procedures identified in this policy to all those involved in the process.
- review the provision and policy

#### **4.0 WHO HAS 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. (Code of Practice 2014)

Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.'

#### **5.0 IDENTIFYING CHILDREN WHO HAVE SEND**

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child has special educational needs and identify appropriate provision identified to try to meet the child's needs.

Lack of adequate progress may be indicated by :

- little or no progress despite the use of targeted teaching approaches
- working at levels significantly below age expectations, particularly in literacy or numeracy.

- presenting persistent emotional and/or behavioural difficulties, which have not be managed by behavioural strategies usually employed
- sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- poor communication or interaction, requiring specific interactions to access learning.

## 6.0 MANAGING SEND PROVISION

### 6.1 Role of the Governing Body

The school Governing Body has important statutory duties towards pupils with special educational needs.

- the Governors, working in partnership with the Headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEND pupils.
- through the performance management process, Governors will ensure that objectives for leadership and the school development plan include SEND.
- through the school's self-review procedures' Governors will monitor effectiveness of the school's SEND policy and provision.
- all governors will have an up-to-date knowledge of the school's SEND provision, but a Governor will be designated to have specific roles for SEND.
- the Governing body will report to parents annually on the school's SEND policy.

### 6.2 The Head Teacher

The Head Teacher has responsibility for:

- day to day management of all aspects of the school's work including provision for pupils with SEND provision
- informing the Governing body
- working closely with the SEN co-ordinator

### 6.3 Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for the operation of the school's SEN policy, including *efficient use* of resources in making the appropriate provision for pupils with special needs, and co-ordinates all special needs activity within the school, including co-ordination with other subject and pastoral managers.

## **6.4 Teachers**

Teachers have responsibility for:

- taking note of the Classroom Support/Individual Education Plans or Passports for pupils when planning lessons and dealing with pupils about the school.
- devising strategies and identifying appropriate methods of access to the curriculum
- working with the pupil and providing further help on a daily basis.
- Planning and delivering an individualised programme
- keeping records to inform the assessment process
- providing information for the Learning Support Department where pupils are giving cause for concern.
- seeking information from the Learning Support Department where pupils are giving cause for concern
- ensuring the teaching assistant or support teacher time within the classroom is deployed effectively

## **6.5 Teaching Assistants**

Teaching Assistants support the teaching of learning of individuals and groups of pupils throughout the school, particularly:

- supporting pupils in achieving targets identified in Classroom Support Plans and Education, Health Care Plans (0-25 plans).
- differentiating provision for groups of pupils as identified in school support strategies.
- supporting all aspects of the work undertaken by the Learning Support Department.

Teaching assistants will be enabled to work effectively through inclusion in the planning and evaluation of individual and group programmes.

## **6.6 Staff Development**

The school is committed to developing the expertise of all staff in SEND to enable them to meet the needs of pupils.

## **6.7 Resources for SEND**

School is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEND through:

- deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry;
- funding for specific pupils to meet their assessed needs;
- AEN/HLN funding for which specific applications can be made.
- specific grants, for which the school may bid, that are for identified purposes.

All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the School Improvement Plans.

## **6.8 Arrangements for considering complaints**

If parents wish to make a complaint about the educational provision for a SEN pupil, they are invited to discuss their concerns with the SENCO. If they are still dissatisfied they should contact the Assistant Headteacher who oversees the department or Teacher Head or finally the LEA. A formal complaint concerning special needs may be registered with:

Special Services  
Education Department  
Tipping Street  
Stafford  
ST16 2DH

## **7.0 PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Provision is 'educational provision, which is additional to, or otherwise different from, the education provision made for other children of the same age.' This may include:

### **7.1 Differentiated School Support**

Prior to identification as having SEND a pupil will have had access to a differentiated programme which may include:

- targeted support by the class teacher within the classroom environment
- access to school support programmes such as Skills Clubs in Literacy or Numeracy, Social Skills Clubs or Homework Clubs.
- additional home learning opportunities - including MyMaths and SAM Learning.

Where a child fails to make adequate progress despite this then the school identify the pupil as having special educational needs and will consider further intervention- including a "Graduated Response" and "Plan Do and Review".

## **7.2 Monitor / formally School Action**

Monitoring will be initiated where pupils have failed to make adequate progress. They will be identified by the SENCO, who will consult with all staff and parents, as well as the pupil. Following evaluation of the school's interventions and assessment of the child, the SENCO will identify provision from within the school's resources that are designed to meet the pupil's needs. Such interventions may include:

- additional planning of learning programmes.
- provision of different learning materials or specialist equipment.
- additional staff training.
- Skills clubs
- targeted support from a Teaching Assistant.

## **7.3 K/ formally School Action Plus**

Where pupils fail to make adequate progress, despite additional provision at K School Action, then the school will seek the advice and involvement of external support services.

They will be requested to:

- provide specialist assessments
- give advice on teaching strategies or materials
- provide short-term support or training for staff.
- work directly with the pupils as an individual or within a small group

Parents and the child will also be involved and as a result of this the IEP will be revised and new strategies put in place. Should the assessments identify that the pupil requires additional provision on a regular basis for an extended period then the school may apply for additional resources. The application will be evaluated against criteria established by the LEA.

## **7.4 Planning and Reviewing the Provision for Individual Pupils**

The strategies that will be employed for pupils identified as having SEN will be recorded in a Classroom support Plan, reflecting provision that is additional to, or different from, normal differentiated provision. Contents of the Classroom Support Plan will include:

- 3 short term targets for the child
- teaching strategies to be used.
- additional provision to be put in place

- when the plan is to be evaluated and reviewed, with space for the outcomes of the targets.

The Classroom Support Plan will be communicated to all staff, via the school shared area, who support the child's learning, as well as parents, the child and other professionals. Classroom support Plans will be kept under review, but will be formally reviewed at least once a year following consultation with the child, parents and staff. New targets will be identified with strategies for achieving them. On an annual basis, at Parents Evenings, there will be a formal review in which all staff, parents and the child will be invited to participate.

## **8.0 PARTNERSHIP**

### **8.1 Partnership with Parents**

The school actively seeks to work with parents and values the contribution they make. We aim to support parental partnership by:

- ensuring positive attitudes towards parent needs.
- effective communication.
- acknowledgement of the parents' role as a partner in the education of their child.
- recording parental views as part of any Review procedure.

The parents of any pupil with either special educational needs or concerns regarding their child's progress, are welcome to telephone or visit the school to discuss their concerns with the appropriate member of staff.

### **8.2 Pupil Participation**

The school acknowledges the pupil's role as a partner in their own education, developing their participation in the decision making process by:

- listening to and valuing their views
- involving pupils in Review Meetings to discuss progress and future provision.
- involving pupils in targets setting and formation of Classroom support Plans
- record pupils' views as part of any review procedure
- effective communication.

### **8.3 Partnership with other Bodies**



The school aims to work with other agencies in order to provide an integrated support, based on the needs of the pupil. Co-operation between the school, the LEA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEND. Advice and support from agencies in the voluntary sector will be sought and valued when appropriate.

## **9.0 MONITORING AND EVALUATING PROVISION**

As part of their evaluation of school effectiveness the SENCO and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEN. Success factors will include:

- early identification of pupils with SEND
- pupil views and opinions are taken into account
- the school and parents work in a partnership
- interventions and provision are regularly reviewed and evaluated via individual progress and data collection.
- the school works in close co-operation with other agencies and fosters multi-agency working
- that statements of Special Educational Need and Individual Educational programmes are regularly reviewed
- that students with SEND will make good academic progress (in relation to their attainment on entry to the school) as shown in Raiseonline and other analyses, as appropriate.