

THE ASTLEY COOPER SCHOOL



SEND POLICY

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Policy Statement

The Astley Cooper School prides itself on being an inclusive establishment, in which every individual is welcomed and valued, regardless of their ability, gender, social background, ethnicity or language. It is recognised that all students have a right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence, and that all teaching staff share responsibility for its delivery to all students in their care. The Astley Cooper School is committed to ensuring that all students, including those with SEND:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

We recognise inclusion as a dynamic process, requiring critical and regular evaluation, following an Assess, Plan, Do, Review cycle. This will ensure that lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. It is strongly recognised that Inclusion and Inclusive Education is the joint responsibility of all stakeholders.

This policy has been written with reference to the:

- Education Act 1996
- Equality Act 2010
- Children and Families Act 2014 – Part 3 - Special Educational Needs and Disability Code of Practice: 0-25 Years 2014

Admissions for SEND students

Students with SEND will be admitted in accordance with the procedures adopted by Hertfordshire County Council and the school's Admission Policy. Students with an EHC Plan will be admitted where this reflects the parents' preference and where this is compatible with the education of other children. With the introduction of the Single Equality Scheme (2012) the right to a mainstream place for students with disabilities has now been strengthened. Should a place for a student with a disability be requested, the student cannot be refused a place on the grounds of the disability unless the Governing Body gives specific reasons why it cannot make reasonable adjustments for the student.

Ground floor buildings are accessible via ramps and there is a stair lift, allowing access to the school hall. Stair reflectors have been added to some staircases. Improvements are being made to the accessibility of the school environment as required and incorporated into current building plans, thus ensuring that all students are able to physically access the school. This is an on-going process of improvement.

Roles and Responsibilities for SEND

Key Individuals

- Headteacher (the responsible person under the SEN Code of Practice)
- Assistant Head line managing Inclusion and SEND
- SENCo
- Assistant SENCo
- Higher Level Teaching Assistants
- Teaching Assistants
- Pastoral Support Team
- Outside Agencies

Definition of SEND

The following definition is taken from the Special Educational Needs and Disability Code of Practice: 0-25 Years (2014):

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

o has a significantly greater difficulty in learning than the majority of others of the same age,
or

o has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’

Students must not be regarded as having a learning difficulty solely because English is spoken as their second language.

Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0-25 Years (2014) identifies 4 broad areas of need:

- o Communication and Interaction
This category includes students with speech and language needs (SLCN) and autistic spectrum disorders (ASD)
- o Cognition and Learning

This category includes students with moderate learning difficulties (MLD), severe learning difficulties (SLD) specific learning difficulties (SpLD) and profound and multiple learning difficulties (PMLD)

- o Social, Emotional and Mental Health Difficulties

This category includes students with attention deficit disorder, attention deficit hyperactive disorder, attachment disorder and behaviours that reflect underlying mental health difficulties

- o Sensory and Physical Impairment

This category includes students with vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical difficulty (PD)

It is appreciated that some students may have complex needs and therefore have needs in more than one of the areas outlined above.

Principles of SEND Policy

The following principles reflect those outlined in the Special Educational Needs and Disability Code of Practice: 0-25 Years (2014):

1. early identification of a young people's needs and early intervention to support them
2. participation of students in decision making
3. participation of parents in decision making
4. a focus on inclusive practice and removing barriers to learning
5. high quality provision to meet the needs of children and young people with SEND
6. collaboration between education, health and social care services to provide support
7. successful preparation for adulthood, including independent living and employment

1. Early identification and intervention

Students who are behind the expected levels of Maths and English are not automatically designated as having special educational needs but are provided with the teaching they need to make the progress required.

Students with special educational needs are identified in a number of ways:

- o Collation of primary data, with documentation sent in advance or shortly after a student's arrival in school
- o Baseline testing of all students on entry to the school in September – this process involves the completion of MIDYis tests, as well as literacy and numeracy tests
- o Annual literacy screening of each year group
- o More detailed testing of some students is completed on an individual basis as appropriate
- o Subject staff and form tutors refer students to the SENCO, highlighting specific concerns

- o Sometimes students will self-refer if they are concerned or anxious about an aspect of their learning

SEND students are identified according to their level of need:

- o AE – a student who staff need to be aware of and support them via the School's usual differentiated curriculum, offering strategies of support as necessary. This may include advice from the SEND department.
- o K - a student with SEND requiring intervention that is additional to, or different from, those provided through the School's usual differentiated curriculum offer and strategies. This may include advice or support from outside specialists, so that alternative interventions, additional or different strategies to these provided for students on the AE list, can be put in place.
- o E – a student with an EHC Plan. This identifies a student with a lifelong and significant difficulty, requiring a Statutory Assessment by the LEA. An assessment can be requested by the school or parent. If an EHC Plan is issued, it will state a student's strengths and areas of needs. It will also specify desired outcomes for the student and steps and resources required to ensure that those outcomes are achieved within the given time frame. Review meetings are held annually with parents, school staff and external professionals. Further information on EHC Plans can be found in the SEND Local Offer developed by Hertfordshire LEA.

2. Participation of students in decision making

It is essential for all students to be fully involved in their education; feeling listened to and in control of their learning experiences. It is the responsibility of all members of staff to interact individually with SEND students in their classes, engaging in conversation with them about their learning and how best to support them to achieve agreed targets.

Students are encouraged to:

- o have an understanding of the difficulties they experience in and outside the classroom
- o celebrate their strengths and achievements
- o become independent learners
- o fully participate in the decision making processes by contributing to assessments and reviews
- o develop ways of helping themselves by suggesting their own personal targets
- o share ideas with staff and other students

3. Participation of parents in decision making

It is essential for parents/carers to be fully involved in their child's learning and to participate in decisions made about their child's education. We listen to parent's views and actively encourage discussions about educational needs and provisions.

Parents will be informed promptly about concerns and invited to contribute to any discussion, assessment or planning of intervention. From September 2017 all SEND students will have a SEND Passport which will be completed by each student and a key member of staff. This document details each student's needs and goals in a person-centred format to improve the learning experience of each individual student. Parents are encouraged to participate in the development and review of this document at regular coffee mornings. Parents are encouraged to participate in a positive and practical way to enhance their child's progress, both academically and socially. They are also encouraged to support their child to take responsibility for their own learning. Parents are invited to review and improve SEND practices and provisions via our coffee mornings and SEND Parent email group.

The SENCo will be present at Parents' Evenings (Years 7 -11) to see parents by appointment and to answer questions or arrange times for further consultation. Parents are also encouraged to contact the school if they have any questions or concerns about their child.

All parents will be provided on request with access to the Parent Partnership service run by the LEA, who produce and supply a number of informative leaflets for parents of children with SEND, and who provide advice and support for parents.

4. A focus on inclusive practice and removing barriers to learning

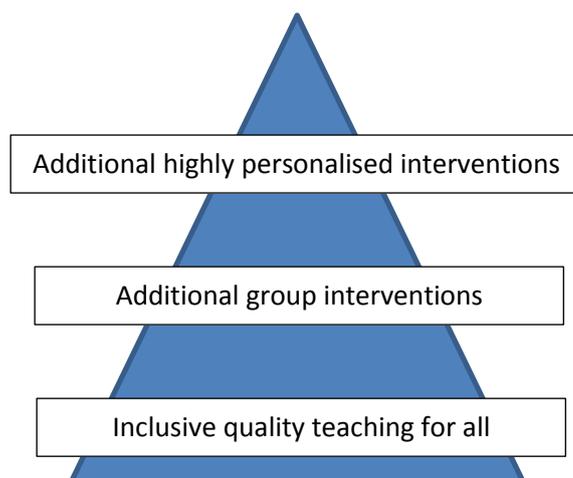
It is the responsibility of all members of staff to be aware of the barriers to learning which students with SEND experience, whilst holding the highest expectations of them, so that all students are able to make good progress and achieve their potential. All staff have been trained on effectively differentiating work and supporting SEND students fully in the classroom. Meeting the needs of our children with SEND is a whole school responsibility. We expect all teachers to be teachers of every child and to adjust their teaching to enable all students to make progress. This may involve some adaptation of teaching methods and appropriate modification of resources.

Regular lesson observations and book scrutiny are completed to evaluate and improve learning experiences for all students.

5. High quality provision to meet the needs of students with SEND

There are several systems in place to ensure that our students with SEND are supported to achieve. At Astley Cooper School we have a three tiered approach to supporting students to overcome barriers to learning:

- a) Quality First Teaching
- b) Group Interventions
- c) Individualised programmes of support



a) Quality First Teaching

All staff have been trained on effectively differentiating work and supporting SEND students fully in the classroom. Teachers are provided with detailed student information to inform their classroom planning. They can readily access this information, and strategies provided by external agencies, on the school's data system (SIMS). An information board in the staffroom also provides an array of strategies and information for staff.

The SENCo and SEND staff liaise closely with subject teachers and form tutors to ensure that students with SEND have good access to learning in lessons. On-going training ensures that all staff are kept up-to-date and have the knowledge to support students fully in lessons.

Our team of Teaching Assistants and Higher Level Teaching Assistants works closely with teachers in lessons, providing support and advice for teachers on how to support SEND students and make all their lessons accessible. The team is an invaluable resources in supporting students to overcome barriers to learning, to meet their progress targets and develop independent learning skills. It is our aim for all students to leave school as well-rounded individuals.

b) Group Interventions and c) Individualised programmes of support

Some students are assessed as needing additional support to maintain progress. This may be a short or longer term intervention:

- Differentiated learning materials
- Mini laptops
- Specialist Equipment
- Literacy support – small group, 1:1
- Numeracy support – small group, 1:1

- EAL support – in class and small group
- Year 7 Nurture Group
- Reading programmes
- Homework Club
- Social skills and emotional support
- Key Workers – students with EHC Plans
- Counselling opportunities
- Reduced and tailored personalised curriculum as necessary
- Work experience placements
- Specialised tutoring for identified Yr11 students

All small group and 1:1 intervention follows an Assess, Plan, Do, Review cycle. This structure ensures that intervention is appropriate and focused on developing the needs of individual students.

Students receiving literacy and numeracy support have their progress tracked every 6 months using standardised tests. Results are used to form medium term targets in terms of scores and areas of focus. Thus, allowing regularly evaluation of interventions with alterations made as necessary. Raw scores are the only scores to be shared with students.

8. Collaboration between education, health and social care services to provide support

When necessary advice will be sought from external advisors and professionals concerning appropriate next steps. These external services include:

- Educational Psychologists (EP)
- Speech and Language Therapists (SALT)
- Advisory and Specialist Teachers i.e. for students with autism
- Child and Mental Health Services (CAMHs)
- Dacorum Education Support Centre (DESC)
- Connexions
- Health professionals

9. Successful preparation for adulthood, including independent living and employment

Students are supported at each point of transition during their secondary education.

We liaise closely with feeder primary schools. The Key Stage 3 Progress leader and a member of the SEND team visit all primary schools prior to transition. Students who are identified as requiring more support with transition are offered extra induction days, being provided with the opportunity to meet key staff and become familiar with the school environment.

Students are supported with transition from Key Stage 3 to Key Stage 4, each having an individual discussion about their option choices. Parents are invited to these discussions to be fully involved in the decision process. All Year 9 students with an EHC Plan will receive additional support from Connexions to ensure that students are encouraged to begin to carefully consider their future plans and to ensure that their choices are in line with those plans.

In Year 11 all students are encouraged to attend college open days, career events and to talk to Connexions. Students in Year 11 with an EHC Plan will complete 'A Young Person's Preparing for Adulthood Transition Plan' with Connexions. This document has been designed to ensure that any necessary support is put in place to support transition post 17.

All Sixth Form students receive extensive support and advice from Sixth Form staff, Connexions and guest speakers. In addition, students with an EHC Plan will continue to see Connexions regularly.

As SEND students move from school to other education establishments or employment the SEND department will provide information and reports to ensure a successful transition.

Resources and Funding

The SEND department receives an annual departmental allowance to cover the cost of materials, books and apparatus. It is the responsibility of subject departments to allocate sufficient resources to SEND within their own subject areas. Funding from the LEA is currently based on a formula which takes account of:

- the number of students on roll
- the prior attainment of students at the school
- the number of students receiving free school meals and Pupil Premium
- the number of Looked After Children on roll

A very small number of students who have significant needs of an exceptional nature may be allocated additional funding by the LEA, whether or not they have an EHC Plan. If support is required over and above the normal expectations of school provision, the school will be responsible for applying for Exceptional Needs Funding and is responsible for ensuring that this funding is used to the benefit of the individual concerned.

Complaints Procedure

We aim to prevent formal complaints arising by involving all stakeholders in all stages of actions in relation to special educational needs. Students and parents are encouraged to first approach the SENCO. If the difficulty persists, then the Assistant Head with responsibility for SEND should be contacted. In cases of extreme difficulty the following should be followed:

- 1) Concerns are discussed first with the Headteacher.
- 2) Formal complaint is made in writing to the Governing Body of the school.
- 3) Formal complaint is made in writing to the Local Authority.

Review

The Governing Body will regularly review the provision for students identified with SEND and consider the effectiveness and impact of the work done by the school.