



SEND POLICY

October 2017

Passmores Academy

Part of the Passmores Co-operative Learning Community

Passmores Academy SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

Legislative Acts and related school policies

Children and Families Act 2014

Equality Act 2010

Mental Capacity Act 2005

Teaching and Learning Policy – being revised

Safeguarding Policy including 'Prevent' 2015

Accessibility Plan 2015

Inclusion Policy

Bullying policy

The **SEN Information Report** – (current practice within the school) and a link to the **Essex Local Offer** can be found on the Passmores website

This policy was approved by the Passmores Local Governing Body on 15th March 2016, with updates to contact names made in October 2017. The policy will be reviewed every two years, or sooner in line with changes to legislation.

Part 1: Introduction

We are an Inclusive school and endeavour to serve the needs of the young people from our community. At Passmores, the Learning Support department is a part of the wider **Inclusion Faculty**. The Inclusion Policy can be found on our school website.

This policy is currently being updated to include all the necessary changes in line with the new SEN Code of Practice 2014. Moving from one system to another whilst continuing to provide SEN provision for our students is a huge challenge. This policy sets out our vision for SEN, keeping in mind that many of the changes are being implemented across the school over time.

Our Learning Support Aims and Objectives are to:

- Keep the young person and their desired aspirations at the heart of all our planning
- Develop and maintain a positive partnership with parents / carers and keep them up to date with their child's progress
- Have high expectations of our students so they can reach their academic potential
- Make sure students feel safe, well supported and enjoy coming to school
- Deliver effective support within the realms of available resources which is discrete and takes care to maintain student's self-esteem
- Use a solution focused approach when addressing barriers to learning and make sure all staff have the information they need to plan appropriately for their student's learning
- Move our students increasingly towards their independence
- Ensure that all our students leave school prepared and confident about their next step

Definition of Special Educational Needs and disability

Students have Special Educational Needs if they have a difficulty accessing the curriculum, temporary or more long-term which calls for special educational provision to be made for them

It is important to note that students can have a disability but have not have a difficulty accessing the curriculum so may not have a Special Educational Need.

Students have a difficulty accessing curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

Students who experience difficulty in one area may also have a particular gift or talent in another and be part of the school's Gifted and Talented programme

Special Education Provision may be triggered when students fail to achieve adequate progress despite the use of targeted teaching approaches and having a differentiated curriculum. Parents / carers and staff will be informed that the child has special educational needs and a discussion about suitable provision to address that need will take place.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy
- Presenting persistent Emotional, Social or Mental Health difficulties that have not been managed by wave 1 or 2 interventions
- Sensory, Physical or Medical Impairments that result in little progress following the use of adaptive technology
- Communication and Interaction difficulties that require substantial adaptations to access learning

Part 2: Structure of the Learning Support Department

Roles and Responsibilities

(for more detailed accounts see job descriptions)

Governing Body: Chris Guyton is the Governor linked to SEN/Inclusion. Our Governors are responsible for:

- Working in partnership with the Principal to decide the school's general policy and approach to meeting the needs of students with SEN and disability

Principal, Vic Goddard is responsible for:

- Setting objectives and priorities in the school development plan, which includes SEN.
- Setting a budget for supporting SEN students within the overall financial resources

Senior Leader for Inclusion, Jo Connolly is responsible for:

- Overall decision for SEN interventions and timetable adaptations

Head of Inclusion/Assistant Senior Leader, Lucy Goddard is responsible for:

- Line managing the Head of SEND. See Inclusion Policy for number of other staff roles

Head of SEND, Angela Smith is responsible for:

- Raising awareness of the new SEN code of practice throughout the school and sharing good practice such as **One Planning** (see SEN Information Report)
- Day to day management of the SEN provision and regular communication with the learning support team
- Recruiting and deploying the school's learning support team
- The purchasing of necessary resources from the SEN allocated capitation
- Liaising with parents / carers and overseeing termly provision reviews
- Liaising with pastoral, teaching staff and outside agencies
- Liaising with feeder primaries and supporting primary HEAD OF SEND implementing the new SEN code of practice within our academy trust
- Liaising with other HEAD OF SEND both locally and nationally
- Contributing to in service training when required

- Overseeing screening for SEN students and referring on for specialists' assessments if there are concerns about progress.
- Completing Access Arrangements testing.
- Line management and role development of the Co-educator team including overseeing their CPD and annual appraisals.
- Co-ordinating provision for students on the SEN profile.
- Supporting the teaching and learning of students with SEN.
- Overseeing the drafting, reviewing and monitoring of student's Access to Learning Plans.
- Keeping accurate records of all students with SEN within the school and monitor their progress.
- Developing appropriate interventions and contributing to the **whole school provision data base** on SIMS.

The SEND Leads are responsible for:

- Deputising for the Head of SEND in her absence, checking her tray for urgent business and attending the Inclusion Panel Meeting
- Managing the Head of SEND's appointments
- Co-ordinating outside agency appointments and reports
- Making sure the SEN profile and student files are kept up to date
- Ensuring the files of transferring students have been received and checked for SEN
- Liaising with the TSW in the finance office to monitor SAS high needs block funding coming into school
- Arranging Annual Review of EHCP meetings in partnership with the Head of SEND
- Gathering information for One Plan meetings
- Co-ordinating statutory paperwork in partnership with the Head of SEND
- Co-ordinating the Year 6 Transition Programme for SEN students and liaising with primary schools, outside agencies and parents / carers
- Supporting transition visits in partnership with the Team Leader and ACM
- Assisting with the Access Arrangements during exams
- Co-ordinating and developing the Targeted Learning Team
- Liaising with the Literacy Co-ordinator concerning whole school screening
- Compiling standardised end of year Intervention Reports
- Collating and tracking SEN data for the Team Leaders and Head of SEND
- Drafting student Access Plans
- Monitoring the planned actions/interventions have been put into place following termly provision reviews
- Completing Health and safety Visits

Co-educator Team Leaders are responsible for:

- Managing teams of co-educators, and ensuring staff are deployed effectively including Aspire days and Trips
- Mentoring less experienced staff and promoting best practice through the co-educator standards
- Completing coaching to feedback observations on team members
- Undertaking annual appraisals and discuss appropriate targets for development
- Attending necessary meetings, case reviews, provision reviews, Team Leaders, Year team meetings
- Support with Access Arrangements

Co-educators are responsible for:

For a full list of Co-educator responsibilities see the Co-educator standards.

Criteria for allocating Co-educator support

All co-educator support is pooled and deployed with regard to the needs within each year group. In-class support is deployed under the direction of the Class teacher and Wave 3 targeted learning programmes are set up in agreement with the student and their parents / carers. Co-educator hours can be made up of an 'equivalent' provision from a variety of additional adults within the Inclusion department.

Student independence and adult support: It is important for all parents / carers to note that the main objective of our department is to promote independence as soon as students transfer to our school. It is expected that the teaching and learning of all students is managed by the subject teacher rather than a non-specialist in line with the New SEN Code of Practice.

Some students arrive in year 7 totally dependent on additional adults. We therefore purposely deploy a more discrete 'hover' support model in class wherever possible, with the key student and their progress still being the additional adults focus in partnership with the teacher.

Teaching Staff are responsible for:

'All teachers are teachers of special needs' and responsible for:

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum in conjunction with the online **Essex Provision Guidance toolkit**, Head of SEND, Inclusion staff and outside specialists.
- Be fully aware of school procedures for SEN.
- Deploy allocated co-educators effectively so they facilitate learning of SEN students
- Maintain student's self-esteem and keeping them safe as laid out in our bullying policy, safeguarding policy and highlighted in the recent 'prevent', KCSIE, CSE, FGM, HBV, and other safeguarding training.

- Deploying the new SEN Code of practice cycle of **Assess, Plan , Do, Review** .
- Ensuring student **Access Plans** are considered in lessons.
- Monitoring the progress of their students with SEN against the agreed outcomes listed in **One Plans** and **Educational Health Care Plans**.
- Referring students who are cause for concern through either the weekly Inclusion Panel meeting or directly to the Head of SEND.
- Aware of their own CPD needs concerning an 'awareness' of the four categories of SEN.

Admission Arrangements

Admission Arrangements are outlined on the school website.

Accessibility

Our Accessibility plan on the school website.

Complaints

If a parent wishes to complain about their child's SEN provision, they can speak to the Head of SEND (Mrs Smith) in the first instance.

If they feel their concerns haven't been addressed, they can book a meeting with Mr Goddard through the main switchboard.

Prevention of Extremism and Radicalisation

The Passmores Co-operative Learning Community recognises the possibility that exposure to extremist influences and materials can lead to safeguarding concerns.

Under section 26 of the Counter-Terrorism and Security Act (HMG, 2015), schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

Please refer to The Safeguarding and Child Protection Policy for further procedural information.

Part 3: Identification, Assessment and Provision

Identification

Each faculty is developing procedures to **identify students who are not making expected progress in their subject area** and may refer to the Head of SEND either directly or through the form tutor for advice.

Our team of Assistant Senior Leaders monitor an identified year group and identify students who are not making expected progress. Parents / carers will be invited into school to discuss if additional resources are needed to quality first teaching and whether their child needs to be placed on the school's **SEN profile**.

Initial screening for all students

- KS2 SATs
- Transition information from primaries
- Staff observations
- Parental questionnaire in the welcome pack
- Cognitive ability Tests

Some students require further investigation and parents / carers will be notified and asked to attend a meeting to discuss if their child needs to go onto the SEN Profile

The SEN profile

The SEN profile is our list of students who have been identified as needing additional or different provision from the core school offer. The profile is an ever changing list with students going on when they cause concern and students coming off when they are making progress. Some students transfer to Passmores on the SEN profile from primary school. In line with the new SEN code of practice, there are now two categories of SEN.

1. **Low incidence but with a high level of Need** where students are supported through an **Education Health Care Plan** (which replace Statements of SEN).
2. **High incidence but with a low level of need** Essex have named this category **Additional School Intervention** (which replaces School Action and School Action Plus).

High needs funding and Statutory Assessment

Sometimes students with a very high level of need continue to struggle with the resources/provision available through **Additional School Intervention** as set out in their One Plan. A referral may be made by the school or parent to request Statutory Assessment to secure additional resources through an **Education Health Care Plan**.

Individual Diagnostic Assessment

Some students need more assessment to find out their barriers and strengths. Referrals can be made by teaching staff, pastoral staff, parents / carers and anyone from the Inclusion team. Students have now started to self-refer to the Targeted Learning Team. We use a number of screening tests that assess handwriting, specific literacy difficulties, numeracy and memory.

All assessments that flag up concerns are discussed with parents / carers and feedback sessions can be arranged with students. Assessments are made available prior to One Plan meetings or can be an action that comes out of the meeting.

Provision

The graduated approach to need

In line with the new SEN code of practice, we adopt a graduated approach to SEN with a majority of students Passmores making progress through a 'core offer' which available for all students with or without SEN. There are three 'waves' of intervention:

Wave 1 – High quality inclusive class teaching for all

Wave 2 – Additional interventions for small groups of students which enable them to work at age related expectation or above

Wave 3 – Additional highly personalised interventions which require additional funding

A detailed account of Wave 2 and 3 Provision can be found in the SEN Information report on our website: <http://www.passmoresacademy.com/286/sen-information>

There is presently a whole school focus on developing quality first teaching within the school in order to support the majority of students within the classroom with minor adjustments.

All teachers have been briefed on the available **Essex Provision Guidance toolkit** which is an online resource for school staff available through the Essex Local Offer (link on website), which sets out possible strategies/interventions to use with SEN students.

Class teachers can consult with the Head of SEND for advice and all staff are part of a continuing profession development programme, where they can choose from a menu of training sessions relevant to their particular requirements.

Withdrawal

Some students with SEN may be withdrawn for 1:1 or within small groups sessions. We try and keep this to an absolute minimum in accordance with Passmores inclusive ethos.

In- service training

- All new staff complete an induction programme which includes sessions on SEN by the Head of SEND and other key inclusion staff.
- Passmores Pedagogy Team support whole school CPD and teachers can choose which sessions to attend or deliver sessions dependent on their particular interests or specialisms.
- Students who present with a high level of need are currently presented in whole staff briefings to make sure they are being supported in a consistent manner.
- Our primary partners are invited to key training events.

- The learning support team are lined to subject areas and train alongside the teachers on training days.
- The Head of SEND supports departments with training.

Part 4: Partnerships

In school

- The Inclusion Manager facilitates a weekly meeting with Senior pastoral staff, key inclusion staff and the Head of SEND to discuss students who are cause for concern. Interventions are agreed and put in place.
- The Head of SEND meets with all the SEND leads weekly to discuss whole school initiatives, training and strategic development. Any feedback is logged and shared with staff.
- Any member of staff can arrange a **One Plan** Meeting with a student and their parents / carers. Information is gathered prior to the meeting from all parties.

Students

- Students are encouraged to be involved and attend all or part of SEN review meetings. Their views are sort in a variety of ways depending on their ability to communicate –See SEN Information Report
- We now have Inclusion Ambassadors who are SEN students who have volunteered from each year group. They assist the Head of SEND to review current provision and are invited to attend the school's student counsel meetings
- Older students with SEN, peer support younger students as part of the whole school peer mentoring in tutor groups
- All students on the SEN profile have compiled a personalised **Access Plan** to share with their teachers their preferred support strategies

Parents / carers

- All parents / carers are invited in every term to discuss their child's SEN provision, what's working or not working.
- Parents / carers can find out key information such as reports and conduct data though the learning gateway. Hard copy is available for parents / carers who prefer it.
- Parents / carers are consulted on entry about their child's needs
- Parents / carers are surveyed annually for feedback on provision

External Support

See Inclusion Policy for a list of outside agencies currently working in partnership with the school. The Head of SEND works closely with CDC and prepares reports or attends appointments with parents / carers on request

Transfer arrangements

Passmores Academy has a successful transition programme for both year 6 and year 11 SEN students. Passmores staff visit the primaries to observe students, attend Annual Reviews and arrange additional transition visits for SEN students. FE staff attend year 10 and 11 Annual Reviews and students are supported with key decisions by careers guidance workers. See Inclusion policy for more details.

Monitoring and Evaluation

The SEN policy will be evaluated by the following

- Recorded views of students, parents / carers, particularly at meetings
- An annual online parent confidence questionnaire
- Recorded views by teachers through a confidence questionnaire
- Measurable or observable gains from student targets, screening tests and other assessments
- Student attendance data
- Student conduct data