

The Friary School

SPECIAL EDUCATION NEEDS / DISABILITIES (SEND) POLICY



PART I - Introduction

The Friary School operates under the following key philosophy when catering for students with Special Educational Needs and / or Disabilities (SEND)

All members of staff, in conjunction with the authorities, (Governing Body and LEA) have a responsibility for ensuring that all students have an equal opportunity to attain their maximum potential in all aspects of the curriculum. These students are entitled to a broad and balanced curriculum, including the National Curriculum, and their relative progress will be recorded, valued and reviewed.

Definition of SEND

Students have special educational needs and disabilities if they have a *learning difficulty*, which calls for *special educational provision* to be made for them.

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than 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 will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Students with a learning difficulty may also have a particular gift or talent and this is addressed through the whole-school RAG strategy in addition to provisions made for their special need. A specific learning difficulty, such as dyslexia, will also be supported within the school.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and / or disabilities and appropriate provision identified to meet the child's needs will be made.

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 been 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.
- having medical needs, including mental health problems, which mean that a student is unable to access education in school

Delivering SEND Provision

The school delivers its SEND provision through:

- Identifying and assessing individual student's needs and / or disabilities
- Reporting of students' needs to members of staff
- Providing an appropriate curriculum, taking into account
- National Curriculum and examination syllabuses
- Continuity and progression
- Departmental development plans
- Delivering an appropriate curriculum, taking into account:
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
- Providing learning support through:
 - Curriculum development
 - INSET
- Using outside agencies where necessary
- Monitoring individual progress and making revisions where necessary
- Ensuring that parents / carers understand the process and involving them in the support of their child's learning
- Encouraging students with special educational needs and / or disabilities to actively participate in all decision making processes and contributing to the assessment of their needs, the reviews and transition process
- Making regular reports to governors regarding special educational needs and / or disabilities issues to raise awareness and to aid implementation of processes and procedures

PART II - Structural Arrangements

SENCO

The Special Educational Needs Co-Ordinator is Mrs Louise Wilmore and she can be contacted via school reception (Tel - 01543 267 400)

Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs and / or disabilities are given below. They are in accordance with Code of Practice guidelines and school job descriptions.

Governing Body

- Working in partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with Special Educational Needs and / or Disabilities.
- Ensuring, through the performance management process, that the Headteacher sets objectives and priorities in the school development plan which include Special Educational Needs and / or Disabilities.
- Monitoring the Special Educational Needs and / or Disabilities Policy through the school's self-review procedures.

- All governors are informed of the school's Special Educational Needs and / or Disabilities provision, including funding equipment, and staffing.

The Headteacher

- Setting objectives and priorities in the school development plan which include Special Educational Needs and / or Disabilities
- Managing day-to-day provision for students with Special Educational Needs and / or Disabilities, including setting a budget for SEN within the school's overall financial resources.
- Informing the Governing Body

Learning Support Coordinator

- Disseminating information and raising awareness of special educational needs and / or disabilities issues throughout the school
- Is responsible to the Headteacher through the delegated responsibility of the Deputy Headteacher for the management of SEN provision and the day-to-day operation of the Special Needs and / or Disabilities policy
- Managing and developing the roles of Teaching Assistants
- Screening and identifying students with special educational needs and / or disabilities
- Co-ordinating provision for students with special educational needs and / or disabilities
- Supporting teaching and learning of students with special educational needs and / or disabilities
- Keeping accurate records of all students with special educational needs and / or disabilities
- Drawing up, reviewing and monitoring individual support plans and/or classroom support plans for students with statements and those identified as SEN Support
- Monitoring Departmental delivery of the Special Educational Needs and / or Disabilities Policy
- Recruiting and deploying the School's Learning Support Team which includes Teaching Assistants and the SEND Intervention Assistant. It may include members of staff with timetabled support lessons and other interested adults
- Being responsible and accountable for the whole-school special needs and / or disabilities resources and sharing with the Headteacher responsibility for the allocation of funding devolved directly from the Local Authority
- Liaising with parents of students with Special Educational Needs and / or Disabilities
- Liaising with and advising fellow teachers and support staff
- Liaising with schools including feeder primaries
- Liaising with other SENCOs
- Liaising with outside agencies
- Contributing to in-service training

Subject Leaders

- Interpreting the school's special educational needs and / or disabilities policy as departmental practice
- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with special educational needs and / or disabilities are purchased from departmental capitation
- Raising awareness, of departmental responsibilities towards special educational needs and / or disabilities issues through their Special Needs representative

- Identifying the department's special educational needs and / or disabilities representative

Achievement Co-Ordinators

- Tracking progress of students with SEND in liaison with the Learning Support Co-Ordinator and SLT
- Liaise with the Learning Support Coordinator about required interventions
- Initially be responsible for collating relevant work and ensuring that it is sent to the student
- Maintain regular contact with parents and students ensuring that information about school and its events are passed on and that reintegration plans are made, including reduced timetables if appropriate and facilitate contact with peer groups
- Access, when appropriate, the Careers Service, via the School's referral system
- Liaise with relevant members of staff, including Learning Support Coordinator, and Student Support Manager

Teaching Staff (including Form Tutors)

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes
- Ensuring classroom support plans are used in the planning of their lessons
- Monitoring progress of students with special educational needs
- Completion of relevant special educational needs proformas / documentation by required deadlines
- Ensure that work is available to students who are absent due to illness/injury
- Being fully aware of the school's procedures for special educational needs
- Raising individual concerns to the Head of Learning Support

Teaching Assistants

- Supporting students with special educational needs
- Planning and delivering an individualised programme where appropriate
- Monitoring progress
- Assisting with drawing up individual support plans/classroom support plans for the students they are responsible for
- Contributing to the review progress
- Working with small groups in or out of the classroom, under the direction of the class teacher

Departmental Representatives

- Communicating special educational needs and / or disabilities issues to and from the department.
- Raising awareness of special educational needs issues at departmental meetings
- Keeping departmental documentation up to date
- Attending Learning Support Reps meetings

Admission Arrangements

Admission arrangements are outlined in the school prospectus.

SEN Specialisms

The school:

- is a designated “Pathway” school which caters for students with physical difficulties
- does not have any SEND specialisms or special units attached to it

Special Facilities

Work has been completed in order to adapt most of the premises to assist students with mobility problems and some specialist resources have been purchased. These special facilities are reviewed annually.

Inclusion

At The Friary School, all students irrespective of ability, race, gender or need, are respected and valued as complete individuals. This is reflected in the school’s organisational and curriculum structure, its assessment and rewards systems and the arrangements made for careers’ advice. Students with special educational needs are integrated and included into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment
- staff are entitled to an effective and supportive environment, consistent quality training an effective learning environment and good quality advice
- the family and community should work together

Students with Medical Needs who are Absent from School

Medical conditions may have a significant impact on a student’s experiences and the way they function in school. This impact maybe in that the condition may affect cognitive or physical abilities, behaviour or emotional state. The effects may be intermittent and their impact on the student can vary at different stages in their school life. The school aims to ensure that students are not disadvantaged because of ill health and that they have the opportunity to fully demonstrate their abilities at public examination level.

The Examinations Officer will:

- apply to the Examination Boards if candidates need to take public exams at home.
- liaise with the Home Tuition Service when required.
- make arrangements for temporary illness and disability e.g. the use of an amanuensis, the delivery of examination papers to hospital.
- submit a Special Consideration Application in the case of illness during an examination, or absence.

Complaints Procedures

Initially, all complaints from parents or carers about their child's special needs provision is made to the Learning Support Coordinator who follows this up with relevant staff. However, if a parent is not satisfied with the response given, the Complaints Procedure outlined in the school's Prospectus may be followed.

Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents, particularly at Review meetings
- Recorded views by teachers on students’ competence, confidence and social acceptability
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate.

- Evidence of planning and targeted expenditure for special educational needs and / or disabilities by departments
- Learning Support Coordinator reviewing procedures in consultation with subject leaders, Heads of Year and outside agencies
- Feedback from Special Educational Needs representatives
- Number of complaints received

PART III - Identification, Assessment and Provision

Identification

The school uses the graduated response as outlined in “The Code of Practice” (2015). To help with this process various screening procedures are used and Subject Leaders receive copies of the assessment scores which are then disseminated to teaching staff.

New Intake Students in Year 7

Primary Liaison

Feeder primary schools are visited / contacted in the Summer Term prior to transfer. Any student who is identified as having a “learning difficulty”, who is identified as SEN Support Plus is referred to the Head of Learning Support. Contact is then made with the primary SENCO.

The LEA notifies school about students who are transferring with Statements in the Autumn of their Year 5. Where practicable, the Learning Support Co-Ordinator attends their Annual Review to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

Initial Screening

All students are screened in September using a standardised reading test and a Spelling Test. This data, along with KS2 information, is used to identify individual students with particular needs. From the information gathered, the students are put into appropriate sets.

Screening in Other Year Groups

Year 7

All students are reassessed in reading at the end of the Summer Term. This information along with other assessments is used to further identify any cause for concern.

Year 8

All students are re-tested in reading during the Summer Term using a parallel form of the reading test.

All students are re-tested on the appropriate level of the “Single Word Spelling Test” at the start of the academic year.

This data is used to highlight any students who may have developed difficulties which have not been previously noted.

Year 9

All students are re-tested again in the Summer Term in order to ascertain which students may require special considerations for examinations in KS4.

All students are re-tested on the appropriate level of the “Single Word Spelling Test” at the start of the academic year.

Year 10

All students are tested on spelling and speed of handwriting to ascertain whether further diagnostic assessments are needed in order to ascertain the Access Arrangements which may be needed for external examinations in KS4.

Students who join the school after September of Year 7:

If no school records follow the student then the CAT tests are used in order to ascertain levels and set future targets.

Individual assessments may also be carried out.

Individual Diagnostic Assessments

Individual diagnostic assessments are used for students who receive Support lessons. This information is made available to members of staff.

Staff Observation

Members of staff consult with the Learning Support Coordinator if they notice students who may need specialist help during the school year. Evidence for that concern must be produced.

A diagnostic assessment may then be carried out by the Head of Learning Support.

Referrals by Parents

An expression of concern may be made by a student's parent. Once information is gathered the process is the same as for staff referrals.

Provision

Teaching students with special educational needs and / or disabilities is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at The Friary School learn and progress through these differentiated arrangements.

Once a student who may have special educational needs and / or disabilities has been identified a Graduated Response is adopted, providing a level and type of support, which will enable the student to achieve adequate progress. This provision is identified and managed by the Learning Support Coordinator but will be planned and delivered by teaching and support staff.

Graduated Response

School Action

School Action is initiated where students have failed to make adequate progress as identified by the Learning Support Coordinator through the assessment arrangements identified in 3.1. The LA criteria are also referred to and an Individual Support Plan may be drawn up especially if the student receives support which is additional to / different from his or her peers.

Criteria for School Action include:

- Reading and Spelling Scores (in the low 80s or below and / or less than 9 years 6 months)
- Low Numeracy Scores
- Level 2 or below in Key Stage 2 SATs
- Teacher's Observations
- Primary Teachers' Comments

Provision from within the school's resources is identified to help meet the student's needs and / or disabilities. Interventions may include:

- Withdrawal sessions with the school's Intervention Assistants or Higher Level Teaching Assistants
- Smaller group sessions
- Flexible grouping arrangements
- Attendance at Superspellers, Maths Booster and/or paired reading
- Specialist English sets using a literacy approach
- L2L programme as part of the DT cycle of lessons
- Speech and Language input from a qualified teaching assistant
- Appropriate teaching groups/sets
- Group support on a regular basis
- KS3 intervention classes, where appropriate
- Additional staff training

School Action Plus

Where students fail to make adequate progress, despite additional provision, then the school seeks the advice and involvement of external support services.

They are requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff

The Classroom Support Plan (CSP) is revised and new strategies put in place following involvement of student and parent in the process.

Statutory Assessment/ Statements

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with a Statement of Special Educational Needs and / or Disabilities.

Students with statements or EHCPs are allocated a "named" teaching assistant who is responsible for providing support and mentoring. The process of target setting, monitoring and reviewing remains the same as at SEN Support and Teaching Assistants are fully involved.

Individual Support Plans and Reviews

The **additional or different** strategies that will be employed **for some students** at SEN Support and for those with statements or EHCPs are recorded in an Individual Support Plan (or ISP), reflecting provision that is additional to, or different from, normal differentiated provision. **Not** all students with Special Educational Needs and / or Disabilities have an ISP but their progress is closely monitored.

Contents of the Target Plan include:

- Short term targets for the student
- Teaching strategies to be used
- Date the plan is to be evaluated and reviewed, with space for the outcomes of the targets

A Classroom Support Plan is drawn up by subject teachers in order to facilitate lesson planning.

On an annual basis there is a formal review in which all concerned are invited to participate. This normally takes place at a Parents' Evening and at the end of the summer term.

Continuous Monitoring of Individual Progress

Monitoring of individual progress is through reviews, subject teacher comments in reports and at Parents' Evenings, screening tests and through procedures described in the School's Assessment Policy.

Provision of an Appropriate Curriculum

Through their departmental development plans and SEND statements, provision for students with special educational needs and / or disabilities is regularly reviewed and revised.

It is the responsibility of individual departments that the requirements of the National Curriculum are met for those students with special educational needs and / or disabilities.

Provision of Learning Support

The Learning Support Department can help subject areas in the following ways:

Curriculum Development

- Planning with individual members of staff / departments
- Selection / design and preparation of suitable materials
- Selection / design of teaching strategies

Withdrawal

- Some students with special educational needs and / or disabilities may be withdrawn for small group / 1:1 sessions with the school's Intervention Assistants, Teaching Assistants or other members of staff

SEN In-Service Training

- The Learning Support Coordinator provides INSET for NQTs and other new staff at the school on SEND procedures at The Friary School
- Individual departments can ask for INSET from the Learning Support Coordinator
- Whole-school INSET, focusing on specific special educational needs and / or disabilities is included, where appropriate, on staff training days

Allocation of Resources

The school is funded to meet the needs and / or disabilities of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry
- Funding for specific students to meet their assessed needs and / or disabilities
- Grants as elements of TSF funding, including those for employment and training of Teaching Assistants

Capitation

The Learning Support Coordinator is allocated a departmental capitation.

Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for SEND students. A list of all such items is given to the Learning Support Coordinator.

PART IV - PARTNERSHIPS

Partnerships in School

- The Learning Support Coordinator liaises with the Student Support and with individual Achievement Coordinators. Information and concerns are always discussed with the appropriate Achievement Coordinators
- Student concerns are discussed at the weekly Inclusion Panel meeting between the Deputy Headteacher, the Learning Support Coordinator and the Student Support Manager
- Departmental Representatives provide the mechanism through which Special Educational Needs and / or Disabilities issues are discussed and disseminated

Partnerships with Parents

- Parental views are recorded as part of the Review procedures
- Parents are actively encouraged to help with for example, hearing their child read and learning spellings; and information sheets have been produced
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers
- Effective communication is achieved through regular contact with home via for example letters or telephone calls and the student's planner
- Meeting new parents at the "Prospective Parents' Evening in the summer term prior to transfer

Partnerships with Students

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating their individual targets
- Student views are recorded as part of the Review process and their views are valued and listened to
- Students' views are gained through a "Student in Focus" questionnaire

Partnerships with External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student.

The main external support agencies used by The Friary School include:

- The Educational Psychologist
- Behaviour Support Service
- Special Educational Needs & Disabilities Support Service
- Saxon Hill Key Learning Centre Outreach Service
- Queens Croft Key Learning Centre
- The Bridge
- Careers Service
- The School Nurse
- CAMHS Outreach Service
- Relate
- The Educational Social Worker

Partnerships with Other Schools

The Learning Support Coordinator liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues
- At LA run SENCO Network Meetings
- On the transfer of a student with special educational needs and / or disabilities

Transfer Arrangements

All documentation about special needs and / or disabilities included in a student's record is transferred between schools. Specific enquiries are dealt with by the Head of Learning Support.

The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to Post-16 placements.

Reviewed By	Policies & Procedures Committee	Implementation Date	Sept 2018	Review Date	Sept 2019
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