

HUTTON CHURCH OF ENGLAND GRAMMAR SCHOOL

SEND POLICY

Context

Hutton Church of England Grammar School and Sixth Form is a non-selective boys school aged from 11-18 with a mixed Sixth Form.

As a Church school all we do is underpinned by Scripture, striving to ensure that we support, encourage and care for everyone within our community, irrespective of their situation or starting point; this is embodied in Colossians 3:23:

“Whatever you do, work at it with all your heart”

Introduction

At Hutton Church of England Grammar School we are committed to meeting the special educational needs of pupils and to ensuring that they make progress. In line with our mission statement we believe:

“Our school is a caring Christian community. Within this environment we aim to develop individuals of character who can achieve their full potential; can think for themselves; will want to continue learning; and will become responsible members of society.”

Every teacher is a teacher of every child or young person including those with SEND.

Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Factors which are not considered to fall under the definition of SEND but may affect a child’s progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

□ A disability under the Equality Act 2010 – all reasonable adjustments will be made in order that they can access the full curriculum.

- Attendance and Punctuality.
- Health and Welfare.
- English as an Additional Language (EAL)
- Being disadvantaged (FSM)
- Being a Looked After Child (CLA)
- Being a child of a Serviceman/ woman or traveller.

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The school's **Local Offer** provides greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. **The Local Offer is available from the school office and the school website.**

Objectives

In order to achieve our aim and ensure that children with special educational needs / disabilities achieve their full potential and progress we will:

- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
- It is acknowledged that all staff have responsibility for pupils who are experiencing SEND (SEND Code of Practice 0 – 25 years - 2014)
- We use the whole school assessment system to monitor attainment, attitude effort and behaviour of pupils on the SEND register.
- Ensure good working relationships with parents, carers and the community.
- We seek and value parental involvement. The school believes that partnership with parents is central to the successful education of all pupils.
- We encourage parents to telephone, write, e-mail or visit to discuss concerns and we make every effort to respond to their concerns promptly.
- We meet pupils with SEND and their parents/carers prior to entry into high school.
- We attend Y6 reviews in primary school where appropriate and participate in all transition reviews once a high school place has been allocated.
- Ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with SEND and promotes high standards of attainment and achievement.

- As part of the whole school monitoring and evaluation, we consider the effectiveness of the curriculum offered to pupils with SEND and make adjustments as necessary.
- Ensure all teaching and support staff are involved in planning and meeting the learning needs of SEND pupils.
- Provide opportunities for training on SEND issues for all teachers and support staff.
- Have weekly SEND team meetings with regular updates for all staff.
- Develop the skills of the TA team through in-house training and attending external courses/seminars.
- Use Pupil Profiles and termly target setting to plan for and support pupils with SEND issues.
- Review the learning needs of SEND pupils as they progress through the Key Stages and make necessary and appropriate adjustments; including applications for exam access arrangements. (See exam access arrangements policy)
- Ensure that the learning needs of pupils with SEND are identified as early as possible and their progress is closely monitored.
- Collect information from primary schools including Key Stage 2 SATs results.
- Conduct baseline tests on entry to the school.
- Collect information from previous school(s) for all 'in year' transfers.
- Monitor and track all internal assessment data.
- Ensure the school liaises with all outside agencies effectively.
- Involvement in the South Ribble and Chorley SENCo cluster and the Lancashire SENCo forum.
- Access training provided by outside agencies; NHS/CAMHS, specialist provision (LEA and private), NASEN, independent providers.
- Receive regular feedback from any specialist provider.

Roles and Responsibilities

Governors

- The Governors must have regard for the Code of Practice (Children and Families Act 2014 part 3) when carrying out their duties towards all students with SEND.
- The Governing Body has an identified governor who has oversight of SEND provision in the school and ensures that the full governing body is kept informed of how the school is meeting statutory requirements. The SEND Governor liaises with the Head Teacher and the SENCo.

School Staff

- The SENCo and the Head Teacher will work closely with the SEND Governor and all staff to ensure the effective day to day operation of the school's SEND policy. The SENCo and the Head Teacher identify areas for development in SEND and contribute to the school's development plan.
- All teaching staff are responsible for the education and progress of all pupils in their class; including pupils with SEND.

- Teaching Assistants are a valuable part of the support for students with SEND. The SENCo manages the TA team in liaison with Heads of Department and Learning Co-ordinators. Specialist TAs operate in the areas of English, Maths, Science and Pastoral Support. In the classroom the TA works under the direction of the subject teacher.

In addition to this the SENCo is responsible for:

- Co-ordinating provision for all pupils identified with SEND
- Day to day operation of the school's SEND policy.
- Liaising with and advising staff on SEND matters.
- Managing the SEND team of TAs.
- Maintaining the school's registers for pupils with SEND and overseeing the records of all pupils with SEND.
- Liaising with parents/carers of pupils with SEND.
- Liaising with external agencies (e.g. LEA support and EP service, CAMHS, Health, Social Services, YPS voluntary bodies and independent providers)
- Liaising with the Head Teacher and nominated SEND Governor.
- Contributing to the in-service training of staff.

Admissions

Pupils with SEND are admitted in line with the school's admission policy. The school follows the statutory requirements of the SEN and Disability Act. The governors do not refuse admission to a pupil, or give them lower priority than other applicants, on the grounds of their SEND. The school welcomes all children equally.

The school uses induction meetings and primary transfer visits to liaise closely with parents/carers and primary schools to ascertain whether a pupil has been identified as having SEND.

If the school is alerted to the fact that a pupil may have a difficulty in learning, we endeavour to collect all available information and design a relevant transition plan.

Identification, Assessment and Reviews

Emphasis is placed on the earliest possible identification of a pupil's educational needs. Pupils may be identified by one of the following ways:

- Head of Year 7 and primary school liaison.
- Analysis of the Key Stage 2 SATs results.
- Analysis of the Year 7 baseline tests.
- Parental contact at open evening, parents' evening or at any other time.
- Concern expressed by any member of staff through the Learning Co-ordinator or directly to the SENCo.
- Internal tests/exams and diagnostic testing during an academic year.
- Analysis of the school's tracking of progress through regular assessment points.

- National Curriculum attainment levels.

Once a 'need' has been identified the pupil will begin the **Graduated approach to SEND support** (Assess – Plan – Do – Review)

The key principles of the Graduated approach to SEND support are:

- All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All pupils are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012)
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some pupils need additional help to make progress in their learning.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- Pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention.
- Pupils who join the school (either on transition from Primary School or from another Secondary School) with an already identified SEND will be catered for in the same way as those identified by this school.
- When planning work for pupils with SEND, teachers give due regard to information and targets from the Pupil Profile. Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

The school's model for SEND

Wave 1

This is universal provision for all students. Wave 1 will contain some students who **may** have additional SEND needs. Baseline testing, CATs, KS2 scores, teacher observations and parental concerns will highlight these students. Each year group will have a **Wave 1 Watch List**. Subject teachers will be aware of these students and pass on any additional concerns to the pupil's Form Tutor, Learning Co-ordinator and SENCo. This acts as an early warning system.

Wave 2

Identified students who require additional interventions to ensure they make satisfactory progress will form the **Wave 2 Concern List**. Details of the concern(s), test scores, interventions being accessed, assessment tracking, plus any additional information will be provided to all subject teachers. Any further concerns or lack of progress should be reported to the SENCo for further investigation.

Wave 3

This is a small number of **SEND** students requiring interventions which are discrete and different to the universal school offer. In some cases this will be in the form of individual support and 1-1 interventions. They may have been tracked at Wave 2 and not made sufficient progress. Some will have an EHCP and some will be listed as receiving student support (K). These pupils will have an individual, or group, Pupil Profile sheet that also contains their SEND plan. Targets will be set and reviewed each term. For students with EHCPs, an annual review with parents will be held, with contributions from all staff involved with the pupil. Students classed as receiving school support (K)

will be monitored and a report prepared. Where appropriate, parents/carers will be invited to a meeting to review progress.

Review of the **Watch** and **Concern** lists is on-going by the SENCo and all waves are updated as the need arises. Staff are informed of changes through the intranet information system. September, February and July are key assessment points for students accessing 'discrete and different' provision. Decisions about whether they remain at Wave 3 on the SEND register or move to the Concern/Watch lists are taken on an individual basis and after consultation with key members of staff, parents and the pupil. For those with an EHCP, the Local Authority will be involved in decisions.

Inclusion of pupils with SEND

SEND pupils will be as fully included in the life of the school as possible. Their entitlement will be supported through the adoption of varied strategies within the learning environment. Extra curriculum activities will provide further opportunities for inclusion. When necessary, additional TA support will be provided for school trips to facilitate participation for SEND students. **Access for**

Disabled

The programme of building and renovation takes into account the needs of pupils, parents/carers and staff with disabilities. The school endeavours to make alterations that will assist with accessibility but recognise that the age and nature of many of the buildings mean that some areas would require substantial alterations in order to make them accessible. Please see the separate Accessibility Plan.

Resources

The governors ensure that the needs of pupils are met by employing a SENCo. The Head Teacher and SENCo identify areas of pupil need and make appropriate provision from the school's notional SEN budget. The governors ensure that support staff are employed to support pupils and staff. Where pupils have an EHCP/statement resources are provided in accordance with the published objectives. The school ensures that staff are kept up to date about SEND issues and undertake training. Additional funding to access external support for students with specific needs is included in the budget on an annual basis.

External Support Services

The school welcomes the involvement of external support services and agencies. These are provided from within the LEA, Health (CAMHS, Occupational Therapy, Physiotherapy Speech and Language etc.) and through Independent Consultants who are specialist teachers or practitioners in their field.

Criteria for evaluating the success of the school's SEND policy

The school will evaluate the success of the SEND policy against the Whole School Improvement Plan. The SENCo will evaluate and review targets within the Departmental Development Plan on an annual basis. In addition, the progress of pupils will be monitored through school tracking systems for assessment and behaviour.

Bullying

The school has a separate policy for dealing with issues concerning bullying. Additional steps are taken to mitigate the risk of bullying of vulnerable pupils. The Respite Base and TA Team are key points of contact for students who are vulnerable. Individual strategies are formulated depending on the needs of the pupil. The aim is to develop independence, resilience and coping strategies.

Dealing with Complaints

Should a parent or carer have a concern about the provision made for their child they should, in the first instance, discuss this with the Form Tutor. If the concern continues then the Form Tutor, Learning Co-ordinator and SENCo will review the pupil's needs and discuss future strategies with the parents. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher. If the Head Teacher is unable to resolve the difficulty, the governing body will be involved after other avenues to resolve the situation have been exhausted. The school will provide parents of children with SEND information about Parent Partnership and how to make representations to the LA.

Approval and review

Next Review	Curriculum & General Purposes Committee	Autumn Term 2020
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