

# CHESTERFIELD HIGH SCHOOL

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY



Reviewed by Governors

November 2019

Date for Review

November 2020

# Special Educational Needs and Disability Policy

This policy reflects the SEND Code of Practice 0-25 guidance 2014.( Revised May 2015)

The Headteacher, the Assistant Headteacher responsible for Quality First Teaching and the school's SENDCO have responsibility for co-ordinating and monitoring the progress of the pupils identified with Special educational needs and disability.

- The Special Educational Needs Coordinator and can be contacted at school by phone on 0151 924 6454 or by email [send@chesterfieldhigh.co.uk](mailto:send@chesterfieldhigh.co.uk).

## Fundamental Principles

At Chesterfield High School we believe the following to be fundamental principles:

1. All our teachers should be committed to the appropriate provision of the full curriculum to each student by understanding and following the principles of Quality First Teaching with differentiated approaches for all students.
2. When necessary and appropriate, the School should draw upon the knowledge and expertise of other professionals and outside agencies in order to cater for the specific needs of individual students.
3. Opportunities for liaison with primary schools, partner secondary schools and higher education institutions should always be encouraged, developed and maintained at key transitions for all students.
4. Opportunities for close liaison with parents and carers should be encouraged, developed and maintained.
5. All students should have the opportunity to participate fully in every area of the school community without regard to race, gender, educational ability or physical disability.
6. Identification and assessment procedures need to be culturally neutral if they are to be valid for use by a range of ethnic groups. Care should always be taken to consider the student within the context of his/her home, language, culture and community.

## Summary

- All teachers are teachers of Special Educational Needs (SEN(D)).
- Provision for a student with SEN(D) should match the nature of their needs outlined in the Pupil Profile.
- There should be regular recording of a student's SEN(D), the action taken and the outcome.
- All students can learn and make progress whatever their learning needs.

- A differentiated curriculum is not SEN(D) provision; differentiated learning opportunities should be given to all students.

## **Aim**

The school's principle aim is to ensure the raising of aspirations and expectations for all pupils with SEN(D).

### **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work with the guidance provided in the SEN(D) Code of Practice 2014.(Revised 2015)
- To operate a whole school approach to the management and provision of support for special educational needs.
- To provide a SENDCO who will work with the SEN(D) Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

## **Identifying Special Educational Needs**

Whilst recognising that all students have individual special needs, we define a student as having SEN(D) if he or she has a learning difficulty which calls for special educational provision to be made, that is provision different from or additional to that normally available to pupils of the same age.

A student has a learning difficulty if he/she has:

- A significantly greater difficulty in learning than the majority of students of the same age.
- A physical disability which either hinders or prevents the student from gaining full access to the school's curriculum.
- A social or emotional need which either hinders or prevents the student from gaining full access to the school's curriculum.

The 2014 code cites four broad areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and/or physical needs.

The purpose of identification is to work out what the action we need to take, not to fit a pupil in to a category. In practice, individual pupils often have needs that cut across all these areas and their needs may change over time. NB the identification of behaviour as a need is no longer an acceptable way of describing SEN(D). Any concerns relating to a pupil's behaviour should be described as an underlying response to an identified need.

It is important to consider other factors that are not SEN(D) but that may impact on progress and attainment and potentially disadvantage students.

- Disability
- Attendance and punctuality issues
- Health issues
- Welfare and Social Care circumstances
- English as an additional language
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of serviceman/woman

A student has an exceptional learning ability if he/she has:

- A significantly greater ability in learning than the majority of students of the same age

### **Chesterfield High School has a Graduated Approach to SEN(D) support**

- As previously mentioned a pupil has SEN(D) where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Classroom teachers are at the heart of the graduated approach and our commitment to the provision of Quality First Teaching ensures that all teachers are committed to good quality personalised teaching for all pupils.
- If a pupil fails to make adequate progress despite good quality personalised teaching and intervention/adjustments they will be identified as having SEN(D).
- The graduated approach will be implemented via the school's model of **Assess-Plan-Do-Review**.
- Assess – To establish a clear analysis of a pupil's needs through a range of sources of information.
- Plan – Once the need for SEN(D) support has been identified, a target-driven plan to provide high quality teaching differentiated for the individual pupil should be formed.

- Do – Teachers work closely with teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.
- Review – Progress towards meeting planned targets will be tracked and reviewed regularly.
- Pupils and parents will be involved in the process via the pupil profiles, progress reviews, whole school parent meetings and the whole school Monitoring of Performance system.

## **Code of practice stages of identification of SEN**

- **K** A pupil on the SEND record defined as a pupil receiving SEP (Special Educational Provision)
- **EHC** Education, Health and Care Plan

## **Pupil on the SEN(D) Record (K)**

### **Assess**

- Identification of student requiring additional or different intervention to the usual differentiated curriculum.
- Evidence needed to support identification

### **Plan**

- SEN(D)CO carries out further assessment and helps in planning future support. Monitors and reviews action taken.

### **Do**

- Specific provision recorded – pending implementation of School Provision Map, this information will be part of the Student Profile document
- More specialist assessment involving professionals from LA external agencies to inform planning and measurement of student's progress.

### **Review**

- Specific provision revised in line with recommendations of consulted professionals, including, if necessary, recommendation for an **Education, Health and Care Plan (EHC)** if further additional and bespoke support is required.
- Proposed EHC drawn up
- EHC completed

## **Aims of the Learning Support Department**

1. **To ensure full entitlement and access for SEN students to high quality education within a broad, balanced and relevant curriculum [including access to the National Curriculum] so that they can reach their full potential and enhance their self-esteem.**
  - The Governing Body has agreed admissions criteria which do not discriminate against students with SEN or disabilities and its admission policy has due regard

for the guidance in the Codes of Practice which accompany the SEN and Disability Act 2001 (**From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA)**). However, the Disability Equality Duty in the DDA continues to apply.)

- The Learning Support Department seeks to work closely with the senior leaders of the school curriculum and timetable to ensure that the curriculum is regularly reviewed so that it is relevant to the students' needs, both present and future and that it is perceived as such by the students themselves and their parents. SEN provision is an integral part of the School Development Plan.

**2. To educate students with SEN, wherever possible, alongside their peers in the classroom within the normal curriculum of mainstream schools, after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.**

- The SEN Department ensures that subject staff are fully informed as to the special educational needs of any students in their charge.
- All departments nominate a member of staff as a SEN(D) representative to liaise closely with the SEN Department.
- They attend half-termly SEND meetings where SEN issues/training are discussed or presented and then report back to colleagues at their faculty meetings.
- Advice and CPD [training] opportunities to subject teachers and other departments on employing differentiated teaching methods and resources.
- The SEN Department provides in-class support from a team of seven Teaching Assistants/Student Development Assistants to students as appropriate to support staff to provide a differentiated and inclusive curriculum. ( TA support follows the seven principles of Making Best Use of Teaching Assistants EEF Guidance Report 2015)
- Most provision will be met within the classroom but for some, whom it is felt would benefit from an individual programme or small group tuition, it may be appropriate to withdraw these students from the classroom.

**3. To identify and assess students with SEN as early and thoroughly as is possible and necessary.**

The school SEN(D)CO and Transition Coordinator will work cooperatively with primary schools to address transition issues and to ensure a continuity of staged provision, meeting with Primary SEN(D)COs and when appropriate students and their parents prior to transfer. Primary SEN(D) records are forwarded to the SEN(D)CO at the end of the summer term prior to transfer. Students with SEN are identified from admission records (including In Year Fair Access admissions).

- Use is made of screening and assessment tools; Key Stage 2 test results and Teacher assessments are used and all Year 7 students are assessed in Reading in the first half-term. Baseline assessments are also carried out in Maths and English. Teacher referrals and expression of parental or student concern can also lead to further assessment and early intervention as appropriate.

- Relevant assessment results are transferred prior to entry and help the department decide how best to support the students. As part of the whole school Monitoring of Progress process students falling significantly outside the expected range, appropriate to their age, will be identified and referrals made to the SEN(D) department.
- A small number of students may be identified as being in need of an adapted approach in Year 7 in a Transition Group which provides intensive assessment and teaching support in the Learning Support Centre.
- Following concerns raised by staff, parents or the student about lack of progress, the SEN(D)CO can carry out a range of norm referenced tests to assess individual performance. Based on the results, further assessment by LA external agencies might be necessary.
- Local Authority External Agencies that may be consulted include; SEPPS-Educational Psychologist, SALT-Communication speech and language specialists, Children's Services, Health Services - School Nurse/Doctor, Physiotherapist, Occupational Therapist, Children & Adolescent Mental Health Service (CAMHS), OSSMEE – Autism Support Service.

**4. To work closely with parents and students through the process of identification, assessment and intervention.**

- The department is open and responsive to any expression of concern by parents or students' Parents are always contacted if assessment or referrals indicate that a young person has additional learning needs. The parents are spoken to and consulted along with the student with respect to background history, current and future needs and aspirations.
- Once that identification, assessment and intervention have taken place, students and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, parents' evenings, setting of targets and strategies, provision review. Individual multi-agency meetings are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and students are always informed of the 'points for action' and any decisions made during the meeting. Where appropriate the school's Attendance and Welfare Officer will be involved to facilitate referral to a variety of support agencies.

**5. To monitor and record the progress of SEN(D) students.**

In accordance with the Code of Practice [DfES 2015], Chesterfield High School and the Learning Support department will:

- Draw up and keep a list of known students with special educational needs.
- Record the steps we take to meet the needs of individual students whilst following the DfES model of the Code of Practice.
- Devise and keep a record of the programme of study, designed to meet each student's identified needs where students receive individual/small group tuition out of the classroom setting.

- Ensure subject departments are responsible for monitoring and recording all students' progress.
- The Headteacher, the Assistant Headteacher responsible for Quality First Teaching and the school's SEN(D)CO have responsibility for co-ordinating and monitoring the progress of the pupils identified with Special educational needs and disability.

A nominated governor for Special Education Needs will link the SEN(D) Department with the Governing Body; termly monitoring visits will take place during the year and the link governor will report back to the full governing body annually. The nominated governor can be contacted through the school.

**6. To support successful transition from Primary School to High School as well as successful transition from Chesterfield High School to Post-16 or Post-18 education or employment.**

- As part of the liaison with feeder primary schools, identified Year 6 students are given an opportunity to experience and become familiar with Chesterfield High School prior to transfer through a series of individual or small group visits during the summer term prior to entry.
- The Careers Connexions officer is invited to attend all EHC plan reviews.
- The Connexions officer is also provided with information by the SEN(D)CO on all SEN(D) students so that they may make early contact with the students and their parents/guardians in order that appropriate guidelines are available for the choices of further education elsewhere or job opportunities.
- Appropriate professionals will be invited to attend and/or contribute to a student's EHC plan review.

**7. To promote a close working relationship with all schools in the CAPITAL partnership.**

We will develop and maintain strong links with CAPITAL partner schools, special schools and support services to shared current 'good practice' and theoretical thinking to aid professional development of teaching / support staff.

**8. Arrangements for Complaints**

Staff and governors of Chesterfield High School wish to work co-operatively with parents and other members of the community to ensure the school provides a high quality of service. As a consequence we are very keen that any initial concerns are brought to our attention so that they can be dealt with quickly and effectively. Our Complaints Procedure is available on our school website or by telephone to the school to request a copy.

## 9. Continuing Professional Development (CPD) for support staff.

- Relevant in-house training for support staff is provided as part of a whole school commitment to raising levels of staff awareness of SEN(D) issues.
- Opportunities are made available whenever possible for individual staff to gain qualifications in related skills and expertise to improve theoretical knowledge and develop working expertise within a specific field of learning difficulty.

## 10. Roles and Responsibilities

Governing bodies must meet the following main statutory duties in relation to making SEN(D) arrangements and provision:

- Ensure that teachers in school are aware of the importance of identifying and providing for, those students who have SEN.
- Must admit a student whose EHC plan names their school (the LA will have consulted the school before naming it).
- Inform the child's parent that special educational provision is being made for the child because it is considered he/she has SEN(D) – this applies in cases where the child does not have an EHC; where a child has an EHC, this plan sets out the provision that the school is required to make.
- Ensure that, where the 'responsible person' – the Headteacher or the appropriate governor– has been informed by the LA or the link primary school SENCO that a student has SEN, those needs are made known to all who are likely to teach him/her.
- Do their best to secure that the necessary provision and necessary special arrangements are made for any student who has SEN(D).
- Ensure that a student with SEN(D) joins in the activities of the school together with students who do not have SEN(D), so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- Decide (with the Headteacher) the school's general policy and approach to meeting SEN(D) of students (whether with or without an EHC plan).
- Must publish information about SEN policies– they must be freely available to all parents.
- Set up appropriate staffing and funding arrangements and oversee the school's work.
- Consult the LA and governing bodies of other schools when it seems necessary to coordinate special educational teaching in the area.

- Include in their report to parents for the annual meeting a section describing the special educational provision and access arrangements made by the school.
- Take account of the SEN(D) Code of Practice when carrying out duties towards all students with SEN(D).
- Meet requirements in relation to disability.

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN(D). The Headteacher should keep the governing body fully informed and also work closely with the Assistant Headteacher (Quality First Teaching) and the school's SEN(D)CO.

All teachers and non-teaching staff should be involved in the development of the school's SEN(D) policy and be fully aware of the school's procedures for identifying, assessing and making provision for students with SEN(D).

The SEN(D)CO, working closely with the Headteacher, senior leadership and fellow teachers, should be closely involved in the strategic development of the SEN(D) policy and provision. The SEN(D)CO has responsibility for day to day operation of the school's SEN policy and for coordinating provision for students with SEN(D). A SEN(D) Information Report will be placed annually on the school website.

### **Student Voice**

Statemented and EHC plan students are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Other SEN(D) students and parents are invited to attend a review meeting each term including the opportunity to meet the SEN(D)CO at their annual parents' evening. Students contribute to the setting of their own targets and strategies.