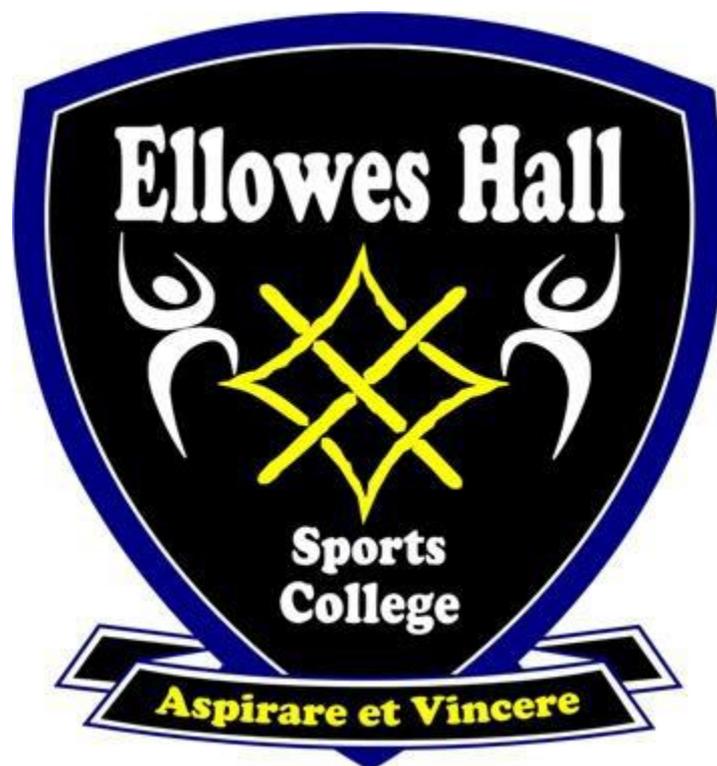


# Ellowes Hall Sports College



## Special Educational Needs & Disability March 2018

**Approved by Governors:** March 2018

**Policy Co-ordinating Officer:** Director of SEND

**To be reviewed :** March 2020

## Contents

Principles and Objectives .....	3
Definition of SEN and Disability (SEND) .....	3
Objectives.....	4
Implementation of the policy: .....	4
Staffing and professional development.....	4
Responsibilities .....	5
A Graduated Approach to SEN Support.....	6
Identification of Needs.....	7
Identification, Assessment and Review .....	7
The Code of Practice refers to four broad areas of need: .....	7
Criteria for removing pupils from the SEN Register.....	8
Requesting an Educational, Health and Care (EHC) needs assessment.....	8
Reviewing Education Health Care Plans .....	9
Monitoring and evaluation of SEN.....	9
Training and development.....	9
Specialisms.....	9
Staff specialisms:.....	9
TAs and Specialisms: .....	9
Supporting pupils at school with medical conditions .....	10
Admission arrangements .....	10
Transition arrangements.....	10
Complaints .....	10
Access to this policy .....	11
Key Documentation .....	11

## Principles and Objectives

This policy builds on Ellowes Hall Sports College Inclusion Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEND Policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND.

This policy, together with our SEN Information report, will explain how we will do this; by ensuring that the necessary provision is made for every pupil. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities.

## Definition of SEN and Disability (SEND)

At Ellowes we use the definition for SEN to mean special educational needs and disabilities from the SEND Code of Practice (2014). This states:

**SEN:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- 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.

Ellowes believe that all children with a Special Educational Need must have their needs recognised and assessed, with appropriate and timely intervention put in place. We strive to deliver appropriate curriculum to:

- provide suitable learning challenges
- meet the pupils diverse learning needs
- remove the barriers to assessment and learning

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties

- Sensory and or Physical Needs.

## Objectives

- To ensure a clear process for identifying, assessing, planning, providing and regularly reviewing for SEND pupils with the pupils and their parents/carers at the centre.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, July 2014.
- Ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.

## Implementation of the policy:

The overall aim of this policy is to improve the outcomes for every child with SEN in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEN provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEN to reach their full potential.
- Enabling successful transition of SEN pupils from their previous educational establishment and beyond their life in this school.
- Removing barriers to achievement and offering alternative / personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Enabling all SEN students to join in with the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
- Professional development of teaching and support staff in the area of SEN is key to the quality of Teaching and Learning of students with SEN.
- Regular monitoring of the progress and development of all pupils throughout the school.
- Providing high quality first wave teaching that is differentiated and personalised to meet the needs of every individual.
- Ensuring that appropriate staffing and funding is in place for pupils with SEN.
- Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the Schools' SEN provision and inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

## Staffing and professional development

The Senior Leadership Team will take active steps to ensure that staff are both aware of, and adhere to, the objectives and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training. This policy will be reviewed by the Governing Body in accordance with the school's review cycle. The Governing Body must ensure that there is a qualified teacher designated as SENCO for the

School and that this teacher must also hold the postgraduate National SENCO award or be working towards it within 3 years of appointment to the role.

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENCO is also the designated teacher for Children Looked After (CLA). The SENCO is Mark Mckay ([mmckay@ellowes.dudley.sch.uk](mailto:mmckay@ellowes.dudley.sch.uk)) and reports to the Director of SEND.

## Responsibilities

The Special Educational Needs and Disabilities Coordinator (SENDCO), Mark Mckay, is responsible for:

- the SEND policy and its implementation
- co-ordinating a whole school, layered provision map of support for children with SEN
- updating the SEN register and maintaining individual pupil records (when appropriate)
- monitoring the quality of provision and impact of interventions in line with subject staff
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- overseeing and leading TAs and SEND apprentices
- maintaining regular liaison with parents/carers
- supporting staff in identifying pupils with SEN
- maintaining links and information sharing with receiving schools (alongside the TA responsible for Primary Transition) using baseline data to identify and monitor all students with SEN
- informing teaching staff of pupils SEN and the provision needed
- ensuring the correct provision is in place for all students with SEN
- acting upon 'referrals' from staff
- monitoring, evaluating and reviewing the curriculum that is in place for all pupils with SEN in line with subject leaders
- ensuring that access arrangements are in place, when required, for both internal and external examinations (alongside the Director of Inclusion, the Exams Officer and the Access Arrangements officer)
- coordinating smooth transition from feeder schools, and to further education establishments
- attending and organising meetings where appropriate.
- conducting annual reviews for pupils with an EHCP (Education Health and Care Plan)
- liaising with parents of pupils with SEN through parents' evenings and SEN support meetings where appropriate
- managing the planning, staff and operations of SEND
- arranging and delivering appropriate whole school CPD as well as Capacity Building SEND staff
- liaising with outside agencies and local authority support services where necessary.
- monitoring and assessing the progress of Children Looked After

The subject teacher / tutor is responsible for:

- the progress and development of all pupils in their class, including those with SEN and pupils who access nurture provision
- providing quality first wave teaching and identifying on class planning the differentiated provision they are making for pupils with SEN
- ensuring the intervention plan (How We Can Help) is implemented in the classroom
- liaison with parents and the SENCO
- effective deployment of additional adults

- setting achievable, but aspirational, targets for individual pupils and evaluating the success of these targets
- meeting with parents / carers at parents' evenings and open evenings
- contributing to the annual review of Education Health Care Plans
- identifying and referring pupils who are having difficulties to the SENCO
- attending CPD provided by the SENCO.

All Staff are responsible for:

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping and assessing the progress of pupils and reporting this on ELLO
- identifying resources needs and maintaining any specialist equipment
- regular communication with tutors, Heads of House and SENCO

## A Graduated Approach to SEN Support

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. A process of on-going teacher assessments identifies those pupils making less than expected progress given their age and individual circumstances. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN.

The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will provide interventions for support and discuss their concerns with Heads of Department / Heads of Faculty / SENDCO.

In deciding whether to extend this to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning Support Service (LSS)
- Hearing Impairment Service (HIS)
- Visual Impairment Service (VIS)
- Physical Impairment / Medical Impairment Service (PIMIS)
- Speech and Language Therapy Service (SLT)
- Autistic Outreach Service (AOS)
- Occupational Therapy (OT)
- Children's Services
- School Nurse/health visitors team
- Child and Adolescent Mental Health Service (CAMHS)
- Counselling Service (What's Centre)
- Mentorlink
- Teenage Pregnancy Service
- Barnardo's
- Cherry Tree Learning Centre

(Dyslexia screening is completed 'in-house' by SEND staff. Guided reading is completed by external volunteers and SEND staff. Nurture groups are run by SEND staff. Homework Support is provided by SEND staff and teachers.)

This begins a cycle of assess, plan, do, review with the child/young person at the centre of the process. This is managed in a whole school provision map of interventions, which is intended to be a working document. This is regularly updated as more is understood about the child's SEN, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.

## Identification of Needs

Ellores believe in interventions for all groups of learners; pupils with SEN, underachievers, pupils with a short term need and most able pupils (Gifted and Talented). These learners' needs are then categorised into the four broad areas of need, according to the Code of Practice. For some learners this may mean multiple areas of need as it is important to identify the full range of needs, not simply the primary need of an individual pupil. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

## Identification, Assessment and Review

The school follows the SEND *Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

- *Assess*: the class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN support.
- *Plan*: parents must be notified wherever it is decided that a pupil is to be provided with SEN support.
- *Do*: the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
- *Review*: the effectiveness of the support should be reviewed in line with the agreed date.

Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCO. The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCO or Head about a child with a potential SEN or other barrier to learning.

We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

In school we use a range of assessment data e.g., relevant family/medical history, Primary School information, Teacher Assessments, Screening Tests, SATs results, Teaching Assistant assessments, reading/spelling and phonological awareness tests; behaviour observations etc. A range of diagnostic tests are used as appropriate.

## The Code of Practice refers to four broad areas of need:

Communication and Interaction - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning refers to children with learning difficulties. These children are identified making less than expected progress given their age and individual circumstances. This can be characterised by progress which, despite relevant interventions:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Learning difficulties covers a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. In managing pupils' mental health and behaviour difficulties in school, Ellowes has clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. SEND work closely with Inclusion / Behaviour Support.

Sensory and/or Physical Needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and / or equipment to access all the opportunities available to their peers.

Where a pupil is identified as having SEN, Ellowes will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

## Criteria for removing pupils from the SEN Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEN register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained and this may include provision made for 'underachiever' or 'short term needs' learner interventions where necessary.

## Requesting an Educational, Health and Care (EHC) needs assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan

(EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs. The EHCP replaces what were formerly called statements of special educational needs. As a parent you have the right to request an Education Health Care Needs Assessment. If you would like to request an Education Health Care Needs Assessment, please contact the SENCO to discuss this further.

## Reviewing Education Health Care Plans

In addition to the SEN support meetings and SEN reviews, we also ensure the EHCP is used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. EHCPs are reviewed by the local authority as a minimum every 12 months, though additional reviews can take place if required. Reviews focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review decides whether these outcomes and supporting targets remain appropriate.

## Monitoring and evaluation of SEN

The SENCO, head teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

## Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register as well as future government directives (e.g. Mental Health First Aid). School staff have specific training and expertise. The SENCO attends network meetings to share good practice with colleagues and keep up to date with SEND developments.

## Specialisms

A comprehensive programme of Continuing Professional Development for SEND is planned according to the school pupil profile.

Staff specialisms:

- Mark McKay (SENCO) PG Cert (SENCO) Distinction. Emotional and Behavioural Difficulties

TAs and Specialisms:

- Ms H Chaudhury-Patel – BOOST English and Maths
- Mr J Degge – Attachment Disorder
- Ms C Green – Apprentice
- Ms C James – English, nurture and mental health
- Ms C Law – HIS / VIS / PIMIS
- Ms A Lounds – Attachment disorder and ASD

- Ms S Millard – Primary Transition
- Ms H Pearce - Apprentice
- Ms V Phillips – SEND, nurture and mental health
- Ms S Stock – Dyslexia, Speech and Language
- Ms L Velikaj - Maths and Dyscalculia

## Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. an extra adult to accompany a child on a school trips / residential. SEND staff liaise with external agencies as well as on-site staff (School Nurse / First Aid lead).

## Admission arrangements

Pupils with SEN are admitted within the normal admissions procedure of the school. Parents and pupils are invited to view the school on a private inspection through appointment. The Equality act 2010 ensures that disabled children and young people are welcomed in respect of admissions related to their disability.

## Transition arrangements

Support for students with Special Educational Needs includes the planning and preparation at key transitional phases of education. For pupils arriving at Ellowes, a bespoke comprehensive package of transitional support can be put into place, to meet the needs of the child. This can take the form of a photo booklet of key people and places, transition days and establishing wishes and feelings with the pupil. Transitions to their next step in education are planned carefully in relation to the pupils' needs and arranged with the next provider, which together with the pupil and parents, we feel will best suit the needs of the individual.

Transition reviews for Year 11 and Year 9 pupils are held, where possible, in the Autumn term. The Careers Team (formerly Connexions) is invited to Annual Reviews. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

The SENCO attends Year 6 transition reviews. A personalised programme is put in place for those who are joining us into year 7 which may include additional visits, lunchtime and breaktime visits and 'getting to know you' sessions with our TAs. The Primary Transition Lead (Ms S Millard) plays a key role in making Transition from Primary a smooth process.

## Complaints

We ask that parents/carers with any concerns regarding the SEND policy or the provision made for their child at Ellowes speak to us as soon as possible. In the first instance, please speak to the SENCO. If parents/carers have not had their concern resolved, they should then make an appointment to see the head teacher and follow the school complaints procedures.

## Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, where you will also find the SEN information report.
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

## Key Documentation

The following documents have informed this policy which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education <https://www.gov.uk/government/publications/keeping-children-safe-in-education>