

THE ELTON HIGH SCHOOL



SEN, DISABILITY AND INCLUSION POLICY

Date Prepared	October 2018
Date agreed by Governors	October 2018
Date to be reviewed	October 2020
Person responsible	Kate Johnson

Rationale

At The Elton High School every young person is equal, valued and unique. We aim to provide an environment where all young people feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. The Elton High School is committed to providing an appropriate and high quality education to everyone within school community. We seek to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all young people.

Objectives

- To ensure equality of provision for young people with special educational needs and disabilities (SEN)

- To take into account legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014 (amended 2015), The SEN Code of Practice 2014 (updated 2015), The Special Educational Needs and Disability Regulations 2014 (amended 2015), The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Working Together to Safeguard Children 2018, Supporting students at school with medical conditions 2014 (updated 2017).
 - ❖ To provide full access for all children to a broad, balanced and relevant curriculum.
 - ❖ To ensure that the needs of young people with SEND are identified, assessed, provided for and regularly reviewed to improve outcomes.
 - ❖ To enable young people with SEND to achieve their potential.
 - ❖ To work in partnership with students' families to enable them to make an active contribution to the education of the young person and be fully involved in decision making.
 - ❖ To take the views, wishes and feelings of the young person into account.
 - ❖ To provide detailed information about the arrangements for identifying, assessing and making provision for students with SEND.

Roles and Responsibilities

We have an Assistant Headteacher and Special Educational Needs Coordinator, who are responsible for ensuring all students are fully included in all aspects of school life.

Our SENDCo will:

- ❖ manage the day-to-day operation of the policy
- ❖ co-ordinate the provision for students with SEN and disabilities
- ❖ maintain the SEND list and regularly update the SEND provision map
- ❖ maintain resources and specific interventions to ensure appropriate provision is made
- ❖ track progress using school-based and statutory assessment data
- ❖ complete referrals to outside agencies when required
- ❖ complete relevant documentation required for additional funding for students at SEN Support, those with Top-up Funding and High Needs Funding
- ❖ support and advise colleagues
- ❖ monitor and evaluate the SEND provision and report to the Governing Body
- ❖ act as a link with outside agencies
- ❖ liaise with the Designated Teacher where a looked after student has SEN
- ❖ advise on the graduated approach to providing SEN support
- ❖ advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- ❖ liaise with parents of students with SEND
- ❖ liaise with primary feeder schools, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- ❖ be a key point of contact with external agencies, especially the local authority and its support services
- ❖ liaise with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned

- ❖ work with other colleagues to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements, including those for public examinations
- ❖ ensure that the school keeps the records of all students with SEND up to date

Allocation of Resources

The Headteacher is responsible for the operational management of the budget for special educational needs provision. The school is committed to providing a range of additional funding including the notional SEN budget and, where applicable, student premium to provide high quality appropriate support for students with SEND. The SEND provision map specifies the cost of support for those children at SEN Support and Top-up funding level of provision.

Identification, Assessment and Review Arrangements

SEN support – a four part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all students in school.

Assess

Subject teachers, support staff and the SENDCo, will carry out a clear analysis of a student's needs. This assessment will be reviewed regularly. Where appropriate, outside professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan

Parents will be formally notified. Adjustments, interventions, support and review date will be agreed with staff, parents and student. This will be recorded on the school information system.

Do

Subject teachers will remain responsible for working with the student on a daily basis and retain responsibility for their progress and outcomes. Subject teachers will plan and assess

the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed on the agreed date. Formal Reviews will be held with parents/carers at least once per year, although parents/carers will have the opportunity to discuss progress with SEN staff at other times either through face to face or telephone communication.

Additional reviews will be arranged according to need. Subject teachers, working with the SENCO, will revise the support in light of the student's progress. If a student does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, SEN support, Communication Difficulties Team, HYMs and, when appropriate, Social Services and the Looked After Children Team.

Additional Top-Up Funding

Where a student's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a student, the student has not made expected progress, then school or parents will consider requesting an Education, Health and Care assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for students with SEN can be found in the SEN information document and the Accessibility Plan.

SEND information document

This report can be found on the school website. It outlines the provision The Elton High School makes within the four broad areas of need – communication and interaction;

cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

The Elton High School follows a graduated approach of action and intervention as outlined in the Code of Practice (2014). School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify children who require additional and different provision. A provision map is completed annually and outlines all SEND support.

At School Support, the needs of young people are recorded on the SEN List and met in the classroom by teachers with additional Teaching Assistant support in key classes. Progress is monitored in accordance with whole school systems. However, if concerns are raised by parents/carers or staff a review meeting is called to address any difficulties.

For some students at School Support there may be involvement of outside agencies. Individual and small group interventions may be planned with the SENDCo and any relevant outside agencies. Targets are reviewed with parents/carers at SEN review meetings. These meetings are chaired by the SENDCo.

Those children at SEN Support Plus or those who have undergone statutory assessment and have an Education Health Care Plan (EHC plan), will have detailed individual costed provision plans. The additional support/resources are matched to the provision plan. The purpose is to improve outcomes for young people with high additional needs and prepare them for adulthood. Targets are reviewed with parents/carers at SEN review meetings. The meetings are chaired by the SENDCo.

Transition Arrangements

Transition is carefully planned in order to ensure successful transfer to The Elton High School and on to higher or further education, supported employment or apprenticeships. Students and parents/carers are fully involved in the planning for the transfer to the new setting. Key information about SEN provision is shared through the review process. Preparation for adulthood, including further education, employment, independent living, health and community participation will be carefully managed by SEN staff.

Access to the Curriculum: At The Elton High School a broad, balanced and relevant curriculum is differentiated to enable all young people to access the learning. In planning and teaching teachers aim to provide suitable learning objectives which meet the young peoples' diverse learning needs and remove the barriers to learning. For the majority of the week young people with SEN are taught with their peers in mainstream classes. However, in order to maximize learning, some young people are withdrawn, individually and in small groups, to take part in targeted interventions planned to meet particular needs. Young people with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs.

Student Voice

At The Elton High School the views of all students are valued. All young people with SEND are made aware of their individual targets and are involved in reviewing their progress.

Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for the children with SEND:

- ❖ Regular observation of teaching
- ❖ Analysis of assessment data
- ❖ Assessment records that illustrate progress over time – e.g. reading ages
- ❖ Pre and post assessments for those children who are withdrawn for targeted interventions
- ❖ Success rates in respect of individual targets
- ❖ Monitoring by the governor with responsibility for SEND
- ❖ The views of parents/carers and children
- ❖ Regular meetings between SENDCo and senior leaders
- ❖ Provision Mapping – used as a basis for monitoring the impact of interventions.

Partnership with students' families

The Elton High School values the important role the students' families play in their education: families are always informed when a young person is placed on the SEN list and

the graduated response, outlined in the Code of Practice, is explained to them; they are fully involved in the review process.

The Pastoral Team works closely with the Learning Support staff to provide proactive support for families, including home visits, liaising with agencies, organising activities and facilitating and delivering training.

Where there are a number of identified needs, an Early Help Family Support Plan (EHFSP) may be used by Pastoral and SEND staff to co-ordinate support for children and their families.

Staff Development

The SENDCo ensures staff are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training e.g. behaviour management strategies for lunch time supervisors and the social and emotional aspects of learning (SEAL) training for all staff. Newly qualified teachers and new Teaching Assistants are provided with support and in school training by the Learning Support Team.

Links with external services

Links with a range of external services are well established. Regular multi agency meetings take place involving colleagues from the following services - Educational Psychology, School Health, SEN Team, Communication Difficulties Team, HYMs and when appropriate, Social Services and Looked After Children Team.

Medical Conditions

The Elton High School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions. Where a student also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. The Elton High School has a secure medicine cabinet where medicines can be safely stored with the permission of the parent/carer. Students are supervised when taking medication in school by appropriately trained staff (see First Aid & Medicines Policy).

Admission Arrangements

The school has adopted the criteria set out in the LA's admission policy. The school welcomes children with known special educational needs, as well as identifying and providing for those not previously identified as having SEND.

The Complaints Procedure

Initially an attempt will be made to resolve a complaint about SEND provision at school level. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENDCo and/or Assistant Headteacher becomes involved. If the complaint is unresolved, then the person making the complaint should contact the Headteacher. If the matter remains unresolved the person making the complaint would be advised to approach the Governing Body who will consider the complaint, after which, if necessary the LA will become involved.