Special Educational Needs and Disability Policy for Highworth and Warneford School.

This policy accepts the definition of Special Education Needs (SEN) as set out in the Revised Code of Practice (2014):

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
b) Have a disability which prevents or hinders them for making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

1 Aims and Objectives

1.1 The Governing Body and teaching staff of Highworth Warneford School will do their best to ensure that the necessary provision is made for any pupil who has special educational needs.
1.2 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
1.3 Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school’s work for pupils with special educational needs.
1.4 The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

2 Responsible Persons

The “responsible person” for SEN is the Headteacher.

The person co-ordinating the day to day provision of education for pupils with special education needs and/or disabilities is Mrs S J Hills (SENDCo).

3 Admission and Inclusion

3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such Highworth Warneford School adopts a “whole school approach” to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements or education, health and social care plans and those others with less significant problems.
Highworth Warneford School does not have a separate specialist provision or specialist resourced area.

4 Access to the Curriculum

4.1 The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted (see the school’s local offer on our website). The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

4.2 The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teachers and the SENDCo will keep regular records of the pupils’ special educational needs, the action taken and the outcomes.

4.3 All students will receive teaching in whole class contexts but where necessary flexible grouping such as small group or 1:1 can be offered to meet specific needs.

4.4 The curriculum can be differentiated to meet the needs of individual pupils. Teaching styles will reflect this approach.

4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take into account of special educational needs.

4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

4.7 Special effort is made to include all pupils in educational trips, extra-curriculum activities, lunchtime and break time activities. Pupils with specific needs have access to alternative or amended arrangements to meet these needs.

5 Providing the graduated response at Special Educational Needs Support (SENS 1 and SENS 2) i.e. pupils with a recognised difficulty who do not have Statements/Education, Health and Social Care Plans.

The school offers a differentiated curriculum. When a pupil fails to make satisfactory progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent challenging behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will place the pupil at SENS 1 and support that is additional to and different from the differentiated curriculum will be provided through a Provision Map in a range of ways including:

- Classroom organisation and management
- In-class support by the teacher/teaching assistant
- Withdrawal for individual/small group work
- Specific literacy schemes e.g. Fresh Start
- Behaviour modification programmes i.e. daily report to either the form tutor or head of year or subject head
- Use of specialist equipment e.g. word processors
- Mentoring from a member of staff
- Peer mentoring
- Peer, paired reading schemes.
- Alternative teaching strategies

The resources allocated to pupils who are not Statemented or have an Education, Health and Social Care Plan will be deployed from the school budget to implement these Provision Maps.

Parents will be informed and pupils will be involved in decisions taken at this stage. If a pupil does not made progress despite the school taking the action outlined, advice will be sought from the appropriate support services and the Provision Map will be amended accordingly and the pupil move to SENS 2.

**6 Identification and Assessment – a graduated response**

6.1 If satisfactory progress is still not achieved despite SENS 2, the child may be assessed bearing in mind the Local Authority guidance with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

6.2 Identification of children with special educational needs will be undertaken by all staff through the SENDCo and the appropriate records and forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or the SENDCo via the school Tracker Reports (published three times each academic year). Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENCo for diagnostic testing to construct a profile of the child’s strengths and weaknesses.

6.3 The progress of children with special educational needs will be reviewed through formative and summative assessments. Provision Maps will be reviewed three times per academic year.

**Additionally, the progress of children with a Statement of Special Educational Needs/Education, Health and Social Care Plan will be reviewed annually, as required by legislation.**

6.4 Detailed records will be kept of pupils receiving extra teaching support via the Provision Maps. This information will be provided, with permission from pupils and parents, to post-16 provision.

**7.0 Resources**

7.1 The school has an allocated budget for pupils with special educational needs at SENS 1 and 2. These funds are devoted to the purchase of teaching hours, ancillary hours and specialist equipment.

7.2 If a pupil has a Statement or EHC plan, the Local Authority can provide additional funding.
7.3 If a pupil has “high needs”, over and above those outlined in the Statement or EHC Plan, the school can request “top up” funding to provide additional or specific support.

8 Liaison

Parents will always be informed when an external agency becomes involved with their child, and written permission from the parent will be sought before initial contact with agencies such as Swindon Advocacy Movement.

8.1 Regular liaison is maintained with the following external agencies for pupils who match the criteria for special educational needs:

- SEN Support Services
- Educational Psychology Services (free for support with Statemented students or those with an EHC Plan but paid by the school for other pupils)
- Social Care
- The Hearing Support Service
- The Vision Support Service
- Augmentative and Alternative Communication
- Health Service
- Education Welfare Service
- School Nurse (funded by the school)
- First Aider (funded by the school)
- Education Provided outside the school (EOTASS) e.g. Riverside, Hospital School
- Local Colleges
- Looked After Children Services (LACES)
- Parent Partnership Services
- Swindon Advocacy Movement (SAM)
- Child and Adolescent Mental Health Service (CAMHS)
- Targeted Adolescent Mental Health Service (TAMHS)
- Counselling Service (funded by the school)

8.2 The SENDCo is responsible for the day-to-day arrangements regarding the support of pupils with special educational needs and this includes the management of teaching assistants. This includes two Higher Level Teaching Assistants (HLTAs) and two Lead Teaching Assistants who are responsible for:

- organising cover arrangements in the event of absent teaching assistants
- working closely with the examinations officer and the SENDCo to organise special examination arrangements for those pupil who are entitled to them
- working closely with the SENDCo when organising the support timetable and amending it should the need arise
- unofficially mentoring new members of the teaching assistant team
- working closely with the SENDCo to monitor the progress of students with special educational needs
- working closely with the SENDCo to devise strategies to record the effectiveness of interventions and provide evidence to support progress
Each teaching assistant is linked to a faculty. They form an integral part of the school helping their teaching colleagues to deliver the curriculum. Their role includes:

- attending some faculty meetings
- attending regular special needs team meetings
- forming a partnership with members of the SEND and their link faculty
- communicating with class teachers regarding their support of the pupils with special needs in order to provide subject knowledge, knowledge of the pupils, awareness of the objectives, activities and outcomes expected
- providing information to their link faculty regards any special needs issues
- providing information to the SEND department regards any faculty issues

There is a school governor linked to special needs who aims to meet with the SENDCo regularly.

9 Arrangements for queries or complaints

The procedure for managing queries or complaints is to contact a subject teacher should there be a query regarding an issue in a particular subject area or the form tutor should it be a general educational, social or emotional issue. This can be done via the pupil’s school planner or via the telephone or via email. If the issue is linked to special needs the SENDCo may be contacted via the telephone or email.

Should a message be left, the SENDCo will use her best endeavours to make contact between one to two days.

It might be necessary to follow up the initial contact with a meeting and the SENCo is more than happy to organise this and should more professionals be needed at this point or at another meeting, the appropriate member of staff will organise this.

If a parent requires more clarification, the head teacher can be contacted, particularly in reference to other school policies.

10 Staff Development

10.1 In-service training needs related to special educational needs will be identified by the head teacher in consultation with the staff and will be incorporated into the staff development plan

10.2 It is school policy to encourage staff to continue their educational development. To that end, local and national SEN-related courses are regularly offered to members of the teaching assistant team.

10.3 All members of the teaching assistant team are encouraged to attend training in order to keep abreast of any changes in special needs both locally and nationally and any syndromes or conditions that may affect students at the school.

10.4 Teaching assistants may express an interest in training to become a higher level teaching assistant (HLTA) and if there is a need within the school, they will supported to do so.
10.5 Teaching assistants may express an interest in training to become a teacher and they will be supported to do so.

11 Working with Parents

11.1 The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

11.2 Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.

11.3 As mentioned in “8” above, parents will be fully consulted before involvement of any outside agencies with their children, and will be invited to attend any formal review meetings at all stages.

12 Pupil Participation

The school will work to ensure that the pupils are fully aware of their individual needs and the targets in their Provision Maps. Steps will be taken to involve pupils in decisions which are taken regarding their education.

13 Evaluating Success

13.1 This school policy will be kept under review. The governors will gauge the success of the policy by monitoring the progress of the SEND pupils via:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs i.e. tracker reports published three times a year
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Number of exclusions of pupils with a special need
- Number of children supported by the funding allocation SENS 1 and SENS 2.
- Consultation with parents
- Number of pupils moving between stages i.e. from SENS 2 to SENS 1.
- Pupils’ awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2014.

Governors’ Committee responsible for this policy: Curriculum
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