

Churchdown School Academy



Special Education Needs Policy

Governors' Policy Document 2017

The School's Vision Statement

School Aims

We are committed to our vision of Achieving Success for all.

Our Mission

Our mission is to be a school where student development and learning are at the centre of everything we do. Students are expected to strive for personal excellence and demonstrate a commitment to learning as they fulfil their potential. Our community is a nurturing and caring one where students are encouraged to show compassion, friendship and support towards one another. We aim to provide an education which is fully inclusive, where every child is valued for who they are and who they can become.

At Churchdown School Academy the education we provide is guided by values of respect, ambition and tolerance. These values are particularly important to us as we develop the students into lifelong learners and prepare them for a life beyond school.

Churchdown School will:

1. Value all of our students and staff equally
2. Expect students to work hard and enjoy school
3. Endeavour to develop the full potential of every student
4. Expect students to be involved and to accept responsibility
5. Continue the professional development and training of all staff
6. Involve parents and carers in their children's education
7. Ensure that students meet the school's expectations
8. Expect parents, carers and the community to support the school in its expectations

Introduction

Churchdown School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and equal members of the school.

As such provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students with SEND.
- To enable students with SEND to maximise their achievements.
- To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all students with SEND are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the student into account.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to students with SEND and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

The Legislative Context

Equal Opportunities

Special Education Needs was identified as an equal opportunities issue in the 1988 Education Reform Act and the subsequent NCC document "The Whole Curriculum". In these it states that all children have the right to the broad, balance and differentiated curriculum, including the National Curriculum.

There is a clear expectation within the 1996 Education Act that pupils with special needs will be included in mainstream schools. The SEN and Disability Act 2001 reinforce this. SENDA makes it unlawful to discriminate against disabled pupils in all aspects of school life. From September 2002 schools and LEAs must:

- Not treat disabled pupils less favourably, without justification for a reason which relates to their disability .
- Make reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to other pupils .
- Plan strategically for and make progress in improving the physical environment of the school and improve the ways in which written information is provided.

The school aims reiterate this equal opportunities theme. Meeting the special needs of students is a shared responsibility. All students share the same right to a broad, balanced and differentiated curriculum, which is relevant to their needs.

The school has been making great strides over recent years to improve the accessibility of the school to wheelchair users. All ground floor buildings now are accessible via ramps. Accessible toilets are available.

These facilities are of benefit to the local community as well as to students of the school, both present and future.

Admission Arrangements for Students with Special Educational Needs

The Headteacher is responsible for the admission arrangements as laid out in the Admissions Policy. The school acknowledges in full its responsibility to admit students with already identified special educational needs, as well as identifying and providing for those not previously identified.

Responsibility for implementing the policy

The 1988 Education Act stated that meeting the special needs of pupils is the responsibility of all the staff. This has been restated in the subsequent Education Acts and the Codes of Practice for SEND. The responsibility for special needs belongs to all staff, although there are some staff that have the added task of making sure that this is carried through into practice.

Heads of Department are responsible for liaising with the Support Department to ensure that the needs of pupils are met in their subject area and that the curriculum on offer is accessible to all.

Heads of Years are responsible for overseeing the welfare of individual pupils and for liaising with the Support Department when, for example, home or behavioural problems might affect a child's learning.

The Learning Support Team has a specific role to play in:

- The day-to-day operation of the SEND policy
- Identifying and assessing individual special needs
- Coordinating the additional provision for children with SEND
- Supporting staff in meeting the needs of students across the curriculum
- Providing individualised programmes for students who need additional and specialist intervention
- Overseeing records of needs, assessments and progress of children with individual needs
- Evaluating the effectiveness of the school's response.
- Liaising with external agencies, such as the LA's advisory services, educational psychology services, health and social care.

Role of the Governors

The governor for SEND has responsibility for informing the governing body on all aspects of SEND in the school. The governors must ensure that the SEND policy is implemented effectively and that the necessary provision is in place for students with SEND. They must have regard for the Code of Practice (Sept 2014) and report annually to parents on the school's policy for SEND.

Role of parents of students with SEND

The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents of children with SEND are encouraged to contact the SENCo if they have any concerns or queries about their child's needs.

Role Of the Special Needs Co-ordinator

It is the role of the SENCo to ensure that children with SEND experience a smooth transition from primary school and to ensure that appropriate provision is in place once at Churchdown School. The SENCo will be responsible for:

- The efficient and effective management, organisation and administration of the Support Department.
- The day-to-day operation of the school's SEND policy.
- Coordinating and supporting the work of subject departments and year teams to ensure that individual needs are identified, recognised, and their progress monitored.
- Building a diagnostic profile of each student with individual learning needs and overseeing the records and SEND register as required under the Code of Practice.
- Providing support and guidance to these pupils.
- Liaison with appropriate LA Support Services, feeder primary schools, sixth forms, further education, Careers Service and employers in relation to students with Special Educational Needs including students with Statements/EHCPs and their parents.
- Advising on the suitability of resources for children with Special Educational Needs.

Identifying Special Needs

Identifying and meeting the special educational needs of our students is the responsibility of all staff. Early identification is considered a priority in ensuring the effectiveness of teaching and learning and meeting individual needs. Measures in place to identify need are:

- Liaison with feeder primary schools by Head of Y7
- Liaison between primary and secondary SENCOs
- Close communication between SENCO and pastoral staff on transition
- Screening testing using LASS in y7 and y8
- Additional individual testing by specialist teacher if necessary
- Testing for Exam Access Arrangements in y9
- Observation in class by SENCO and learning support teachers
- LSA support in class and regular, rigorous feedback to SENCO
- Identification of need by subject and pastoral staff and referral to SENCO
- Parental consultation at Y7 induction evening and subsequent parent evenings
- Parents are encouraged to telephone school whenever there is a problem and are welcome to make an appointment to meet members of the Support Department to discuss their child's work and progress.
- The views of the student are at the heart of the process and are included when assessing and reviewing

Access Arrangements for Public Examinations

These arrangements are made with due reference to the Joint Council for Qualifications guidelines. Access arrangements in public examinations are available to a small number of students with significant special educational needs that prevent or hinder them from accessing standard examination papers.

It is the role of the specialist assessor in consultation with SENCO and teaching staff to ascertain the most appropriate recommendation for individual students. Any recommendation made must reflect the student's normal way of working and adhere to the JCQ regulations.

Information about Special Needs pupils

The Code of Practice September 2014 has introduced a number of changes to the categorisation of needs. Statements will be transformed to Education Health Care Plans (EHCPs) in accordance with the Local Authority's schedule. Students with less complex needs will be supported at SEND School Support (SS). All these students have a one page "SEN passport" outlining their needs and suggested strategies. These are available to staff on "Sharepoint".

Provision

Meeting the needs of every learner is the responsibility of the whole school. All teachers strive to provide good quality inclusive teaching in order to meet individual learning needs and have a duty to discuss any additional difficulties and concerns with the SENCO, directly or through liaison with a member of the Support Department. Short term in-class support is provided in Y7 for whole groups in order to support and promote transition, inclusive practices and curriculum access. Targeted in-class support for individual students is at the discretion of the SENCO. Those students with a statement of special educational needs or EHCP will have a designated key worker.

The Support Department has a wide range of resources and expertise to support staff with planning and differentiation. There is also a wide and diverse range of provision available including:

- Mentoring
- Additional pastoral support
- Small group intervention for literacy, numeracy, study skills, metacognition etc.
- Alternative personalised curriculum
- Specialist individual teaching
- Personalised guidance for anger management, social difficulties, anxiety etc.
- Break and lunchtime clubs
- Homework club
- Inclusive sports activities, such as cycling, ClubActive, archery
- Outdoor curriculum and Lifeskills groups

Monitoring and Evaluating the Success of the Education Provided for Students with SEND

The school and its governing body is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body report annually to the parents upon the quality of education provided for and the achievements of students with SEN. The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching
- A focus on differentiation in department Self Evaluation
- Analysis of the attainment and achievement of different groups of students with SEN
- Post-16 destinations of students with SEN
- Scrutiny of teachers' planning and students' work
- The views of parents and students
- Regular monitoring by the Governing Body/SEND governor*
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between the SENCO, subject teachers, HODs, pastoral heads, tutors and LSAs
- Commitment to evaluating effectiveness of provision, improving and sharing good practice
- Monitoring of outcomes for students with statements of SEN and EHCPs through the Annual Review process