

SMITHILLS SCHOOL

POLICY:

Smithills School SEND Policy

The SENCO at Smithills School is:

Sally Morris - s.morris@smithillsschool.net

The Assistant Vice Principal responsible for SEND is:

- Carolyn Dewse - c.dewse@smithillsschool.net
- Both can be contacted at: Smithills School, Smithills Dean Road, Bolton, BL1 6JS, Tel: 01204 842382

Vision

'Learning Services drives an inclusive environment at Smithills School and empowers our young people with self-belief and skills so that they can reach their aspirations'

The Learning Services Department work alongside students, parents/carers, staff and outside agencies to ensure that all students are supported to become independent, confident, skilled and happy individuals

RATIONALE

Smithills School believes that all students should have equal access to *Academic excellence, Rich in Opportunity*. Therefore, we believe that all students regardless of ability should be welcomed into the Smithills family in order that they may achieve outstanding academic success and learn and develop the social, emotional, communication and cultural skills to be successful in the 21st Century.

We will achieve this by ensuring that all children are given **Quality First Teaching**. This means that **all** teachers are teachers of SEND and have a responsibility for the progress and well-being of every student in their classroom.

The following policy reflects both our rationale and also the SEND Code of Practice, 0-25 guidance issued by the Department for Education in June 2014.

Written By: Carolyn Dewse and Sally Morris

Signed: 

Headteacher

Date: September 2016

Approved on behalf of Governing Body:



For Review:

Date: September 2017

Aim

What are Special Educational Needs?

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND 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 from 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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Bolton that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can access Bolton's Local Offer at: <http://www.localdirectory.bolton.gov.uk/send.aspx>

Aims

At Smithills School we aim to:

- raise the aspirations and expectations for all students with SEN
- achieve successful outcomes for SEN students
- ensure that SEN students are equipped with the necessary skills to make the next step in their life successfully
- improve the quality of Teacher and/or Associate Staff support for students with SEN

To meet those broad aims, we will:

¹ SEND code of practice, 0-25 years, pg 83

- operate a whole school approach to SEN with all members of staff informed about, and actively engaged in supporting students with SEN
- provide a SENCO who will work with the Learning Services Faculty to promote positive outcomes for SEN students
- identify and support at the earliest opportunity those students who have special educational needs
- ensure that all students with SEN have access to an appropriate broad and balanced curriculum
- develop and maintain partnerships with parents to ensure the appropriate support for SEN students
- provide training to Teachers and Teaching Assistants so that they can deliver Quality First Teaching in the classroom
- secure, when appropriate, the services of outside agencies such as Behaviour Support, Ed Psych etc

Identification of Special Educational Needs

The identification and assessment of special educational needs is essential if we are to provide greater educational opportunities for each child. This cannot be regarded as a single event but as an ongoing process throughout a school year.

We recognise that children have a special educational need if they:

- begin at Smithills School with an Educational Health Care Plan (EHCP)
- are in the process of being assessed with regard to an EHCP
- have been identified as having a special educational need in a previous school or early years setting
- are experiencing learning difficulties significantly greater than the majority of children of the same age
- are experiencing emotional and/or social difficulties that impact on their learning or behaviour within the school environment
- have a physical disability which either prevents or hinders them from making use of the educational facilities of a kind provided for children of the same age
- have a serious medical problem which has implications for the learning process

To help identify children who may have special educational needs we will measure progress by referring to:

- the child's performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from a variety of assessment appropriate to the child's needs
- standardised screening or assessment tools

SEND can be divided into four main areas of need. These are:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

How will teaching be adapted to meet the needs of my child?

'Teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff'

Quality First Teaching

Smithills School offers an inclusive learning environment; providing quality first teaching which is differentiated to meet the needs of all students. Daily planning takes into account individual needs and requirements. Differentiation is approached in a variety of ways to support access and ensure that all students can experience success and challenge in their learning.

Grouping

All students are grouped in mixed ability form groups. In class grouping arrangements are organised flexibly with opportunities for both ability and mixed ability setting to maximise learning opportunities for all.

Teaching Assistants

Additional adults are used flexibly to help groups and individuals to make academic, social and emotional progress, with the aim of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on adult support.

The Graduated Approach to SEND provision

Smithills School follows a graduated approach, which is a model of action and intervention to help all students. The approach recognises that there is a continuum of Special Educational Needs and where necessary, increasing specialist expertise may be sought if a student is experiencing increasing difficulties.

SEN support takes the form of a four-part cycle:

ASSESS> PLAN> DO> REVIEW

This incorporates assessing a child's needs, planning and implementing a programme of support and following a period of time reviewing the support to ensure it has had an impact and progress has been made. This allows for a growing understanding of each student's needs and the support they need to make good progress and secure good outcomes.

When a child is referred to Learning Services, the following process will take place:

Assess

- The SENCO and/or relevant specialist staff will assess the specific needs of the child using the full range of information available to them.
- Parents/Carers, the child and relevant school staff (house leaders, subject teachers etc) will be informed about the specific need the child has.

Plan

- The SENCO in consultation with parents will decide upon the level of provision needed from the School Offer.² At this point, the SENCO will commission any further outside support from agencies

² See appendix 2 for School Offer

such as Behaviour Support, Ladywood Outreach Service, CAMHS and the Educational Psychology service. Appropriate single or dual agency referral forms will be completed by the SENCO or HLTA 4.

- Additional support will be specified and documented on a costed provision map.
- A Student Passport detailing the child's individual needs and suggested strategies to aid progress will be issued to relevant staff. A copy will also be made available to parents.
- Where external agencies are involved, their advice and recommendations are included on Student Passports. Agreed actions will take into account individual strengths and difficulties; focusing on key areas of learning and identifying intended outcomes for the child.

Do

- Subject teachers will offer Quality First Teaching that is differentiated to the needs of the child based on the information in the Student Passport.
- The child will receive additional support such as extra resources, TA support or targeted withdrawal.
- In some cases teaching assistant support may be allocated. This support is deployed to ensure children can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood

Review

- Subject teachers will make regular half termly assessments of progress.
- TAs and other specialist staff will make regular reviews of progress based on the length of intervention (eg – 6 week reading recovery programme).
- This information will feed into termly Student Progress Meetings. Parents/carers, relevant external agencies and when appropriate, students are invited to this review. If a student has not made sufficient progress during the term, parents will be consulted and a decision will be made as to whether to seek additional support for the child based on their level of progress and the amount of support provided by the school.
- The school will ensure that it has spent the £6,000 on additional support before the SENCO will apply for High Needs Funding from the authority.
- Appropriate amendments are made to the provision map and Student Passports by the SEND administrator. These are communicated to staff.

Withdrawal

Specialist teaching is available for students requiring withdrawal from lessons. This can be to focus on literacy skills, numeracy skills, social skills, speech, language and communication or behaviour support.

Request for High Needs Funding

For a student who is not making adequate progress, despite a period of SEN support and in agreement with parents/carers, the school may request a statutory assessment in order to determine whether it is necessary for the child to receive an Education and Health Care Plan (EHCP).

The school is required to submit evidence to the local authority along with a costed provision map which will show an additional £6,000 has been spent to support the child. The LA will make a judgement about whether

a student's needs can continue to be met from the resources normally available to the school or if additional funding, made available via an EHCP is needed.

Planning, provision, monitoring and review processes will continue as before while awaiting the outcome of the request.

Placing a child on the SEND Register

Subject teachers supported by the SENCO and Senior Leadership Team will make regular assessments of progress for all students. If a student is making less than expected progress either academically, emotionally or socially then the first response will be high quality teaching targeted at their area of weakness. Where progress continues to be less than expected the subject teacher, working with the SENCO, will assess whether the child has SEN.³ Parents will be consulted at the point of referral.

The school identifies students' needs based on information from a number of sources:

- Information from primary schools, including KS2 SATs data
- Screening of reading and spelling skills
- Referral from subject departments/pastoral staff
- Parental concerns
- Referral from other professionals
- Not making progress in English or maths

Other factors that may affect progress and attainment but are not defined as SEND include poor attendance and punctuality, English as an Additional Language, being in receipt of the Student Premium Grant and being in Local Authority Care. In addition, poor behaviour does not necessarily mean that a child has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health

Education and Health Care Plans (EHCP)

Each child with an EHCP or statement will have a keyworker who will work as an advocate; building a positive caring relationship, liaising with parents/carers, attending reviews and meeting with the student to discuss concerns and progress.

Children with an EHCP or statement will have a personalised learning programme; this may incorporate additional support in lesson and individual and/or group interventions selected to meet the outcomes identified for the student. All teachers will be made aware, via a student passport, of their needs.

Regular meetings/phone calls between parents/carers and the SENCO, alongside an annual child centred review to examine progress and set targets which focus on outcomes, will ensure everyone is fully informed of planned support and interventions.

Criteria for exiting the SEND register

³ Please see Appendix 1: Flowchart of identification

All students' progress on the SEND register will be regularly reviewed. As students make progress, their needs will change. Students will be removed from the SEND register where appropriate if:

- Their progress has caught up to and matched age-related expectations
- Specific aspirations set at reviews meetings have been met and the progress sustained for at least one term
- The SENCO has been advised by an appropriately qualified professional (Ed Psych for example).

Tests and Examinations: Access Arrangements

For some students additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform parents/carers about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations.

Roles and Responsibilities

The following staff have specific roles and responsibilities:

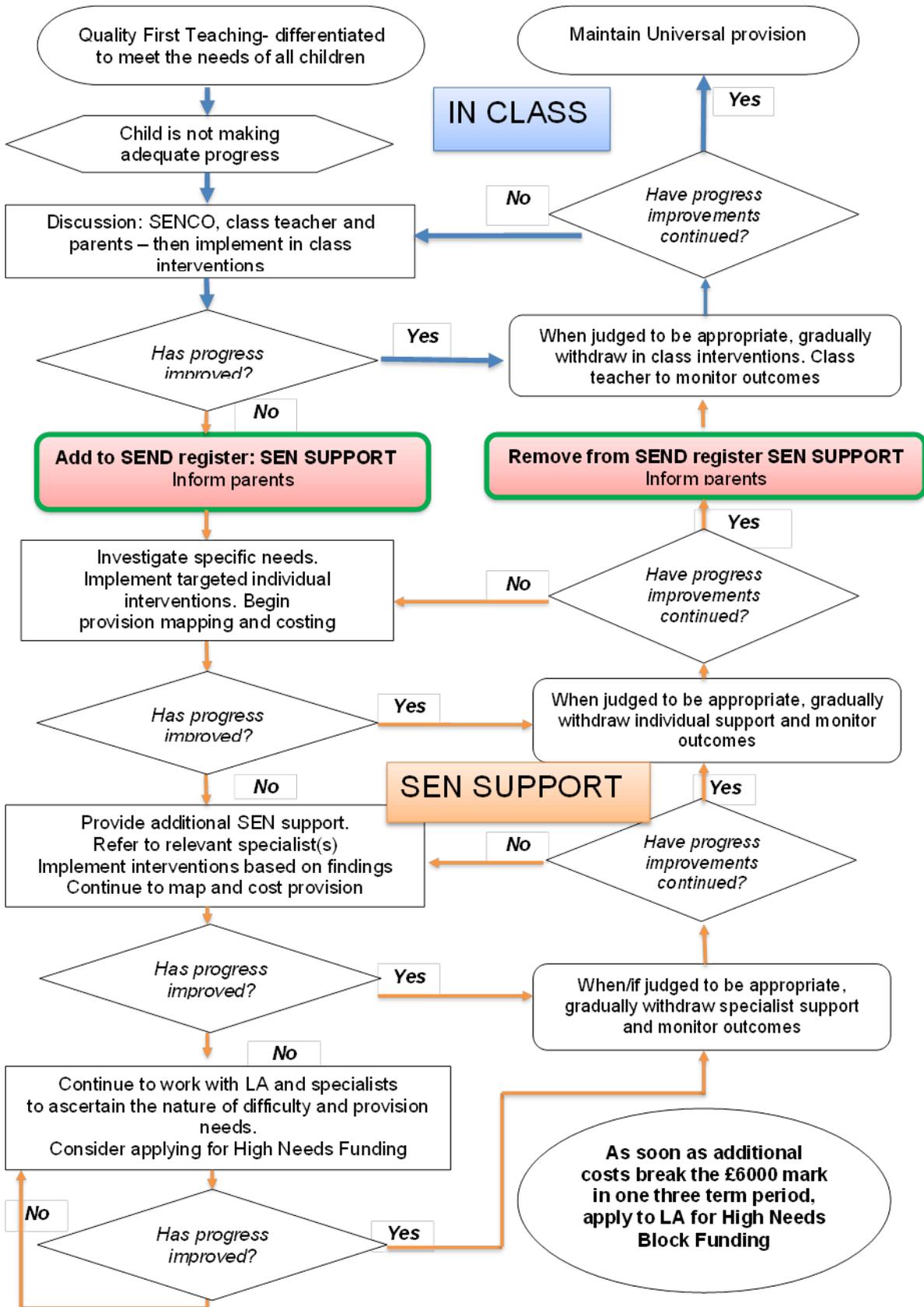
- **SEN Governor** – Amanda Davies. Her role is to provide support and challenge to the Assistant Vice Principal for Inclusive Learning (Carolyn Dewse).
- **Assistant Vice Principle for Inclusive Learning** – Carolyn Dewse. Her role is to ensure that interventions are put in place to support students who are not making progress. This includes line managing the Learning Services Department which includes the SEND and INA departments, along with managing Pathways and PPG.
- **SENCO** – Sally Morris. Her role is to lead the SEND department. This means focusing on improving the outcomes for those identified children.
- **Designated Teacher for Child Protection** - Mike Sidebottom (Deputy Vice Principal). His role is to line manager the Safeguarding Officer, Su Gastall.

Reviewing the policy

All aspects of the SEND policy are informally kept under review and changes will be made, where necessary by the Assistant Vice Principal for Inclusion Learning (Carolyn Dewse) and the SENCO (Sally Morris). Copies of this policy are available on request by parents and the School's website has further information for parents of students with SEND. We welcome parental feedback and will make sensible alterations to the policy on request.

The policy will be reviewed formally on an annual basis. This will be done by the SEND Leadership team of: Assistant Vice Principal, SENCO, Level 4 TAs and the Inclusion Administrator during the summer term. It will be ratified by the Governing Body during the summer term. Any material changes will be communicated to parents and incorporated into the information on the school website.

Appendix 1: Flow chart of intervention



Smithills School Offer

Provision Map by Special Educational Needs and Disabilities (SEND) categories across the school

Area of Difficulty	All students, where appropriate	Catch-Up	SEND
Cognition and Learning	<ul style="list-style-type: none"> • Quality First Teaching • Differentiated curriculum planning, activities, delivery and outcome • In-class TA support • In-class targeted teacher support • Increased visual aids /modelling • Visual timetables • Use of writing frames • Access to ICT • My Maths program • Year 7 and 8 Accelerated Reader programme. • Access to whole school homework clubs • Alternative curriculum pathways • Careers guidance • Form tutor mentoring • Drop everything and read! • Year 11 Intensive subject days • Year 11 Easter school • After school revision sessions • Good to Great programme 	<ul style="list-style-type: none"> • Progress Reports • Small group catch up programmes, e.g. Vocabulary Enrichment Intervention Programme (VEIP) • Learning mentors • Reduced/ increasingly individualised timetable at KS4 • Exam booster classes • Guided reading within lessons • Targeted peer reading time • College placements • English and Maths small group withdrawal • Senior Leadership year 11 mentoring Year 11 - motivational report for students: TEAM (Targeting Effort Attitude and Motivation) • Year 8 Reading challenge • Science nurture group 	<ul style="list-style-type: none"> • Intense literacy/numeracy support • Exam concessions/special arrangements • Reading programmes • Spelling programmes • Student passports • Year 11 support groups • Access to Connexions • Dyslexia group • Working memory • Handwriting • Advice from EP service • Keyworker
Communication and	<ul style="list-style-type: none"> • Breakfast, lunch and break clubs 	<ul style="list-style-type: none"> • In class support from 	<ul style="list-style-type: none"> • Student passports

Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • Increased visual aids/modelling etc • Visual timetables • Structured school and class routines • Form tutor mentoring 	<p>TA/learning mentor with some focus on supporting speech and language</p> <ul style="list-style-type: none"> • Comic Strip conversations • INA small group teaching 	<ul style="list-style-type: none"> • Talking Partners • Drama4SocialSkills workshops • Exam concessions/special arrangements • Nurture group • Speech and Language support • Advice/ Input from Ladywood Outreach • Advice from EP service • Keyworker
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Breakfast, lunch and break clubs • Whole school behaviour policy • Whole school /class rules • Whole school/ class reward and sanctions systems • Access to the school counsellor • Reintegration • Form tutor mentoring • School nurse 	<ul style="list-style-type: none"> • Mentoring from house offices • Form tutor/house/SLT reports • Individual rewards programme • Reduced curriculum • College placements • Talk 4 Teenagers Senior • Senior Leadership year 11 mentoring 	<ul style="list-style-type: none"> • Student passports • Exam preparation – stress intervention • Exam concessions/special arrangements • Social skills/positive behaviour group (WAVE) • Ladywood Outreach - intervention for girls • Jigsaw group • Access to behaviour support • Individual support • Alternative pathway • Re-integration programme • Managed transfers • Off-site alternative provision • Advice from EP/CAMHs • Keyworker
Sensory and/or Physical	<ul style="list-style-type: none"> • Flexible teaching arrangements • Staff aware of implications of physical impairment • Health and safety assessments • Form tutor mentoring • School nurse 	<ul style="list-style-type: none"> • Additional handwriting practice • Access to equipment 	<ul style="list-style-type: none"> • Student passports • Exam concessions/special arrangements • Individual support in class during appropriate subjects • Use of appropriate resources e.g. computers • Keyworker • Sensory Support Service

Primary Transition

- Visits to primary schools re guidance and welfare.
- SENCO attends review meetings.
- Learning Services and Transition Co-ordinator gather specific information in primary school.
- Ongoing liaison between subject departments and primary schools.
- Parents of SEND children invited to attend individual meetings at school.
- SEND induction day for students supported by Ladywood Outreach.
- New intake evenings.
- Student Induction Day in the summer term.
- SENCO and Transition Co-ordinator meet to discuss placements.

Post 16 Transition

- Access to Work related learning/careers/enterprise events & conferences.
- Year 10 work experience.
- Applications/visits and interviews for college/apprenticeships undertaken.
- Connexions work on a one to one basis with all year 11 statemented/EHCP students and attend annual reviews for year 11 and year 9 children.
- Supported transition to college.
- Meetings at parents' evenings.

