



## SEN Policy

This policy takes into account the revised Code of Practice for Special Educational Needs and Disability 0 - 25 years. The code refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

Norton Canes High School is covered by the public sector equality duty and when carrying out its functions has regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.

### Our Aims

Norton Canes High School aims to provide a rigorous and transformational education that prepares pupils for success at university and beyond. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. It reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Specifically, we aim to:

- Provide a balanced and relevant curriculum.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- Ensure that SEN pupils take as full a part as possible in all school activities.
- Ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.

- Ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

## Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age

Special education provision means provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area. Many young people who have SEN may have a disability under the Equality Act 2010, which 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'. This definition provides a relatively low threshold and includes more young people than many realise: 'long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition. Pupils are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Identifying and assessing SEN for pupils whose first language is not English requires particular care and we will look carefully at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due

to limitations in their command of English or if it arises from a SEN or disability. Difficulties related solely to limitations in English as an additional language are not SEN.

Norton Canes High School will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

## Roles and Responsibilities

The SEN team in the school consists of:

- SEN Governor
- Assistant HeadTeacher (SENCo)
- Heads of Department
- Subject Teachers
- Learning Support Assistants

## The role of the SENCo / Assistant SENCo

The SENCO plays a crucial role in the school's SEN provision. This involves working with the HeadTeacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with parents
- Making a contribution to CPD
- Liaising with external agencies, LA support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils

- What exactly constitutes a 'level of concern' and at which point intervention is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required

## The role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEN provision
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy
- Reporting annually to parents on the school SEN Policy including the allocation of resources from the school budget.

## The role of the Subject Teacher

Responsibilities include:

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop provision plans for SEN pupils.
- Working with SEN pupils on a daily basis to deliver targets within differentiated planning.
- Developing constructive relationships with parents
- Being involved in the development of the School's SEN policy.

## The role of the Learning Support Assistant

Responsibilities include:

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop provision plans for SEN pupils.
- Working with SEN pupils on a daily basis to support achievement of targets.
- Offer in class support and/or small group interventions.

## The role of the HeadTeacher

The Head Teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the School
- Working closely with the SEN team
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the School has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Ensuring that SEN provision is an integral part of the School Improvement and Development Plan.

## Admission Arrangements

Norton Canes High School strives to be a fully inclusive school. We work closely with Local Authorities to place pupils with Statements or Education, Health and Care Plans where this is the wish of parents and the pupil's admission would not be incompatible with the efficient education of other children at the School or the efficient use of resources.

Norton Canes High School must also be suitable to the pupil's age, ability, aptitude or special educational need. In admitting pupils with SEN to the School, we will work closely with the Local Authority and the feeder school to ensure a well-planned and smooth transition. All classroom areas of the School are fully accessible.

All pupils will be taught the value of each individual and it is a natural expectation of the School that everyone is treated with dignity and respect. Bullying someone because of an actual or perceived disability or SEN is not tolerated in any shape or form at the School. We have high expectations for our SEN pupils and expect them to play as full a part in School life as is possible.

The School will publish SEN information in the Local Offer so that parents can make an informed choice as to which secondary school they would like their child to attend.

## Categories of Special Educational Need

The new Code does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what we need to take, not to fit the pupil into a category. In practice, pupils often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need ensures that the full range of a pupil's needs is identified, not simply the primary need. The support provided to a pupil with SEN is always based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

## Facilities for SEND pupils

Norton Canes High School is a pathway school and therefore all areas are accessible to wheelchair users. The first floor is accessible via a lift and there are various ramps and small lifts around the corridors. There is a disabled toilet with shower facility in the main school block and a further similar facility within the sports hall. There are disabled parking spaces outside.

The Student Development Centre (SDC) is available before school and at break and lunchtime to students who need a little extra care and support during these unstructured times. The SDC is an area used collaboratively by the Learning Support Team, the Behaviour & Attendance Leaders, outside support agencies and vocational instructors. The Learning Support Department has many resources to aid basic literacy and numeracy development and to support staff in their delivery of a differentiated lesson. The area is also used as a 'time out' zone for some students who have short term behaviour management issues.

The room has been designed to feel different from a usual classroom whilst still providing a positive working atmosphere. Many students who find school difficult have a set expectation when they enter the classroom; many have failed from an early age so expect to fail regularly and find little fulfilment in a traditional room and therefore put up barriers and react with a negative attitude. The SDC is intended to break those expectations and start to show students that a positive attitude makes all the difference.

The room is also used for a range of interventions used with students. We have resources to support with literacy, numeracy, speech and language difficulties and social issues. We also do nurture sessions with vulnerable students and those who have a Specific Learning Difficulty or who are on the Autistic Spectrum.

## Allocation of resources for vulnerable pupils, those with SEN or who are disabled

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of SEND or Education and Health Care Plans.

The Head teacher will inform the governing body of how funding needs to be allocated to support special educational needs.

## Identification and review of pupils needs

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation / assessment.
- Their performance judged against level descriptions.
- Pupil progress in relation to objectives in the School's literacy and numeracy strategies.
- Standardised screening or assessment tools.
- Entry assessments.
- Screening /diagnostic tests
- Reports or observations
- Records from feeder schools.
- Information from parents
- National Curriculum results
- External exam results

The school's SEN register will make staff aware of students that have additional educational needs. SEN Profile documents will be created for all students on the SEN register.

Classroom teachers will be involved in the creation of these profiles, specifically with providing subject specific support strategies. It will be the responsibility of the class teachers to ensure the needs of all pupils on the register are met.

All students on the SEN register will be allocated a key worker. The key worker will meet with parents/carers and the student on a termly basis to set and review SEN targets.

The SENCO will ensure that all children on the SEN register will receive the quality support they need. This may be in class support, small group withdrawal work or individualised teaching on a 1:1 basis.

The TAs will be given the opportunity through Performance Management to develop personal interests and therefore offer a specialist provision.

### In service training

All staff have access to SEN training through their Performance Management reviews. The SENCO will offer INSET on new strategies, policies or procedures whenever necessary.

### Links with other schools

The SENCO will work closely with the SENCOs of other schools in the area, especially those of the feeder primaries to ensure smooth transition of SEND and vulnerable students.

When children move schools either at the end of Year 6 or on a managed move from another school, the SENCO will liaise with the feeder school to ensure a smooth transition happens.

## Access to the curriculum, information and associated services

All children will have access to a broad and balanced curriculum. They will initially follow the same curriculum as their peers however, it may be appropriate at times to offer alternative curricula. All opportunities will be explored as to ways the curriculum can be developed to become more inclusive.

Teachers' planning is flexible in order to recognise the needs of all pupils as individuals and ensure progression. Teachers use auditory, kinaesthetic and visual approaches and strategies to teach the curriculum to maximise the achievement of all pupils.

Effective management, school ethos and the learning environment, pastoral and discipline arrangements minimise SEN arising. Observation, assessment, planning and review make provision for increased curriculum differentiation.

All staff at Norton Canes High School recognise the importance of providing effective learning opportunities for all pupils and believe in an inclusive curriculum where pupils' diverse needs are met by being set suitable challenges and being helped to overcome potential barriers to learning.

## Inclusion of SEN pupils

All Tutor Groups are of mixed ability and there is no segregation at break time and lunch time. There is a room set aside where pupils can access welfare or first aid assistance – run as a 'haven'. Staff at NCHS work hard to ensure that any pupil with SEND can participate as fully as possible in the everyday activities of the school and have as much opportunity as is possible to work alongside pupils who do not have SEN. There is a PE specialist TA who will ensure that all students have an opportunity to participate in PE lessons. Where necessary this TA liaises regularly with the Physiotherapy service to ensure that any student currently on a physiotherapy programme receives complimentary support during PE lessons.

## Evaluating the success of provision

The SENCO monitors the progress made by pupils as revealed by a range of test results and termly tracking data.

The SENCO and the monitors the progress made by pupils in all areas of the curriculum as revealed by subject tracking.

The SENCO provides staff and governors with regular summaries of the impact of the policy on the practices of the school.

The SENCO and HeadTeacher hold regular meetings to review the work in this area.

## Working in partnership with parents

At all stages of the special needs process, NCHS tries to keep parents and carers fully informed and involved. We take account of the wishes, feelings and knowledge of the parents/carers. We encourage parents to make an active contribution to their child's education. We regularly inform parents/carers as to their child's progress, either through meetings, reports or phone calls. We encourage parents/carers to contact the school at any time should they have any questions or concerns.

## Requesting an Education, Health and Care Plan

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the School having taken relevant and purposeful action to identify, assess and meet the SEN, the pupil has not made expected progress, the School will consider requesting an Education, Health and Care assessment. Parents and the pupil will be fully involved in this process.

## Complaints procedure

All complaints should be made initially to the SENCO. If the problem cannot be resolved it can then be referred to the HeadTeacher. After this, all complaints should be forwarded to the Chair of Governors in writing and finally to the LEA. The School welcomes parents making contact in order to share, on an informal basis, any concerns they may have.