THE SYDNEY RUSSELL SCHOOL

# SEN Policy & Report on Impact (2018-19)

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## School Info

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**Principal:** Janis Davies

**SENCO:** Mr Julian Shaw

Sydney Russell School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning.

### The SEND Aims of the School

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

This Policy was developed by the SENCo in Consultation with the Senior Leadership Team and The Governors.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

## Definition of Special Educational Needs and Disability

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:

- Has a significantly greater difficulty in learning then the majority of children of the same age;
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA;
- Is under compulsory school age, or would be if special educational provision was not made for the child.

## Special Education Provision means (Children and Families Act 2014 Section 1.8)

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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability or health condition which requires special education provision to be made, they will be covered by the SEN definition.

## Staffing

The SEND team at Sydney Russell School consists of:

SEND Governor: Maurice Denis
SEND Coordinator (SENCo): Mr Julian Shaw
ARP Manager: Ms A Boenke
Head of Literacy Focus: Ms J Dunnage
LAC Coordinator: Mr R Hill
Learning Support Teaching Assistants:
Mr B Darling
Ms J Edmundson-Palmer
Ms C Gibson

Ms D Smith
Ms J Stock
Ms M Hunjan
Ms A Paul

ARP (ASC) Learning Support Assistants:
Ms K Brien
Ms A Lawal-Champion

Pastoral Support Officers
Ms H Brien
Mr M Amato
Ms J Markham

Mentor
Ms M Price

Counsellor
Ms L Javeed

## Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that *"With the right staff training, strategies and support in place the majority of children and young people with SEN are already successfully included in mainstream education. This is reflected in the general principle in law that children and young people with SEN should be educated in mainstream settings. That principle is supported by provisions safeguarding the interests of all children and young people and ensuring that the preferences of the child's parents or the young person for where they should be educated are met wherever possible."* (CoP 2014 6.8)

## Inclusion

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

## Evaluating the Success of Our SEND Policy

The Governing Body will report annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under "The SEND Aims of the School" at the beginning of this policy.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting their targets.
- Use of standardised tests.
- Evidence generated from Learning conversations and assessment.

## Allocation of Resources

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy.

## Identification, Assessment and Provision

At Sydney Russell School we have adopted a whole-school approach to our SEND policy and practice. Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

## Early Identification

Early identification of pupils with SEND 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 in N.C. judged against level descriptions.
- Pupil progress in relation to objectives in the National Literacy/Numeracy Strategies.

- Standardised screening or assessment tools.

### Assessment tools utilised at Sydney Russell include:

- Screening/diagnostic tests such as the York Assessment for Dyslexia.
- Reports or observations.
- Records from feeder schools, etc.
- Information from parents.
- National Curriculum results.
- External exam results.
- Pupil portfolios.

## SEND Provision

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For pupils with identified SEND the Principal, SENCo, literacy and numeracy coordinators and pastoral colleagues will:

- Use information from the Primary school to shape the pupil's curriculum and pastoral provision in the first few months.
- Identify the pupil's skills and note areas that require support.
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme.
- Involve pupils in planning/agreeing their own targets.
- Involve parents in a joint home-school learning approach.

## The Range of Provision

The main methods of provision made by the School are:

- Full-time education in classes, with additional help and support by class teacher/ subject teachers through a differentiated curriculum.
- Periods of withdrawal to work with a support teacher.
- In-class support with adult assistance.
- Attendance at a specialised unit (ARP) within the School, full or part-time.
- Support from specialists within class or as part of an Intervention.

### English as an Additional Language

Particular care is taken with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs.

It will be necessary to assess their proficiency in English before planning any additional support that might be required.

## Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline, but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.
- Is likely to lead to Further Education, training, or employment.

Where teachers decide that a pupil's learning is unsatisfactory, the SENCo is the first to be consulted. The SENCo and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided. If, after further consideration, a more sustained level of support is needed, it would be provided through SENs (SEN Support). Where concerns remain despite sustained intervention the School will consider requesting an EHCP (Education, Health & Care Plan). Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this Strategy. The School also recognises that parents have a right to request an EHCP.

## Record-Keeping

The School will record the steps taken to meet pupils' individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases.
- Information from parents.
- Information on progress and behaviour.
- Pupil's own perceptions of difficulties.
- Information from health/social services.
- Information from other agencies such as Prospects.

## General Learning Difficulties

The SEN Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers.

- Prevents the attainment gap widening.
- Is on par with pupils starting from similar base line but less than most of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Enjoys full curricular access.
- Is satisfactory to pupil and parents.
- Is likely to result in accreditation in F.E., training and/or employment.
- Is likely to result in usable levels of skills.

Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessment taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through SENs or managing an EHCP.

## Initial Intervention

Interventions that are different from or additional to the normal differentiated curriculum. Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress.
- Demonstrate difficulty in developing literacy or numeracy skills.
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies.
- Have sensory/physical problems and make little progress despite the provision of specialist equipment.
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum.

If the School decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

## Nature of Intervention

The SENCo in collaboration with the subject teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support.

- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LEA support services for advice on strategies, equipment, or staff training.

## Individual Planning

Strategies for pupils' progress will be recorded on a Whole School Provision List (WSP) and the School Intranet. There will be information on:

- Short-term targets.
- Teaching strategies.
- Provision made.
- Date of review.
- Success and/or exit criteria.
- The outcomes recorded at review.

The WSP will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on individual targets that closely match the pupil's needs. The targets will be discussed with the pupil and the parent.

At Sydney Russell School we don't use IEPs.

IEPs are not statutory. We operate a system of termly assessments on all our students. These TAs (1-4 per year) generate individual targets in each subject area. Every subject teacher is aware of the students with needs. They then accommodate current individual information with their assessment findings and modify targets accordingly.

## SENs (SEN Support)

SENs is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a pupil at this level will be made by the SENCo after full consultation with parents at a planning meeting. External support services will advise on targets and provide specialist inputs to the support process.

SENs intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills.

- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting plan will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate the School may well require direct intervention/support from a specialist/teacher.

## Request for EHCP (Education, Health & Care Plan)

The School will request an EHCP from the LEA when, despite an individualised programme of sustained intervention at SENs, the child remains a significant cause for concern. An EHCP might also be requested by a parent or outside agency. The School will have the following information available:

- The action followed with respect to Intervention and SENs.
- The pupil's assessment data/NC Levels.
- Records and outcomes of regular reviews undertaken.
- Information on the pupil's health and relevant medical history.
- Literacy/Numeracy attainments.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents.
- Where possible, the views of the child.
- Social Services/Educational Welfare Service reports.
- Any other involvement by professionals.

An EHCP will normally be provided where, after an Assessment, the LEA considers the child requires provision beyond that which the School can offer. However, the School recognises that a request for an EHCP does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP.
- Shorter term targets, established through parental/pupil consultation and implemented in the classroom.
- Delivered by the subject teacher with appropriate additional support where specified.

## Reviews of EHCPs

EHCPs must be reviewed annually. The LEA will inform the Principal at the beginning of each school term of the pupils requiring reviews. The SENCo will organise these reviews and invite:

- The child's parent.
- The child if appropriate.
- The relevant teacher.
- A representative of the LEA if required.
- Any other person the LEA considers appropriate.
- Any other person the SENCo considers appropriate.

## The aim of the review will be to:

- Assess the pupil's progress in relation to personalised targets.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills.
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.
- Set new targets for the coming year.

Year 9 reviews will be significant in preparing for the pupil's transition to employment. Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve the Connexions (Prospects) Service/Careers Service. The School recognises that the responsibility for such Transition Plans lies with these specialist services and the SENCo. With due regard for the time limits set out in the Code, the SENCo will write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The School recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease an EHCP.

The School recognises that where a pupil with an EHCP continues to attend after compulsory education, i.e. after age 16, the LEA may decide to maintain the EHCP until age 25.

## The Role of the SENCo

The SENCo plays a crucial role in the School's SEND provision. This involves working with the Principal and Governing Body to determine the strategic development of the strategy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Co-ordinating the provision for pupils with SEND.
- Liaising with and giving advice to fellow teachers.
- Overseeing pupils' records.
- Liaising with the parents.
- Making a contribution to Inset.

- Liaising with external agencies, LEA support services, Health and Social Services, Careers Advisers and voluntary bodies.

The effective co-ordination of staff by the SENCo means making colleagues aware of:

- The roles of all participants.
- The procedures to be followed.
- The responsibility all teachers have in making provision for SEND 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 SEND pupils.
- What exactly constitutes a "level of concern" and at which point SENs 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 SEND 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 SEND include:

- Ensuring that provision of a high standard is made for SEND pupils.
- Ensuring that a "responsible person" is identified to inform about the EHCP all those involved with teaching and supporting EHCP pupils.
- Ensuring that SEND pupils are fully involved in school activities.
- Having regard to the Code of Practice when carrying out these responsibilities.
- Being fully involved in developing and subsequently reviewing the SEND Policy.
- Reporting to parents on the school's SEND Policy including the allocation of resources from the School's devolved/delegated budget.

## The Role of the Subject Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, SEND 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 learning targets for SEND pupils.
- Working with SEND pupils on a daily basis to deliver the individual programme agreed in conjunction with the SENCo.

- Developing constructive relationships with parents.
- Being involved in the development of the School's SEND policy.

## The Role of the Principal of the School

The Principal's responsibilities include:

- The day-to-day management of all aspects of the School including SEND provision.
- Keeping the Governing Body well informed about SEND within the School.
- Working closely with the SENCo/SEND team.
- Informing parents of the fact that SEND 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.

## SEND Inset

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils.

Part of the SENCo's role in school-based inset is to develop awareness of resources and practical teaching procedures for use with SEND pupils.

### Planned Inset for the SENCo and Members of the Support Team 2018-19

Safeguarding
Positive Handling
Paediatric First Aid
Elklan Speech & Language

As a routine part of staff development, inset requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. LSAs requirements in supporting pupils' needs will be considered frequently. The School's inset needs will be included in the School Development Plan.

## Partnership with Parents

Sydney Russell School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The School recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

*"Where a pupil is receiving SEN support, schools should meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school."* (CoP 6.5)

The School considers parents of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making processes affecting them.

The School will make available, to all parents of pupils with SEND, details of the Local Offer.

## Complaints Procedure

The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## Links with External Agencies/Organisations

The School recognises the important contribution that external support services make in assisting to identify, assess and provide for, SEND pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational Psychologists.
- Medical Officers.
- Speech Therapists.
- Physiotherapists.
- Deaf services.
- Visual impairment services.
- Child and Family Consultation Service.
- Counsellors.

In addition, important links are in place with the following organisations:

- Careers Advisory Service
- The LEA
- Specialist Services
- The business community
- Education Welfare Officer
- Social Services
- Friends of the School
- The Specialist Alternative Provision Service

- The Educational Transition Service
- MAP (Multi Agency Panel)
- Other Local Secondary Schools
- BEP (Business Education Partnership)
- Flexi-Learning
- Lifeline
- CAMHS (Child & Adolescent Mental Health Service_
- CFCS (Child & Family Consultation Service)
- CHATTs (Child & Adult Talking Therapy Service)

## SEND Policy Review

The School considers the SEND policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Review July 2019