

Sprowston Community Academy

SEN and Disability Policy

September 2018

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEN Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators
Schedule 1 regulation 51– Information to be included in the SEN
information report

Schedule 2 regulation 53 – Information to be published by a local
authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies

- Behaviour Policy
- Equalities Policy
- Safeguarding Policy
- Complaints Policy

This policy was developed with teaching staff, support staff, young people and parent and carer feedback and will be reviewed annually.

Definition of SEN

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEN Code of Practice (2014, p 4)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that 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 children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'
SEN Code of Practice (2014, p5)

1 The kinds of special educational need for which provision is made at the school

At Sprowston Community High School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs/Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of students with a statement of special educational need/Education, Health and Care plan with the following kinds of special educational need:

- Cognition and Learning
- Communication and Interaction
- Physical and Sensory Needs
- Social, Emotional and Mental Health

Decisions on the admission of students with a statement of special educational need/Education, Health and Care plan are made by the Local Authority.

The admission arrangements for students without a statement of special educational needs/ ducation, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of students with SEN

At Sprowston Community High School we monitor the progress of all students six times a year to review their academic progress. We also use a range of assessments with all the students at various points:

- Spelling and Reading Ages (Y7)
- A range of exam access screening tests for all students (Y9)
- Finer exam access testing (Y10 and above)

- LUCID Exact/Dyslexia Screening/Visual Stress tests as required by individual students

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the student to catch up. Examples of extra support are:

- Y7 Humanities Nurture Group
- Literacy Boost (Y7-Y9)
- Catch Up Literacy
- Catch Up Numeracy
- Small group and 1:1 interventions in the ARC. The ARC is our Achievement and Resource Base, a designated area for the support of SEND students

Some students may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these students, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.

We also have access to external advisors who support the school with additional expertise and assessment tools. The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined/revised if necessary. At this point we will have identified that the student has a special educational need because the school is making special educational provision for the student which is additional and different to what is normally available.

If the student is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the student as having a special educational need. If the student is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for students with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such students

Each review of the SEN support plan will be informed by the views of the student, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For students with or without a statement of special educational needs/Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of students with special educational needs

Every student in the school has their progress tracked six times per year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if students are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.

3c the school's approach to teaching students with special educational needs

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Sprowston we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

SEN Code of Practice (2014, 6.37)

3d how the school adapts the curriculum and learning environment for students with special educational needs

At Sprowston Community High School we adapt the curriculum and the learning environment for students with special educational needs following assessments and advice from professionals. We work hard to incorporate the wishes and feelings of students and their parents and carers. We also incorporate the strategies described in statements of special educational needs/Education, Health and Care Plans.

Examples of adaptations include:

- Rooming some students on the ground floor
- Careful use of seating plans to meet needs
- Use of adaptive technologies as appropriate
- Use of adapted and additional resources such as coloured paper, books and overlays
- Adapted curriculum for KS3 and KS4 students

3e additional support for learning that is available to students with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEN support. The amount of support required for each student to make good progress will be different in each case and a full list of the interventions we can offer is on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resources for students with high needs, and above that amount the Local Authority should provide top up through Cluster bids.

3f how the school enables students with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to students at Sprowston Community High School are available to students with special educational needs either with or without a statement of special educational needs/Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity

3g support that is available for improving the emotional and social development of pupils with special educational needs

At Sprowston Community High school we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance list e.g. PSHE, tutor time and indirectly with every conversation adults have with students throughout the day.

For some students with the most need for help in this area we also can provide the following:

- LSA link mentor
- Access to the ARC for small group and 1:1 sessions
- Access to the ARC at social times
- ARC lunchtime clubs
- Referral to COMPASS for small group or 1:1 mentoring. Compass is our designated area for the support of students with social and emotional mental health issues (SEMH)
- Allocation of an SEMH worker to support the young person or family

Students the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Sprowston Community High School is Liz Wood, who is a qualified teacher and is undertaking the National Award for SEN Co-ordination due for completion in September 2017. Liz is also the Deputy Head teacher and has the following qualifications: BA (Econ); NPQH

Liz Wood is available on 01603 485266 or woodl@sprowstonhighsch.org

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training:

- Safeguarding
- Prevent
- Supporting SEND students with organisation and time management
- Exam Access arrangements and support

In addition HLTA's and TA's have undertaken a wide range of specific SEND courses to support the learning needs and support of SEND students. Further information can be found in the SEN information report.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are CEPP and Willow Tree Training. The cost of training is covered by the notional SEN funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of Sensory Support Team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of students at Sprowston Community High School are invited to discuss the progress of their children at least once a year and receive a written report six times per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map and will be shared with parents.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of students with a statement of SEN/Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a student has been identified to have special educational needs because special educational provision is being made for him or her, the student will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Sprowston Community High school are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with:

- The class teacher
- The form teacher
- The Head of Department/Faculty
- The Head of Year
- The HLTA for SEND, Mrs Grand
- The SENCO, Liz Wood
- A member of the leadership team as appropriate
- The Headteacher

to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The Governing Body have engaged with the following bodies:-

- Willow Tree Learning: This is in an independent company run by Judith Carter. It supports the training and development of SENCOs and teachers.
- CEPP (Child Educational Psychology Practice): This is an independent company supporting schools and families in a whole range of ways from SEN assessments to support.
- Child Adolescent Mental Health Team (CAMHS): This is a LA mental health provision for children and young people. It runs mainly from the Bethel and 80 St Stephens.

- Point 1: Run by MAP, this supports the mental health needs of young people who are below the threshold for CAMHS support
- Norfolk Children's Services: This supports social care needs of children and families
- Norfolk Early Help: Run by Broadland (and City teams) this supports the co-ordination of support for families who are at the early stages of needing help beyond that offered by universal services
- The Virtual School: Supports Looked After Children in education
- Sensory Support: supports students with physical and sensory needs such as hearing and visual impairment

11 The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Sprowston Community High School we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. This includes: attending EHCP and Family Support Plan reviews for students in Years 5 and 6; meeting with Cluster SENCOs on a regular basis to share information; observing and supporting Year 6 students in school; offering additional transition visits for SEND students.

We also contribute information to a student's onward destination by providing information to the next setting.

13 Information on where the local authority's local offer is published.

The Local Authority's local offer is published on <https://www.norfolk.gov.uk/children-and-families/send-local-offer> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.