



The Ecclesbourne School

“Learning together for the future”

Special Educational Needs and Disabilities (SEND) Policy

October 2020

Introduction

All members of staff, in conjunction with the Governing Body have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, (incorporating personalised provision), and their progress will be recorded, valued and reviewed.

Definition of Special Educational Needs and Disabilities

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 him or her.

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Aims and Objectives of Provision at The Ecclesbourne School

At The Ecclesbourne School, we believe that all children and young people are entitled to an education that enables them to make progress so they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to adulthood, whether that is employment, training or further and higher education.

Our aim at The Ecclesbourne School is to ensure that these things happen. In order to achieve this aim, we will:

- Ensure that a child with SEND gets the support they need
- Ensure that students with SEND engage in activities alongside those students who do not have SEND
- Designate a teacher to be responsible for co-ordinating SEND provision [the SENCO]
- Involve parents/carers when special educational provision is being made for a student
- Produce an annual SEND information report and report it to The Governing Body before publication on the School's website.

Identification, Assessment and Provision

At The Ecclesbourne School, we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for students.

Early Identification

Every student's skills and attainment will be assessed on entry to The Ecclesbourne School. At the same time, we will consider whether a young person has a disability under The Equality Act 2010 and, if so, what reasonable adjustments may need to be made.

The needs of students are evaluated through a range of indicators:

- Outcomes from baseline assessments
- Information from partner feeder primary schools
- Subject teachers should make regular assessment of all students and identify those who are making less than expected progress. The first response to any student who falls into this category should be highly targeted teaching at the area of weakness by the subject teacher. Following this, if there is no improvement, the subject teacher, in conjunction with the SENCO, should gather further evidence [including the views of the student and parents]
- Concerns raised by parents, the young person and outside agencies and to take account of any information that they provide.
- Standardised screening or assessment tools
- Behaviour data

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. If there are concerns, assessment should be made to determine if there are causal factors such as undiagnosed learning, communication or mental health difficulties. If it is thought that factors such as housing, family or other domestic circumstances a multi-agency approach may be more appropriate.

Once the appropriate assessments have taken place, a decision will be made on whether a student has SEND based on the SEND Support Frameworks in one or more of the 4 'broad areas of need'; Communication and Interaction; Cognition and Learning, Social, Emotional and Mental Health Difficulties or Sensory or Physical Needs.

Special Educational Provision at The Ecclesbourne School

Subject teachers are responsible and accountable for the progress and development in their classes, including where students access support from Learning Support Officers (LSOs) and/or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching should include teachers' understanding of strategies to support vulnerable students.

In deciding whether a student has SEND, information should be gathered on pupil progress [alongside national and expected progress levels], parents and/or carers, teachers and the students.

If any support is to be provided, parent/carers must be informed and a clear date for reviewing progress must be set. Support may be offered in class or on a withdrawal basis [Years 7-9] or through the Study Plus Option [Years 10 and 11].

In class, Learning Support Officer assistance will be allocated to students with an EHCP (Education Health Care Plan) or GRIP (Graduated Response for Individual Pupil) funding.

SEND Support at The Ecclesbourne School

Where a student is identified as having SEND, action should be taken to remove the barriers to learning. This support should take a four-part cycle. This is known as the 'graduated approach'. The four parts to the cycle are: Assess, Plan, Do, Review.

For students who are identified as having SEND there will be regular liaison through planners, email, phone calls, home-school liaison books and where necessary appointments between the school, parents/carers and the student to review the plans after which clear outcomes will be set. Progress towards them will be reviewed, the support discussed that will be given to help the student achieve the outcomes and responsibilities will be clearly identified.

Students with an EHCP will additionally receive an annual review to discuss progress and outcomes as detailed on their EHCP.

Named personnel will be responsible for the liaison and subsequent recording of the meetings. For each EHCP student teaching staff and Learning Support Officers are required to have access, awareness and use of objectives and set suitable targets in order to achieve desired outcomes for each student.

Involving Specialists

Where a student continues to make less than expected progress due to SEND, despite the use of evidence based approach and well matched interventions, we will consider the use of specialist staff, either through the Local Authority or other outside agencies e.g. Integrated Pathway, Behaviour Support, Autism Outreach, Educational Psychologist, OOST (Out of School Tuition)

At any point where a specialist is involved, parents/carers will be fully involved in the process.

Students with Medical Needs

- Students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with medical staff, parents and, where appropriate, the student too. The Medical Officer within school is responsible for administering these.
- Staff who volunteer to administer and supervise medications, will complete formal training.
- All medicine administration procedures adhere to the DfE guidelines included within 'Supporting Pupils at School with Medical Conditions 2014'.

Education, Health and Care Plans

Education, Health and Care Plans [EHCP] are the replacement for Statements of Special Educational Needs.

Where, despite a school having taken the relevant action to identify, assess and meet the needs of a student, the student has not made expected progress, the school and parents/carers should consider applying for an EHCP.

Admissions

Admission arrangements are outlined in the School's prospectus.

Access

Under the SEND and Disability Act the school has produced an Accessibility Plan which has been adopted by the Governing Body.

The school site is suitable for students who have physical impairments necessitating the use of a wheelchair. The buildings are mainly single storey and all teaching rooms have accesses which are ramped. Classrooms at the top of 'A' and 'C' blocks are not accessible but the subjects taught in them are also taught in other ground floor rooms. Tutor groups with student/s needing a wheelchair are timetabled wholly on the ground floor. Lifts are available to access upper rooms in 'L' and 'E' blocks and also to access the school stage and drama rooms.

Toilet facilities for wheelchair users are in E, F, L, G, K blocks and Reception. There are adjustable work stations in the Food Technology and Science.

There are 11 disabled toilets on-site in the following areas; Visitors Reception, Student Reception, 'L, F, E & G' blocks, Sixth Form Centre and the Sports Hall.

To ensure a successful and happy placement, there is detailed prior liaison between the Head of Learning Support, the Advisory Teacher for the Physically Impaired, Educational Psychologist, the transfer school, the child and his/her parents, physiotherapists, occupational therapist, doctors and other medical staff as appropriate. The student and parents visit the school at least twice and the student will be seen in his/her existing school by the Head of Learning Support. Before

Admission all staff are informed, by the Head of Learning Support, as to the nature of the students' disability, its effects on his/her school life and the implications for education and care. This is followed usually during the first week of admission by a visit from an Advisory Teacher and/or other medical staff/therapists and parents, when further information is given and any subject specific concerns can be discussed with all the child's teachers. Our aim is to ensure that all possible problems are overcome or foreseen before admission. This enables students to feel safe and secure whilst settling happily into a new learning and social environment, free of stress for them and their families.

Assistance from Learning Support Officers and Home-School transport, by taxi are arranged with the Local Authority.

Learning Support Faculty

The Learning Support Faculty is based on the ground floor of 'C' Block. Facilities include teaching spaces for small group and individual work, an office and a positive support room.

Students are supported by staff in class and by having individual/small group withdrawal sessions. This provides access to the curriculum, literacy tuition, support with homework, catch-up and other individualised programmes. The faculty also gives support and advice to classroom teachers of SEND students as requested. Learning Support Officers assist students in all curriculum areas.

Arrangements during CV19 Bubbles.

The Learning Support Faculty will endeavour to undertake the same interventions in meeting the students' SEND needs during CV19, however, we have guidelines and risk assessments in place which must be adhered to. The safety of our students and staff is paramount, so individual support will be assessed based on risk versus need.

Whilst CV19 restrictions are in place and whilst year groups are operating within bubbles, Learning Support has a designated area within each zone for scheduled interventions. Learning Support Officers are still offering assistance within lessons, but are following guidelines on distance, alongside teaching staff.

For SEND students working with outside agencies, support also follows restrictions put in place by these services and this might include remote access.

Role of the Governing Body

The Governors must have regard for the Code of Practice [Children and Families Act 2014, part 3] when carrying out their duties towards all students with SEND. The Governors and Head Teacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.

The Governors evaluate the success of the educational provision for pupils with Special Educational Needs by:

- The appointment of a Governor responsible for special educational needs
- Regular SENCO and SEND Governor meetings

- SEND Governor to be involved in the appointments of SEND staff when it is appropriate
- SEND Governor visits to monitor provision
- SEND Governor Liaison with the SENCO to produce and present the annual report to parents.

The SEND Governor is responsible for reporting to the main governing body regarding SEND issues and is **Elizabeth Page**.

Roles and Responsibilities

The Head Teacher has overall responsibility for the management of SEND provision. On a day-to-day basis, this responsibility is delegated to the SENCO and Deputy Head Teacher with line management responsibility for Learning Support who keeps the Head and Governing Body fully informed through the line management system.

The responsibilities of the SENCO:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for students with special educational needs
- Liaising with the Designated Teacher where Looked After Child has SEND
- Advising on the Graduated Approach
- Liaising with and advising fellow teachers
- Managing Learning Support Officers
- Overseeing the records of all students with special educational needs
- Liaising with parents of students with special educational needs
- Contributing to the in-service training of staff
- Working with the Head Teacher to ensure that the school meets its responsibilities under the Equality Act [2010] and SEND code of practice 2014.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

All teachers are teachers of students with SEND and they have a key role in ensuring that students' needs are identified and met. They are responsible for the progress, development and attainment of all SEND students in their classes, including where students access help from Learning Support Officers or any other specialist staff.

The responsibilities of the class teacher are:

- Inform or seek advice from SENCO when necessary
- Gather information and make formal assessment about the student
- Inform and discuss with parents their concerns and review regularly
- Take action to meet the student's needs within his/her normal classroom work through differentiation. Recording strategies/actions used
- Plan and monitor focused work done within the classroom with support staff where appropriate
- Attend a group meeting of all subject staff for an individual student with the SENCO or designated LSO for update on learning strategies and needs.
- Contribute to the planning and termly review students with SEND in conjunction with the SENCO, parent and student

- The handbook/policy for each subject area should contain information regarding the teaching of students with SEND.

The role of the Learning Support Officer is:

- To support the provision of SEND within the school
- To follow programmes set by class teacher/SENCO/outside agencies
- To keep records and monitor students' progress using the procedures employed by the school
- To help and assist students with SEND, either individually or as part of a group
- Regular informal discussions with staff on a day-to-day basis
- Support planning
- Attend an extra 'parents evening' for year 7 SEND students.
- Other duties may be required and will be detailed in individual job descriptions.

Parental Concerns regarding SEND

If any parent/carer has concerns regarding their child's Special Educational Needs these procedures should be followed:

- Raise initial concerns with the subject teacher/form tutor. Usually any problem can be dealt with at this stage.
- Arrange a meeting with the Head of Year or SENCO.
- If concerns are still not allayed then a complaint can be made through the formal complaints procedure.

Support for Parents of Students with SEND

Support services include:

- Derbyshire Information Advice & Support Services for SEND (DIASS) offer independent advice and support to parents and carers of all children and young people with SEND.
- DIASS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. The aim is to provide guidance to parents regarding the process.
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- Parents and carers can also appeal to the Government's SEND tribunal if they disagree with the LA's decisions about their child's SEND.

SEND In-service Training for Staff

All staff in the school will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCO is aware of all relevant courses relating to SEND. All staff to have access to this information and the SENCO to advise as necessary.

Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this.

All staff have access to training, including Learning Support Officers. Whole School training on SEND will include Learning Support Officers.

Occasionally, specialised training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school by specialist services working with particular students, e.g. Educational Psychology Service, Sensory Needs Service, Language & Literacy Support Service, Autistic Spectrum Condition Support Service.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND.

Involving Parents/Carers

The Ecclesbourne School will ensure that all parents/carers are fully informed of any SEND their son/daughter may have.

Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling students and young people with SEND to achieve their potential.

The Ecclesbourne school response for our SEND students is to follow the usual structure of communicating 'three times a year' with parents within its usual structure of parents evening, reports, annual reviews and for the LS faculty to be available via the telephone, email or arrange an extra meeting to discuss any concerns or progress of a student. As a result of this way of working it will not limit the communication to just three meeting times a year. As stated extra meetings can be arranged at the request of as parent/carer.

Student Participation

All students should be involved in making decisions about their education, where possible and appropriate. As part of the student's SEND provision the school should listen to the views of the student. There will be a SEND student representative on student council.

All SEND students are encouraged to become student ambassadors for Bullying, MHWB, Year 6 mentor for induction days, open evenings, parents evening.

All SEND student have equal access to extracurricular activities, involvement in House events , school trips (UK and abroad), school productions, Governors awards, Rotary club awards, sports teams, community projects, Charity events , Prize day.

For students with SEND, we aim to involve the student in understanding his or her difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

All students with SEND are given the opportunity to contribute to regular reviews.

Links with External Agencies

The school has positive links with many outside agencies which support the learning and development of the students in our care. The list of agencies changes frequently.

Evaluating Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENCO, the SEND Governor and the Head Teacher. Review of the policy will take into account:

- The progress made by students with SEND at the school
- The success of the school at including students with SEND
- Any recommendations from Ofsted or the LA about improving practice
- Any factual changes, such as names of personnel.

Key Staff

| | |
|---|--|
| Cathy James | Head of Learning Support Faculty/SENDSCO |
| Julie Hayes | Assistant Head of Learning Support |
| Alan Bradshaw | Learning Support Teacher (0.3 FTE) |
| Lisa Smith | Higher Level Learning Support Officer |
| Kathy Boddy Jenny Cooke Claire Yallop Lom Ourabi Dee Robinson Chris Smith Helen Smith Amelia Naylor Vicky Threfall Jane Arnold | Learning Support Officers (LSOs) Level 2/3 |