

REACH School



SEND Policy

Policy Details	SEND Policy
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Approved by:	
Signature:	
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Equal Opportunities

At REACH School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside students who do not have SEND (Special Educational Needs and Disabilities);
- to request, monitor and respond to parents/carers and students' views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet student need, through well targeted continuing professional development;
- to ensure support for students with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

REACH School has a named SENDCO (Special Educational Needs and Disabilities Co-ordinator) and a named Governor responsible for SEND. They ensure that the REACH School Special Educational Needs and Disability Policy works within the guidelines and inclusion policies of the Code of Practice, the Local Education Authority and other policies current within the school.

The role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any student identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

What are Special Educational Needs?

At REACH School it is the belief that all students have an equal right to a full and rounded education which will enable them to achieve their full potential. At REACH School we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the young person but also areas such as:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We use our best endeavours to secure **Special Educational Provision** for all students for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice, i.e.

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

A young person has Special Educational Needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special Educational Provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. All students at REACH School are identified as having Social, Emotional and Mental Health (SEMH) difficulties.

Code of Practice

This SEND policy details how, at REACH School, we will do our best to ensure that the necessary provision is made for any student who has Special Educational Needs and Disabilities and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those students with Special Educational Needs and Disabilities, allowing them to join in all school activities together with students who do not have Special Educational Needs and Disabilities.

Identification, Assessment and Provision

Provision for students with Special Educational Needs and Disabilities is a matter for the whole school. The Governing Body, the school's Head Teacher, the SENDCO and all other members of staff, particularly subject teachers and support staff, have important day-to-day responsibilities. All teachers are teachers of students with Special Educational Needs and Disabilities.

The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's previous school years. If the child already has an identified special educational need, this information should be passed from a previous setting and the subject teachers and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the student within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the students' achievements and experiences to form the basis for planning the next steps of the young students learning.

The Identification and Assessment of the Special Educational Needs and Disabilities of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from Special Educational Needs.

The role of the SENDCO and what Provision looks like at REACH School

The Special Educational Needs and Disabilities Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for students with SEND;
- Liaising with and advising fellow teachers;
- Overseeing the records of all children with SEND;
- Liaising with parents of children with SEND;
- Contributing to the in-service training of staff;
- Liaising with home schools to ensure transfer of information is received;
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND including interventions and liaison with external partners;
- Monitoring the progress of children on the SEND database through regular classroom observations.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a student is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This might lead to the conclusion that the student requires help **over and above** that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening;
- Closes the attainment gap between the child and his peers;
- Better the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

The Graduated Approach

In order to help students with Special Educational Needs and Disabilities, REACH School will adopt a graduated response. We first, assess needs, we then plan for this. We put provision in place and we then review it to see if it is successful (**Assess, Plan, Do and Review**). This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children using a Provision Map, One-Page Profiles and Educational Support Plans (ESPs) The SENDCO will have responsibility for ensuring that records are kept and available when needed. If we refer a young person for an **Education Health and Care Plan (EHCP)**, we will provide the Local Authority (LA) with a record of our work with the child to date including relevant additional funding information.

When any concern is initially noticed it is the responsibility of the subject teachers to take steps to address the issue in class through Quality First Teaching (**Universal Support – Wave 1**). If no progress is noted after a full assessment cycle the student **may** receive **Targeted Support** through targeted interventions (**Wave 2**) on a 1:1 or small group basis. If there is no improvement or progress made, the SENDCO will use external agency support to help assist in identifying any unidentified barriers to learning (**Wave 3**).

Targeted Interventions

The SENDCO, with collaboration with teachers and support staff, will implement targeted interventions on a 1:1 or small group basis. These targets will be monitored by appropriate teaching/support staff and reviewed formally with the SENDCO, parents and young person. Interventions at REACH are:

- CEIAG Interventions
- Pastoral Interventions
 - attendance,
 - behaviour,
 - emotional resilience
 - trauma
- Literacy and Numeracy Interventions
- Raising Achievement
 - Academic mentoring
 - Additional 1:1 session
- Creative Interventions (SEMH)
- SEN Interventions –

- counselling (SEMH)
- strategy to learn cards including time out (SEMH, Cognition and Learning)

Reasons for a young person being added to the SEND database (Provision Map) may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent Social, Emotional or Mental Health Difficulties which are not improved by the techniques usually employed in the school;
- Has sensory or physical difficulties, and continues to make little or no progress, despite the provision of specialist equipment;
- Has Communication and / or Interaction difficulties and continues to make little or no progress.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with Special Educational Needs and Disabilities will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with Special Educational Needs and Disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. The school website contains links to our policy for Special Educational Needs, the **Special Educational Needs Information Report** including the arrangements made for children in our school with Special Educational Needs and Disabilities.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of children with Special Educational Needs and Disabilities with their parents. We inform the parents of any outside interventions and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCO and parents and children have access to the school website which has a section dedicated to Special Educational Needs and Disabilities.

The Nature of Intervention and support

The SENDCO and the appropriate teaching staff will decide on the action needed to help the student progress in the light of earlier assessments/observations. This may include:

- Differentiated learning materials or specialist equipment;
- Some group or individual support, which may involve small groups of students being withdrawn to work with the SENDCO; or, with TA support or other specific interventions.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness;
- Staff development and training to introduce more effective strategies;
- Access arrangement testing for examinations and arrangements in exams if approved;
- Staff will continue to be made aware of students with Disabilities and/or Special Educational Needs and 'reasonable adjustments' will be made within the classroom and examinations so that SEND students are never placed at a disadvantage.

Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the personal tutor and SENDCO.

Specialist Services may become involved if a student continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The External Specialist may act in an advisory capacity or provide additional Specialist Assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the student's progress. These will be implemented, at least in part, in the normal classroom setting.

Outside agencies may become involved if the young person:

- Continues to make little or no progress in specific areas over a long period;
- Continues working substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has Emotional or Social Skills difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- Has Sensory or Physical Needs and requires additional specialist equipment or regular advice or visits by a Specialist Service;
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- Despite having received intervention, the child continues to fall behind the level of his peers.

Monitoring and evaluation

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Intervention Plans for

young people. The SENDCO and the Head Teacher hold regular meetings to review the work of the school in this area. In addition, the SENDCO and the named Governor with responsibility for Special Needs also hold regular meetings.

School Request for an Education Health and Care Plan (from September 2014)

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Individual Plans and targets for the student;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- Attainment in Literacy and Numeracy;
- Education and other assessments, for example from an Advisory Specialist Support Teacher or Educational Psychologist;
- Views of the parents.

An Education, Health and Care Plan is for children and young people who have Special Educational Needs and Disabilities and where an assessment of Education, Health and Social Care Needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

It is a way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This new process focuses on what is important for children and young people, i.e., what they and you want to achieve now and in the future.

Signed by:

_____ Head Teacher Date: _____

_____ Chair of Governors Date: _____