



CHRISTLETON HIGH SCHOOL

Special Educational Needs and Disabilities (SEND) Policy **(Written in accordance with the Special Educational Needs Code of Practice 2014)**

Persons Responsible for Special educational needs and disabilities (SEND) Provision at CHS:

- Special Educational Needs and Personalisation Co-ordinator.
- Senior Leadership Team Advocate for SEND.
- SEND Governor
- Nominated Department Link Governor

1. Introduction

- 1.1 The 2014 SEND Code of Practice puts a greater emphasis on improving outcomes for students, setting high aspirations and expectations rather than on hours of provision and/or support. All children and young people are entitled to an education that enables them to make progress so that they:
- achieve their best
 - become confident individuals living fulfilling lives
 - make a successful transition into adulthood, whether into employment, further or higher education or training.
- 1.2 Christleton High School will work within the guidance of the SEND Code of Practice 2014 to:
- Identify and provide for students who have special educational needs or a disability (SEND) alongside students who do not have SEND.
 - Provide an Special Educational Needs Co-ordinator
 - Provide support and advice for staff working with students working with SEND.
 - Inform parents when they are making an additional educational provision for a student
 - Prepare a SEN information report (School Offer) in line with statutory guidance
- 1.3 A child with special educational needs is defined as one having:
- a significantly greater difficulty in learning than the majority of children of the same age; and/or
 - a disability which prevents the child from making use of educational facilities provided for children of the same age within the same area.

1.4 The four broad areas of need are:

1. Communication and Interaction, including:

- SLCN (Speech, Language and Communication Needs)
- ASD (Autistic Spectrum Disorders)

2. Cognition and Learning; when despite appropriate intervention students learn at a slower pace than their peers. They include:

- MLD (Moderate Learning Difficulties) - the general level of academic attainment of these students will be significantly lower than that of their peers
- SLD (Severe Learning Difficulties) – when students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
- PMLD (Profound and Multiple Learning Difficulties) – when students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
- SpLD (Specific learning Difficulties) - when students have one or more learning difficulties, these may include but are not limited to dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties. They include:

- Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Oppositional Defiance Disorder
- Attachment Disorder

4. Sensory and/or Physical Needs, including:

- Vision Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disabilities

2. Admission Arrangements

The LA admissions policy applies to all students.

All students are integrated fully into all aspects of school life, academic and social. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

2.1 Admission Arrangements for children and young people with an Education Health and Care Plan (EHCP)

- Parents of children who have an Education, Health and Care Plan (EHCP) are not required to make an application for secondary school places to their Local Authority in the normal admissions round as the question of secondary school placements for these children should be addressed through a transition review of their EHCP.

3. Identification and assessment

3.1 To assist in the identification of students with Special Educational Needs (SEND), the following procedures are used:

- a Information is forwarded from the partner primary school via school records and liaison visits to the Primary School by the Year Head and/or SEND co-ordinator.
- b Literacy screening of Year 7 students takes place using Lucid Exact for those students with borderline or below average scores. Group spelling and reading tests are undertaken and additional diagnostic assessments may be used if further clarification is required. KS2 SATs raw scores are also used as indicators.
- c Open Evening, Parents' Evenings, visits prior to entry, or at the Year 7 'meet the tutor/SENDCO session in September provide parents/carers/students an opportunity to raise any issues/concerns.
- d Post Year 7 – regular meetings take place with Heads of Years and SEND co-ordinator to consider student progress, to review individual action plans and to discuss the possibility of any emerging SEND for any student.
- e Outside agencies via Multi Agency meetings/TAF.
- f Completion of SEN referral and access arrangement forms by class teachers
- f Listening to the concerns of parents.
- g SEND representation at Heads of Department and Achievement and Care meetings.

3.2 Should further investigation be needed, more detailed assessment is undertaken, action plans may be produced and outside agencies consulted, with the knowledge and permission of parents.

3.3 Progress is monitored and reviewed both in the social and academic areas by Form Tutors, Year Heads and Subject Teachers at regular intervals. SIMS is used to track progress and highlight areas of difficulty. SISRA (data analysis programme) is used to highlight areas of under achievement and to identify students who are gifted and talented. Concerns, where relevant, may be communicated to parents. Likewise parents can communicate their concerns at any time to school staff. Written reports to parents are sent home for all students at regular intervals in the school year (see Assessment and Recording Policy).

3.4 A confidential list of names of those children who have additional needs is compiled and this information is disseminated to all teaching staff via the Student Services SEND register on the school desktop icon. This is linked to SIMS and updated regularly. For all students in receipt of an Education Health Care Plan and Top up Funding a one page profile is produced and linked to SIMS. Both the register itself and the additional information pages are working documents, and may be amended as students' individual needs change.

4. The Graduated Approach and Quality First Teaching

- 4.1 The SEND Code of Practice states *High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement.*

All pupils should have access to a broad and balanced curriculum and one which sets high expectations for every student, whatever their prior attainment. At Christleton High School teachers carry out appropriate assessments from which they set deliberately ambitious targets.

Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to remove barriers to student achievement. In many cases such planning will mean that pupils with SEND will be able to follow the full school curriculum.

- 4.2 All teachers are teachers of SEND, and therefore it is they who differentiate the work for the class/student as necessary. Student Services staff will assist, but under teachers' directions. Student Services staff have the knowledge of our students but not necessarily of individual subjects.
- 4.3 Christleton High adopts a graduated response in order to help pupils with SEND and recognises there is a continuum of special educational needs. Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will help determine the support that is needed and whether it can be provided by adapting what can be offered by teaching staff or whether something different or additional is required. In recording student needs on a central register, the criteria for entering a student will include:
- Previous support such as information from primary school and outside agencies
 - Evidence of little progress despite quality first teaching from subject teachers.
 - Considering individual student progress in school, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

Where it is decided to provide a pupil with SEND support the pupil, parents, HoY and SENDCO should agree on interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All class teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The SEND Code of Practice advocates a four phase cycle called the graduated approach. These phases consist of:

Assess- In identifying a child as needing SEND support the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress,

attainment, and behaviour. This assessment should be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan -Where it is decided to provide a pupil with SEND support the pupil, parents, keyworker and SENDCO should agree on interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All class teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do -The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review-The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. At this point the SENDCO may request advice and/or support from external agencies such as the Educational Psychology Service, Local Authority Support Services, Social Services, Pupil Referral Unit, and the Education Welfare Officer. The following support may be given;

5. Additional Intervention

- 5.1 If it is deemed for any reason that pupils need further support, through agreement of the young person, parent/carer, SENDCO and external agencies (including specialists) a referral can be made through the named referral form with a view to acquiring top up funding to ensure the long-term outcomes are achieved for the student.
- 5.2 For a small number of pupils, it may be necessary, in further consultation with parents and external agencies, to consider whether to ask the LA to initiate a statutory assessment and apply for an Education Health Care Plan. The description of the pupil's learning difficulty together with information about the special provision made will form the basis on which the LA can consider whether statutory assessment is necessary.
- 5.3 Pupils who qualify for Top up Funding or an Education Health Care Plan are set targets. Strategies to meet these targets will be included on their SEND profile. All pupils who are in receipt of TUF or EHCP are reviewed annually, when parents, pupils and outside agencies are requested to comment upon progress made and difficulties experienced. All persons, along with the pupil, are invited to attend these annual reviews.

6. Exeats

Students will exit the register when it is deemed that their need is less significant as progress has been demonstrated and/ or additional resources to assist with progress are no longer required. Students will be coded 'M' and monitored for six months prior to them exiting the SEND register. Parents/ carers are informed when students exit the SEND register.

7. Medical Conditions

Christleton High School supports students, at school, with medical conditions which may negatively affect their ability to access all aspects of school life. Where students also have SEND their provision is planned and delivered in a co-ordinated way with an action plan which is written by the school nurse in conjunction with relevant agencies.

8. Student Support/Class Support Provision

- 8.1 The Student Services Department / SEND Department supports specific students, mostly those with Top up Funding and Education Health Care Plans. In class support is offered to children, within the limits of resources available in school. The setting which occurs in English, Mathematics in Year 7 helps place children in groups of like ability.
- 8.2 Annual reviews will take place each year for students in receipt of an Educational Health Care Plan or Top up Funding.
- 8.3 It is the school's policy to not always have the same Teaching Assistant (TA) allocated to the one student, as this can create overdependence and can have implications if for example the TA is unavoidably absent. In some cases a student will have a named TA (Keyworker) for ease of contact, but anyone from the whole team will always assist when necessary.
- 8.4 When TAs are in the lesson they assist the identified students from the SEND register under the guidance of the class teacher. Student Services Staff prioritise the support of students in receipt of an Educational Health Care Plan on school trips.
- 8.5 Each department is responsible for children with special needs and disabilities in its own subject area.
- 8.6 Additional help in the classroom may be offered by Sixth Form students (as part of their Futures 360 course)
- 8.7 Students with additional educational needs may also be awarded specific examination access arrangements. (Ref: CHS Access Arrangement Policy 2020.)
- 8.8 Student Services operates an 'Open Door' policy during all breaks, before school and after, for any students and their friends to drop in for a chat, reassurance or advice.
- 8.9 Christleton High School is partnered with CAMHS and we have tier two workers in school one afternoon a week. Referrals are usually made by the student's Year Head.

- 8.10 Students are supported during the options process at the end of Key Stage 3.
- 8.11 There is an effective careers pathway program which is managed by the Assistant Headteacher. The school employs a careers advisor who offers advice and guidance for post 16 education. Additional advice is available from Young Peoples Services and the Local Authority for students with additional needs.
- 8.12 There are close links with partner school and the SENDCO attends Year 6 review meetings overseas the transition of students starting at Christleton High School.
- 8.13 The SENDCO will attend review meetings for KS4 students starting at college to ensure a smooth transition to post 16 education or training.

Reviewed and amended by SEA/RH October 2020
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