

# Whitecross Hereford: High School & Specialist Sports College

Policy: Special Educational Needs and Disabilities Policy  
Reviewed by: Personal Development, Behaviour and Welfare Committee  
Reviewed: December 2018  
Approved by full board: January 2019

## Aims

Our Special Educational Needs and Disabilities Policy aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Whitecross is a fully inclusive school, where our values of respect, perseverance, love, courage, trust and equality underpin everything we do. At Whitecross we strive to support all students to achieve their potential. For those students who may have a Special Educational Need or Disability, additional support will be put into place as needed to help them achieve their targets.

Our SEND policy is guided by the 2014 Code of Practice, which stipulates that schools should help young people with SEND;

- achieve their own personal best
- become confident individuals who lead fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

## Legislation and guidance

The SEND Policy at Whitecross High School is based upon the following legislation and guidance;

- Special Educational Needs and Disabilities Code of Practice, 0-25 years.
- Part 3 of the Children's and Families Act 2014
- The Special Educational Needs and Disabilities Regulations 2014

## Definitions

A student has a SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The 2014 Code of Practice identifies four broad areas of SEND;

1. Communication and interaction; for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
2. Cognition and learning; for example, dyslexia, dyscalculia.
3. Social, emotional and mental health difficulties; for example, attention deficit hyperactivity disorder (ADHD), anxiety.
4. Sensory and/or physical needs, for example, visual impairments, hearing impairments, physical disability.

Moderate/severe/profound and multiple learning difficulties could fit into any one of the above four areas.

### **Roles and responsibilities**

#### **The SENCO**

The SENCO is Michelle Giampalma

They will:

Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching as well as keep parents and carers abreast of new national legislation

Advise on the graduated approach to providing SEND support

Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned

Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all students with SEND up to date

### **The SEND Governor**

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings

Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **The Headteacher**

The Headteacher will:

Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **Class teachers**

Each class teacher is responsible for:

The progress and development of every student in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEND policy

### **Support for students with Special Educational Needs and Disabilities.**

Whitecross is a fully inclusive high school and we employ a variety of strategies to identify and support students with SEND. These may be students with Autistic Spectrum Disorder (ASD), Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD), Speech, Language and Communication Needs (SLCN), Social, Emotional or Mental Health Issues (SEMH), or indeed any other recognized Special Educational Need or Disability (SEND).

### **Identifying students with SEND and assessing their needs**

All students will be baseline tested on entry in Year 7. Where by a student joins the school as a mid-year transfer, this testing will be completed on entry.

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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 the child and their peers

This may include progress in areas other than attainment, for example, social needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Where by the SENCo or another professional working with the child (such as the class teacher or form tutor), identifies a potential SEND, the SENCo will examine current testing results and may complete further testing within school.

Where necessary, the SENCo may choose to refer the student to an outside agency for further investigation or employ the services of a Specialist Assessor or Educational Psychologist.

### **Placing a child on the SEND Register**

A student may be placed on the SEND register when;

- Transition information from primary school demonstrates the child has an identified SEND.
- A student is receiving external support from another agency such as Occupational Therapy, Speech and Language therapy, Physiotherapy or CAMHS.
- A student achieves a standardized score of below 75 as part of baseline testing.
- A student is identified as having a SEND through further testing by the SENCo.

### **Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the students' areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the students' record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

### **Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The SENCo will complete an analysis of SEND progress in line with the strategic calendar. This will take place four times throughout the year and after each reporting cycle.

This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress, attainment and behaviour
- The individual's development in comparison to their peers and national data

This analysis will be aided throughout the year by;

- The views and experience of parents
- The students' own views
- Advice from external support services, where relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the students' progress.

### **Supporting students moving between phases**

When we are aware of a student joining us from Primary where there is an identified SEND, extra support will be put in place;

- We may attend meetings, such as annual reviews, during Year 6.
- We will converse with the Primary school to ascertain progress and what support is needed.
- We will visit the student in their primary setting.
- We will arrange extra transition visits on a phased basis to ensure the student is comfortable in their new setting.

When a student transfers to a new school or college, we will share information with the school, college, or other setting the student is moving to. We will agree with parents and students' which information will be shared as part of this. During the transition to College, the following extra support may be offered;

- Discussions with the college regarding the SEND.
- Extra visits to the college.
- Outcomes written within an EHCP to reflect the move to a new educational institution.

### **Our approach to teaching students' with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their class.

Quality first teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

We will also provide the following interventions:

- Extra literacy intervention
- Extra numeracy intervention
- Elklan communication and interaction intervention
- Speech and language support
- Timetable and/or curriculum adaptation
- Work experience placements
- Counselling
- Specific interventions as listed on EHC Plans or as guided by external agencies.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, overlearning of key information, reading instructions aloud, etc.
- A differentiated behaviour policy, where by a student are not sanctioned in the normal way for a behavior incident which can be directly linked to their SEND.

### **Additional support for learning**

We have a number of teaching assistants and higher level teaching assistants who are trained to deliver specific interventions or support students in a variety of ways.

Teaching assistants will be deployed to support students with EHC plans where it is stated within the provision of Section F of the child's plan.

Teaching assistants will support students in small groups when;

- There is a high percentage of SEND students within a class.
- A group of students is identified as not making adequate progress.
- A specific intervention is required for a group of students.

We work with the following agencies to provide support for pupils with SEN:

- Multi-agency safeguarding hub (MASH)
- Child and adolescent mental health service (CAMHS)
- Occupational and Clinical Therapy
- Physiotherapy
- Speech and Language therapy
- Behaviour support team (BST)
- The Hospital Home and Teaching Team

### **Education, Health and Care Plans**

We will liaise closely with Primary schools to ensure that there is a smooth transition for year 6 students who already have an EHC Plan. After the successful transition to Whitecross, we will hold at least one annual review each academic year for children with EHC Plans. Our annual reviews are person centred, parents and students are expected to contribute heavily to these meetings to ensure that the needs of the student are being sufficiently met. Parents or their children may wish to call an early annual review or a second annual review if they have concerns about the child's progress or provision.

Where parents are interested in taking the personal budget for their child, they are encouraged to discuss this at the annual review with the SENCo.

Where a parent feels that their child warrants an EHC Plan, they are advised to contact the SENCo to discuss this further. Where a student is identified with a SEND and a graduated approach has been unsuccessful in narrowing the progress gap, the SENCo will discuss

this with the parents or guardians of the child and may make an application for a statutory assessment with the aim of securing an EHC Plan for the student.

### **Expertise and training of staff**

The SENCo has completed the National SENCo Award and sits within the Strategy Group of the school.

We have a team of teaching assistants and higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

Staff regularly have CPD on many areas of SEND such as Autistic Spectrum Disorder, Specific Learning Difficulties and Attention Deficit Hyperactivity Disorder. During this CPD, staff are made aware of the signs and symptoms of a particular SEND and been given strategies to help support students with that SEND.

We may use specialist staff for detailed SEND assessments or when a professional from an external agency wishes to work with a particular student in the school setting. This may include Occupational Therapists, Physiotherapists, Speech and Language Therapists or Educational Psychologists.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress after each reporting cycle.
- Reviewing the impact of interventions after each interim report cycle.
- Using student, parent and staff questionnaires.
- Monitoring by the SENCO, such as lesson observations and book scrutiny's.
- Holding annual reviews for students with EHC plans

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

- All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- All students are encouraged to go on our residential trip(s).
- All students are encouraged to take part in sports day/school plays/special workshops.
- No student is ever excluded from taking part in these activities because of their SEN or disability unless after reasonable adjustments the health and safety of the child is still significantly compromised.

### **Support for improving emotional and social development**

We provide support for students to improve their emotional and social development in the following ways:

- Students may receive social interaction intervention as part of the ELKLAN intervention group.
- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of lunch club to promote teamwork and the building of friendships.
- We have clear and robust policies and procedures for dealing with bullying.

### **Complaints about SEN provision**

Complaints about SEND provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy if the matter is unresolved.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of students with SEND.**

The SENCo can be contacted via the school;

Telephone – 01432 376080

Email – [mgjampalma@whitecross.hereford.sch.uk](mailto:mgjampalma@whitecross.hereford.sch.uk)

Alternatively, SENDIASS offer free, impartial advice to students and their parents. They can be contacted;

Telephone – 01432 260 955

Email - [smiller@herefordshire.gov.uk](mailto:smiller@herefordshire.gov.uk)

### **The local offer**

Our contribution to the local offer is our SEND information report. This can be found on the School Website.

Our local authority's local offer can be found at [www.herefordshire.gov.uk](http://www.herefordshire.gov.uk)

### **Monitoring arrangements**

This policy and information report will be reviewed by the SENCo annually in consultation with the SEND Governor and Governing Body of Whitecross.

### **Links with other policies and documents**

This policy links to our policies on:

- Behaviour
- Supporting students with medical conditions
- SEN Information Report