

## HOWARD OF EFFINGHAM SPECIAL EDUCATIONAL NEEDS POLICY

This policy is in keeping with the school's aims, Teaching and Learning Policy, policy on educational inclusion and the Single Equality Scheme. The governing body and staff of the school will ensure that all students enjoy a broad, balanced and relevant education that meets individual needs. The fundamental objective of the school's SEN policy is to provide the supportive framework within which students requiring additional support are identified, assessed, assisted and monitored.

Date created: November 2002

Governors Committee Responsible: Curriculum

Created/implemented: April 2006

Senior Leader Contact: Mrs J Menhennett

Review period: Annual

Last reviewed: March 2017

Last re-written: December 2014

Next due for review: March 2018

**Howard of Effingham School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills. At our school, every teacher is a teacher of every student, including those with SEND with a focus on bringing out the best in all. We are proud of our inclusive environment which ensures that all students, no matter their additional needs, are included in all activities, including educational visits.**

We define special educational needs and disability (SEND) using the SEND Code of Practice 2014.

**SEN:** A child or 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.<sup>1</sup>

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<sup>1</sup> Code of Practice 2014

Disability: Many children and young people who have SEN may 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.’<sup>2</sup>

### **Key Roles and Responsibilities**

The Special Educational Needs Co-ordinator (SENCo) has the day-to-day responsibility for the operation of SEN policy and is responsible for the co-ordination of specific provision made to support individual students with SEN, including those with an education, health, care plan (EHCP). Part of the role of the SENCo is to co-ordinate arrangements with the class teachers/tutor/ year leader regarding those students with SEN and/or disabilities.

#### **Details of staff in school with specific roles:**

**SENCo:** Julie Menhennett, Assistant Head Inclusion

**Contact details:** [menhennett\\_j@thehoward.org](mailto:menhennett_j@thehoward.org)

**National Award for SEN:** gained in October 2014 (a necessary qualification for any SENCo new to role since 2009)

**Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA):** gained June 2016

**SEN Governor:** Clare Long

**Designated Safeguarding Lead:** Julie Menhennett

**Deputy Designated Safeguarding Leads:** Dave Ashby and Tom Burns

**Teacher responsible for managing Pupil Premium funding:** Sarah Stanton, Deputy Headteacher

**Teacher responsible for medical needs of students:** Julie Menhennett

### **How was this policy put together?**

This policy was created in December 2014 involving all stakeholders, including parents and staff. It was updated in January 2016 and March 2017.

The policy reflects the statutory guidance set out in the SEND code of practice 2015.

This policy can be accessed through the school website at <http://www.thehoward.org/> and a hard copy can be provided on request. Please let us know if you need this to be made available to you in a different format e.g. enlarged font. If you are a parent at the school, you will have access to the read and write software (downloaded via Frog) which you can use to read the policy out to you on a computer.

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<sup>2</sup> Equality Act 2010

## **Context**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 2015<sup>3</sup> and has been written with reference to the following related guidance and documents:

- Equality Act (2010)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- SEN and Disability – a guide for parents and carers (2014)

## **Aims and Objectives**

### **Aims**

At the Howard of Effingham School, all students, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

- We expect that all students with SEND will meet or exceed the high expectations set for them based on their age and starting points
- We will use our best endeavours to give students with SEND the support they need<sup>4</sup>
- Ambitious educational and wider outcomes will be set for them in conversation with the student and parents
- Our aim is that all students become confident individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood.

### **Objectives**

The objectives for academic year 2016-2017 are:

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing support for students who have SEND, working with the student and their parents/carers<sup>5</sup>
2. To further develop the skills of all staff so that they can deliver quality first teaching for all. <sup>6</sup>

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<sup>3</sup> SEND Code of Practice 0-25 (2015) section 3.65

<sup>4</sup> SEND Code of Practice 0-25 (2015) section 6.2

<sup>5</sup> SEND Code of Practice 0-25 (2015) section 6.14

3. To develop a CPD programme for all staff to ensure they have the necessary skills to deliver quality first teaching for all.
4. To further develop the access arrangements programme to ensure that students are able to meet their targets.
5. To further develop shared practice within THPT.
6. To audit provision, including in class delivery, on a regular basis to ensure quality first teaching for all students, including those with SEND.

These objectives will be updated on a yearly basis and will be based on the key priorities from the school and Inclusion development plans.

### **Identification of Needs**

Within SEND, there are four areas of need<sup>7</sup>:

- Communication and interaction – this includes speech, language and communication needs (SLCN) and autistic spectrum disorders (ASD).
- Cognition and learning – this includes moderate learning difficulties (MLD) and specific learning difficulties (SpLD). SpLD encompasses dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health – this includes students that are withdrawn or isolated, those that display challenging, disruptive or disturbing behaviours, those that are diagnosed with attention deficit disorder (ADD) or attention deficit hyperactive disorder (ADHD), those with an attachment disorder, anxiety or depression.
- Sensory and/or physical – this includes hearing impaired, visually impaired, cerebral palsy, multi-sensory impairment and physical disability.

At the Howard of Effingham School, we will identify the needs of each student by considering the needs of the whole child. This will be from in school testing and observation and we will take into account external specialist assessments. These needs will be broader than focusing on the special educational needs of the young person. This in turn will lead to setting out the arrangements which will be put in place to address the identified needs. These arrangements may be in class, with a focus on quality first teaching. The school's provision map, which can be found on the school's website, identifies these arrangements in more detail.

### **A Graduated Approach to SEN Support**

All teachers provide quality first teaching in lessons. If a student has SEND, the teaching is adjusted to take account for this, ensuring personalised teaching based on individual need. All teachers are given information about individual students' SEND and how best to support

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<sup>6</sup> SEND Code of Practice 0-25 (2015) sections 1.24, 6.19

<sup>7</sup> SEND Code of Practice 0-25 (2015) sections 6.28 – 6.35

them in the classroom. This is the first step in responding to students with SEND. These students will be coded as B (Be aware). Students with access arrangements for examinations may fall into this category. Assessments leading to access arrangements need to be completed in Year 9 at the earliest.<sup>8</sup>

Teachers are responsible and accountable for the progress and development of all students in their class, including where students access additional support from learning support assistants (LSAs) or specialist staff.

We monitor students' progress on a termly basis and use this information in conjunction with teacher feedback to identify the need for additional intervention. Additional intervention and support cannot compensate for a lack of good quality teaching and we ensure, through regular observations and learning walkthroughs, that our teaching meets the needs of all students, including those with SEND.

The school's SEN Information Report, which can be found on the website [www.thehoward.org/](http://www.thehoward.org/) provides additional information about how we support students with SEND to achieve their full potential.

Any decision to make special educational provision is taken involving the teachers and SENCo, considering all of the information gathered from within school about the student's progress based on their age and starting points. This is then compared to national data and expectations of progress. This will include:

- Accurate formative assessment
- Internal staff moderation of progress
- Provision management outcomes
- Specific assessments, as required (including external specialist assessments)

Where students have higher levels of need, we work in partnership with other specialist professionals and agencies to assess this need. This includes the educational psychologist, learning and language support, traveller support service, physical and sensory support service, speech and language service and occupational therapy service.

### **Special Educational Needs Register**

Where a student has been identified as having special educational needs, the Howard of Effingham School will take action to remove barriers to learning and put effective provision in place. If, as a result of quality first teaching, the young person's progress:

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

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<sup>8</sup> Joint Council for Qualifications 2016

- Widens the attainment gap<sup>9</sup>

the decision will be taken whether or not the young person needs to be placed on the SEN register under the category of **SEN Support** (this category replaces school action and school action plus). This SEN support will take the form of a four-part cycle (see the diagram<sup>10</sup> below):



### **Assess**

We will ensure that we regularly assess all students' needs so that each young person's progress and development is carefully tracked. We will listen to the views and experiences of the young person and their parents/carers. In some cases we will draw on assessments and guidance from other educational professionals.

### **Plan**

Where SEN Support is required, the teachers and SENCo with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the young person as well as the expected impact on progress and outcomes. Targets for the young person will be shared with them using appropriate language. All staff who work with the young person will be made aware of the plan. Parents will be asked to share in the monitoring of progress through having an overview of any learning at home. This plan will be known as the **Pathway Plan**.

### **Do**

The subject teacher is responsible for working with the young person on a daily basis. They will liaise closely with any staff who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher

<sup>9</sup> SEND Code of Practice 0-25 (2015) section 6.17

<sup>10</sup> SCC Pathway Plan Guidance October 2014

and the additional adults working with the young person. All adults working with the young person will encourage them to be individual learners, developing their ability to deal with difficult tasks.

## **Review**

The plan, including the impact of the support and interventions, will be reviewed termly by the teachers, SENCo, parent/carer and young person. Decisions will be taken in partnership with all involved. The termly review will inform the planning of next steps or where sufficient progress has been made, removal of the young person from SEN Support. For students with an Education, Health, Care Plan (EHCP), the local authority must review the plan at least annually. An EHCP will replace a statement of SEN and all students who currently have a statement of SEN will transfer over to an EHCP by 2018.

**SEN Support** can take many forms and could include<sup>11</sup>:

- A tailored learning programme for the young person
- Extra help from a teacher or learning support assistant
- Making or changing materials and equipment
- Working with the young person in a small group
- Observing the young person in class or at break and keeping records
- Helping the young person to take part in class activities
- Making sure that the young person has understood things by encouraging them to ask questions and to try something they find difficult
- Supporting the young person at break times
- Supporting the young person with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.
- Time bonded interventions (interventions that are put in place for a specific amount of time and then assessed for their impact)
- Parents/carers reinforcing learning at home
- Training teachers in how to support students with SEND
- Regular information sharing and development of strategies

The school's SEN Information report details how the needs of students with SEND will be met in more detail.

## **Students with Medical Conditions**

Our school recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

## **Reviewing the SEN Policy**

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<sup>11</sup> SEN and Disability – a guide for parents and carers (2014) p.30

In line with all school policies, the SEN policy will be kept under regular review by Julie Menhennett, SENCo, Clare Long, SEN Governor and the Governing Body.

If parents have comments, compliments or concerns that they would like to share, these should be addressed to the SENCo in the first instance.