



Ifield Community College - SEND Policy

Review: 1st March 2019

Approved by Governing Body 1st March 2018

Signed: Chair of Governors

Background Legislative Frame work

ICC SEND Policy for students with special educational needs or disabilities is governed and informed by the statutory framework set out in

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Education and skills Act 2006
- Equality Act 2010 advice for schools DfE February 2013
- Children's and Families Act 2014
- Statutory Guidance on supporting students at school with medical conditions April 2014
- Revised Code of Practice 2014

Our objective is to address the needs of all students with special educational needs and disabilities to help every child maximise their educational development, as set out in our curriculum policy statement. In this regard we will do our best to secure the necessary provision for any student who has Special Educational Needs, within the limitations of our resources. The SEND Policy is reviewed every year by the Governing Body.

The Special Educational Needs and Disabilities Code of Practice 2014 states that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

SEN and Disability Code of Practice 2014

The policy details how ICC will use its best endeavours to ensure that teachers in the school are able to identify and provide for students with special educational needs and disabilities in order to ensure students meet their potential.

School Implementation

Responsible Persons

Miss. A. Jackson is the school's Director of Inclusion

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All members of staff share a responsibility to meet students' special educational needs. Teaching and supporting such students is therefore a whole school responsibility requiring a whole school response. ICC is committed to welcoming all students. Adjustments will be made where needed and where possible to enable all students for whom ICC is the best placement, to access lessons and social time as freely as possible. Needs and adjustments will be made on an individual basis.

The role of Inclusion Director

The inclusion director, in collaboration with the head teacher and governing body, are the key roles in helping to determine the strategic development of the SEN policy and provision in the school to raise the achievement of students with SEN. The key responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers
- managing the SEN team including teaching assistants, coordinating provision for students with special educational needs and overseeing the records on all students with special educational needs
- liaising with parents of students with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including Specialist teachers and educational psychology services, health and social care and voluntary bodies.

Fundamental Principles

ICC aims to ensure that:

Teachers are aware of the importance of early identification and of providing for SEND students whom they teach

- SEND students will have their needs met
- Student views are taken into account
- Partnerships with parents/carers play a key role in supporting their child's education and enabling them to achieve their potential. The school will support parents/carers through the process of transition and adjustment
- SEND students are offered full access to a broad and balanced education including an appropriate vocational curriculum and 14-19 pathways
- SEND students have full access to all school activities so far as it is reasonably practical and relates to the student's needs
- We work in partnership with external agencies to meet the needs of the students

Aims of Special Needs Support

1. To identify and provide for students who have special educational needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide an Inclusion Director who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs students

Identifying Special Educational Needs

Students have special educational needs if they have a difficulty which calls for special education provision to be made for them, i.e. which is in addition to or different from routine curriculum planning. The term SEN encompasses a wide range of types of need. There are four broad areas of need described in the Code of Practice 2014. These are:

Communication and interaction

These students have difficulty in communicating with others and may have difficulty with some or all of the different aspects of speech, language or social communication at different times of their lives. Some of these students may have a diagnosis of ASD and experience particular difficulties with social interaction

Cognition and learning

Support for learning difficulties may be required when students learn at a slower pace than their peers even with appropriate differentiation. The category includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Some students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

The Equality Act 2010 defines a person with a disability as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The definition of disability encompasses a broader range of impairments than might be commonly assumed, including children with autism, those with Tourette's syndrome and those with communication difficulties.

The Special educational needs and disability code of practice: 0 to 25 years 2014 (p84) states "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer students will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable."

Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances.

Identification, Assessment and Provision

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom. Provision for students with SEND is a matter for the school as a whole.

In addition to the governing body, the school's head teacher, L S & D Team, and all other members of staff have important responsibilities.

All teachers are teachers of students with special educational needs.

Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

Early Identification

Assessment is a continuing process that can identify students who may have special educational needs.

Graduated response

ICC will adopt a graduated response to meeting special educational needs that requires the initial use of classroom and school resources before bringing specialist expertise to bear on the difficulties that a student is experiencing. When a young person is identified as having special educational needs, the school will put interventions in place.

If a student is known to have special educational needs when they arrive at the school or when a student is identified as not making the expected levels of progress in spite of good first quality teaching staff will:

- use information from the primary school to provide an appropriate curriculum for the student and focus attention on action to support the student within the class
- ensure that ongoing observation and assessment provides feedback about student's achievements to inform future planning of the student's learning
- ensure opportunities for the student to show what they know, understand and can do
- involve the student in planning and agreeing targets to meet their needs
- involve parents/carers in developing a joint learning approach at home and in school The school will measure children's progress by referring to:
 - Evidence from teacher observation and assessment
 - Their performance against the level descriptions
 - Standardised screening or assessment tools.
- Once students have been assessed as needing additional support, staff work together to produce a plan of intervention. Once the intervention has been delivered it is then reviewed to see if any additional action needs to take place

Monitoring student Progress

Teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult the inclusion director to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed.

Evaluation of the strategies in place may 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 evidence that current rates of progress are inadequate.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in the student's behaviour

Statutory Assessment of SEND

For a few students the help given by the school may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LEA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- The school's action already taken

- Progress reviews for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- Attainments levels in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist
- Views of the parents and of the pupil
- Involvement of other professionals
- Any involvement by the social care or education welfare service.

When the LA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

English as an additional language

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

Supporting students at school with medical needs

ICC recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Relevant staff are made aware of the student's condition and supply staff are fully briefed
- Where necessary staff receive suitable training
- Cover arrangements are in place when staff are absent
- Risk assessments are undertaken for school visits, holidays and other activities outside of the normal timetable
- Procedures are in place to cover any transitional arrangements between schools to ensure that the student's needs are met at the time of transition. In other cases, such as a new diagnosis or students moving to a new school mid-term, every effort is made to ensure that arrangements are put in place within two weeks.

ICC does not wait for a formal diagnosis before providing support to students. In cases where a pupil's medical condition is unclear, or where there is a difference of opinion, judgements will be needed about what support to provide based on the available evidence. This would normally involve some form of medical evidence and consultation with parents. Where evidence conflicts, some degree of challenge may be necessary to ensure that the right support can be put in place.

Care Plans

Students with medical needs have care plans in place that are drawn up with the school nurse, parents and the student themselves. Individual healthcare plans can help to ensure that the school effectively supports students with medical conditions. They provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed, and are likely to be helpful in the majority of other cases, especially where medical conditions are long-term and complex. However, not all children will require one. The school, healthcare professional and parent should agree, based on evidence, when a healthcare plan would be inappropriate or disproportionate.

In order to decide what information should be recorded on health care plans the school considers the following:

- the medical condition, its triggers, signs, symptoms and treatments;
- the student's resulting needs, including medication (dose, side-effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons;
- specific support for the student's educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions;
- The level of support needed, (some students will be able to take responsibility for their own health needs), including in emergencies. If a student is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring;
- who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the student's medical condition from a healthcare professional; and cover arrangements for when they are unavailable;
- who in the school needs to be aware of the child's condition and the support required;
- arrangements for written permission from parents and the head teacher for medication to be administered by a member of staff, or self-administered by the pupil during school hours;
- separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the child can participate, e.g. risk assessments;
- where confidentiality issues are raised by the parent/child, the designated individuals to be entrusted with information about the child's condition; and
- What to do in an emergency, including whom to contact, and contingency arrangements. Some children may have an emergency healthcare plan prepared by their lead clinician that could be used to inform development of their individual healthcare plan.
- The governing body ensures that the school's policy clearly identifies the roles and responsibilities of all those involved in the arrangements they make to support students at school with medical conditions.

SEN INSET (in-service training and education)

- The Inclusion Director will attend appropriate courses and conferences as they arise
- A member of the SEN team will attend meetings arranged by the Local Authority
- Other teachers and teaching assistants will attend SEN courses which interest and have a particular bearing on children they are supporting
- Regular staff development sessions will focus on whole school priorities and provide opportunities to learn how to support students with SEN more effectively

Arrangements for Partnership with Parents/Carers

Every effort is made to maintain close liaison with parents/carers of all students. Staff and parents/carers work together to support students identified as having additional needs. Regular consultation days provide opportunities to discuss concerns and progress. Communications between school and home ensure that any concerns are promptly acted on.

Partnership with students

The school encourages students to share concerns, discuss strategies and review progression, thus seeing themselves as equal partners with the school. The way in which the students are encouraged to participate in the decision-making process reflects their growing maturity. They are encouraged to focus on outcomes and then to identify short term targets to work towards reaching their goals.

Accessibility

The school has an accessibility plan that is monitored each year. Classrooms are laid out to allow access. All out-of-school activities are planned to ensure the participation of the whole range of students. Wheelchairs can move around the building without barriers. Parking is provided and safe routes around the building are provided and marked. Special arrangements in school to improve accessibility include

- Advice of professionals disseminated and followed
- Use of any recommended equipment
- Ramp access available
- Lifts to access first floor
- Disabled toilets
- Disabled parking
- All school brochures, school newsletters and other information for parents are available in alternative formats

Bullying

ICC makes every effort to ensure and mitigate the risk of bullying of vulnerable learners within the school community. All students are aware that bullying is unacceptable and will not be tolerated. They are encouraged to seek help and support if bullying occurs. Any reported incidents of bullying are dealt with effectively and rapidly. Staff work with students affected by bullying in a range of ways to equip them with the skills and knowledge to counter and deal with bullying.

Complaints:

In the case of complaint regarding special needs provision, then procedure outlined in the school complaints policy will be followed.

Evaluating the success of the SEND Policy

The following procedures provide evaluative points for assessing the effectiveness of the SEND Policy

- Senior Leadership Team Meetings
- Student Assessments for review meetings
- Student and Parent/carer views recorded at review meetings
- Collation of Value Added assessment data
- Parent Voice via Parent Forum Meetings
- Staff awareness of individual pupil need identified in departmental feed forward documents
- Success of the identification process at an early stage
- Academic progress of students with special educational needs
- Improved behaviour of the children, where this is appropriate
- Monitoring of Pupil attendance
- Number of exclusions of SEND students
- Students' awareness of their targets and achievements