

SEND POLICY



Shuttleworth College

Status :

Statutory

Date of next revision :

April 2020

Reviewed and monitored by:

Sally Sagar

Approved by :

Full Governing Body

Signed by

A handwritten signature in black ink, appearing to be 'Sally Sagar', written over a horizontal line.

Chair of Governing Body

This policy is designed to set out Shuttleworth College's Aims and objectives.

PART 1: Introduction

1.1 Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1.2 Definition of Special Educational Needs and Disability (SEND)

Students have special educational needs if they have a difficulty accessing the curriculum, temporary or more long-term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Additional needs

Students who experience difficulty in accessing the curriculum may also have a particular gift or talent. This is addressed through the Gifted and Talented Provision, coordinated by our Assistant Headteacher Ms E Dempsey, in addition to provisions made for their specific need.

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

* Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.

Student can be identified by any of the following

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Progress which is slower than their peers starting from the same baseline
- Progress which fails to match or better their previous rate of progress
- Where progress fails to close the attainment gap between the child and their peers
- Where progress widens the attainment gap

- Working at significantly below age expectations, particularly in Literacy or Numeracy
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.3 SEND [Provision] is achieved by:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of school staff
3. Providing an appropriate curriculum, taking into account
 - National Curriculum and examination syllabuses
 - Continuity and progression
 - Departmental development plans
4. Delivering an appropriate curriculum, taking into account
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image
5. Providing learning support through
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET
6. Using outside agencies where necessary and appropriate
7. Monitoring individual progress and making revisions where necessary
8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning
9. Encouraging students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process
10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures
11. Teaching Assistants and teachers collaborate effectively

PART 2: Structural Arrangements

2.1 The SENDCO Mrs Sally Sagar, BSc (Hons) PGCE. National SENCO Award (current)

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2015) guidelines and school job descriptions.

Governing Body:

- In partnership with the Head teacher, the Governors have a responsibility for deciding the school's general policy and approach to meet the needs of students with SEND
- Ensuring, through the appraisal process, that the Head teacher sets objectives and priorities in the school development plan, which includes provision for SEND
- Monitoring the policy through the school's self-review procedures
- All governors are informed of the school's provision, including funding, equipment and staffing
- Reporting annually to parents on the school's policy through the website

The Head teacher:

- Setting objectives and priorities in the school development plan, which includes SEND
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body

The SENCO as SEND Coordinator:

- Disseminating information and raising awareness of SEND issues throughout the school
- Is responsible to the Head teacher for the management of SEND provision and the day-to-day operation of the policy
- Managing and developing the roles of Teaching Assistants, through training and PM.
- Screening and identifying students
- Co-ordinating provision for students
- Supporting the teaching and learning of students with SEND
- Keeping accurate records of all students with SEND
- Drawing up, reviewing and monitoring Student Passports for those with SEND and others, as required

- Recruiting and deploying the School's SEND and learning support team, which includes Teaching Assistants, Educational Psychologist and Counsellor.
- Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and School Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENDCOs, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Headteacher forwards to the Governors.
- Managing and supervising Trainee and Apprentice TAs to the college.

Subject Leaders:

- Departmental Practice to include the use of student passports to support planning according to the school's SEND Policy
- Ensuring appropriate curriculum provision and delivery for SEND students clearly stated in their schemes of work
- Ensuring appropriate teaching resources for students with SEND are purchased from college capitation.
- Raising awareness, of college responsibilities towards SEND issues through agenda item on faculty meetings
- Communication with SENDCO

Other Staff (including SLT, Lead Practitioners, Pastoral leaders):

"All teachers are teachers of special needs"

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SEND Faculty
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes
- Ensuring Student Passports are considered in lessons
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND
- Raising individual concerns to the SENDCO
- Are responsible to Subject Leaders and / or SLT, LP or PLs

Teaching Assistants

- Support students with SEND and the wider school population
- Plan and deliver individualised programmes where appropriate
- Monitor progress against targets using Student Passports

- Assist with drawing up individual plans for students and supporting Passport development, as required
- Contribute to the review progress, either in person or with a written report and as part of the college tracking system
- Work with small groups in or out of the classroom, under the direction of the class teacher
- Support students on Educational Visits, as required
- Jointly plan with teachers, where appropriate and relevant

2.3 Admission Arrangements

Admission arrangements are outlined in the school prospectus

2.4 SEN Specialisms

The school:

- Is a designated school for students with physical disabilities
- Has specific provision within the *Learning Support Centre* for the vulnerable students at transition. *(Further detailed information available from the SENCO as required).*
- Shuttleworth College has established a partnership with St. Peters Centre in Burnley developing mainstream SALT provision, for students with significant SALT needs
- Has a working partnership with ACORNS education to assist with SMEH (Social, Mental and Emotional Health Needs)

2.5 Special Facilities

The school is fully accessible to students with physical disabilities and those with learning and behavioural needs. The school caters for students with emotional difficulties through 1:1 support, the learning support centre and those with sensory impairment, including inbuilt audio systems and visual enhancing technology. The school supports students who have more specific 'low incidence needs' and has a particular expertise with regard to including student with SALT in mainstream provision.

2.6 Inclusion

At Shuttleworth College, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education, work placement and college arrangements. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- The needs, rights and entitlements of individual students are the focus of both an educational and social environment
- Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- The family and community should work together

2.7 Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the SENDCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus may be followed.

2.8 Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results
- Evidence of planning and targeted expenditure for SEND by Colleges.
- The SENDCO reviewing procedures in consultation with subject leaders, SLT, CL, DoS and outside agencies
- Feedback from SLT, LPs and PLs.
- Number of complaints received

In association with the Headteacher, the Faculty produces an annual report which is included in the Governor's annual report to parents and carers.

PART 3: Identification, Assessment and Provision

3.1 Identification

The school uses the graduated response as outlined in “The Code of Practice (2015)”. To help with this process a variety of screening procedures are used Curriculum Leaders and Lead Practitioners have copies of assessment scores, which are then disseminated to teaching staff.

New Intake Students in Year 7.

a) Primary Liaison

Feeder primary schools are visited / contacted throughout the year prior to transfer. Any student identified as having a “learning difficulty” and who has previously been on School Action or School Action Plus is referred to the SENDCO. Contact is then made with the primary school.

The LA notifies school about students who are transferring with Education Health Care Plans (formerly statements) in the spring of their year 6. Where practicable, the SENDCO attends their Annual Review to ensure a smooth transition is made.

Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2 tests
- Cognitive ability tests
- Reading and spelling tests

Screening in Other Year Groups

Other screening tests are administered when required. Annual screening of Assessment Cycle data by SENDCo.

Individual Diagnostic Assessments

- Individual diagnostic assessments are used for students who are placed on the Summary Sheet List. A battery of tests is available, including ART Reading Test and Heinemann Spelling Tests
- This results information is made available to members of staff, as required but is also transparent to teaching staff through SIMS

Staff Observation

- Members of staff consult with the SENDCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken
- The SENDCO may then ask for additional diagnostic assessment to be undertaken for other professionals

Referrals by Parents Carers

- A student’s parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

Referrals by Students (Self-referral)

- Students will be able to refer themselves for SEND support
- Students will be told how to do this in assembly time

3.2 Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and 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 at Shuttleworth College learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCO but will be planned and delivered by teaching and support staff.

Graduated Response

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Numeracy Intervention Group
- Numeracy Form
- Lexia Reading Intervention
- Smaller group sessions within the learning support centre to complete Toe by Toe and Step Up to English
- 1:1 Support
- Generic in class support
- Specialist support
- SEND resources
- Dyslexia mentoring
- Lego Therapy
- Appropriate teaching groups / sets
- Group support on a regular basis
- Additional staff training
- Handwriting Intervention
- Why Try? Behaviour modification

The school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff

The Student Passport is revised and new strategies are put in place following the involvement of student and parents.

Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an Educational Health Care Plan.

The SENDCO is responsible, on a daily basis, for providing support and mentoring which allocates students with EHCP a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at School Action and Teaching Assistants are fully involved.

Students who are on an EHC plan will have an annual review. All students with SEND have a Passport. Impact on interventions - data The Passport is communicated to all staff who support the student's learning, and to the parents or carers and the student. Passports are constantly reviewed and updated in line with whole college assessment cycles. This information will be shared with parents through reports.

Outlining the steps they have taken to help students achieve their targets

- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns / targets

Interviews are arranged with individual students to discuss staff comments, any concerns raised, find their opinions of their progress and to set new targets. A revised Passport is then drawn up and parents / carers are sent a copy with an invitation to meet with the SENDCO if required.

On an annual basis there is a formal review in which all concerned are invited to participate.

3.3 Student Passports and Reviews

The Passport is communicated to all staff who support the student's learning, and to the parents or carers and the student. Passports are constantly reviewed and updated in line with whole college assessment cycles. This information will be shared with parents through reports.

Contents of the Passport include:

- SEND need
- Pen portrait
- Interventions
- Objectives
- Barriers to learning
- How to help – student speak
- Suggested teaching and learning strategies

Interventions and strategies are reviewed each assessment cycle and passports updated.

3.4 Continuous monitoring of individual progress.

Monitoring of individual progress is completed rigorously by Colleges and individual reviews, screening tests and through procedures described in the School's Assessment Policy.

3.5 Provision of an appropriate curriculum:

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEND is regularly reviewed and revised.

It is the responsibility of individual Colleges to ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SEND Faculty.

3.6 Provision of Curriculum Support

The SENDCO can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENDCO can assist by:

- Planning appropriate programmes of work
- Preparation of relevant and differentiated materials
- Team and individual teaching
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with Shuttleworth College's inclusive ethos.

d) In-service Training

- The SENDCO provides INSET for NQTs and other new staff at the school on Code of Practice procedures at Shuttleworth College
- Individual departments can ask for INSET from the SENDCO as required, for specific purposes or generic training
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.7 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs
- Delegated and designated budgets
- Also, in some part, the Pupil Premium

Capitation:

- The SENDCO is allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

PART 4: Partnership

4.1 In school

- The SENCO liaises closely with individual Curriculum Leaders, Lead Practitioners and Pastoral Leaders, and works closely with SLT. Information and concerns are always discussed with the appropriate staff
- College systems and procedures provide the mechanism through which SEND issues are discussed and disseminated

4.2 Parents

Shuttleworth College actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers
- Effective communication is achieved through regular contact with home either through letter or, telephone calls
- New parents can attend the Open Evening in the winter term prior to transfer

4.3 Students

Shuttleworth College acknowledges the student's role as a partner in his / her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets
- Student views are recorded as part of the Review process and their views are valued and listened to

4.4 External Support

The college aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Shuttleworth College include (*this is not an exhaustive list*):

- Educational psychologists
- Barnados
- Young Addaction
- Children's Social Care
- Young carers
- GP support
- Speech and Language therapy
- Physiotherapy
- Counselling – Freeflow/ Pendleside Hospice
- School Nurse
- Clinical Psychologist
- ELCAS service
- Hearing Impaired support teachers
- Autism specialists
- PCSO work

4.5 Between Schools

The SENCO liaises with other SENDCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENDCO cluster' meetings
- On the transfer of a student with SEND
- Through the national DfE hosted 'SENDCO -forum' mailing system and Advisory Group.

4.6 Transfer Arrangements

- All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries
- A representative from the SEND faculty attends all Year 6 transfer reviews for those with a Statement of Special Educational Needs, when invited
- Additional induction days are arranged as required for all students with SEND / vulnerability factors
- The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to Post 16 placements

April 2018

Abbreviations used:

BSC	Behaviour Support Centre
DfE	Department for Education
DBS	Disclosure and Barring Service
LA	Local Authority
PCSO	Police Community Support Officer
PM	Performance Management
SLT	Senior Leadership Team
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SIMS	Student Information and Management System