



**SMITHDON HIGH SCHOOL**

**SPECIAL EDUCATIONAL NEEDS AND  
DISABILITY POLICY**

**Re-adopted by the Local Governing Body  
March 2017**

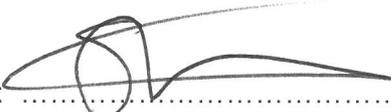
**Reviewed: March 2019**

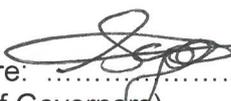
**Next Review Date: June 2021**

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This policy will be reviewed in full by the Governing Body on an annual basis as part of the review of the SEN Information report.

This policy was last reviewed and agreed by the Governing Body on March 2017. The latest review by R Bazeley-Smith, the SENDCo on 18 March 2019.

Signature:  Date: 18/3/19  
 (Headteacher)

Signature:  A.S.GEE Date: 18/3/19  
 (Chair of Governors)

### **Definition and context**

The SEND Code of practice (2014) identifies the need to explore targeted support if a pupil:

- Has a significantly greater difficulty in learning than the majority of others the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions given above or would do so if special educational provision was not made for them.

Special Educational Provision is educational provision or training which is additional to, or different from, that made generally for children or young people of the same age by mainstream schools or post-16 institutions.

Under the Equality Act 2010 some pupils with SEN may also have a disability that requires additional or different educational provision to be made for them. This is defined as:

‘a mental or physical impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’.

Within this definition ‘long term’ is defined as ‘a year or more’ and ‘substantial’ as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy and cancer:

‘where a disabled child or young person requires special educational provision they will also be covered by the SEN definition’.

### **SEND: Areas of Need**

Within the SEND Code of Practice (2014), the levels of support are now classed as:

- SEN Support (K)
- Education Health and Care Plans EHCP (E)

There are four main types of classification that Smithdon high school also uses to classify SEND need. These are based on the SEND code of practice (2014):

- Communication and Interaction
  - ASD (Autistic Spectrum Disorder)
  - SLCN (Speech, Language and Communication Needs)
  - Speech and Language Difficulties
- Cognition and Learning
  - MLD (Moderate learning difficulties)
  - SpLD (Specific learning difficulties) For example dyslexia, dyspraxia,, dyscalculia and dysgraphia.
- Social Emotional Mental Health
  - ADHD or ADD (Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder)
  - ODD (Oppositional Defiant Disorder)
  - Attachment disorder
- Physical Difficulties / Disability
  - VI (Visual Impairment)
  - HI (Hearing Impairment)

- MSI (Multi-Sensory Impairment)
- Physical disability (PD) such as, Cerebral Palsy, Hydrocephaly, Muscular dystrophy

At Smithdon high school we have adopted a Graduated Approach for the identification and the targeted support of those with SEND. That is, Assess, Plan, Review, and Do. See Appendix 1.

### **Vision**

All Smithdon High School staff will work collaboratively to create vibrant, successful centres of learning for those with SEND in the heart of our local community. It is recognised that there are pupils within the school who have particular needs related to their learning. In addition the school is committed to identifying and removing barriers to learning which may be attributable to factors related to cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical difficulties. Smithdon High School staff using their best endeavours, educational outcomes will be generated, through inclusive, different methods, to enable aspirational opportunities for all pupils.

This policy should be read in conjunction with the school's:

- Behaviour Policy and Curriculum Policy
- Trust's Equality of Opportunity policy
- Anti-Bullying Policy
- Safeguarding & Child Protection Policy
- Supporting Pupils with Medical Conditions Policy

### **Aims**

The aim of Smithdon High School is to ensure the maximum achievement for every individual in an inclusive and appropriate educational environment. We will work in partnership with pupils and parents to assist individuals in reaching their full potential. We believe that both academic and social development, including personal attitudes and values, are important. These essential factors will help our pupils to meet the wider demands of the world of work and adulthood.

In particular, we aim to:

- Enable every student to experience success.
- Promote individual confidence and a positive attitude.
- Ensure that all pupils, whatever their Special Educational Needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- Identify, assess, record and regularly review pupils' progress and needs.
- Involve parents/carers in planning and supporting at all stages of their children's development.
- Work collaboratively with parents, other professionals and support services.
- Ensure that the responsibility held by all staff and governors for SEN-D is implemented and maintained.

## **Values – school approach and rational**

We endeavour to be:

- A welcoming, safe, and a happy place where everyone is respected and listened to
- Nurturing, within a caring environment
- Provide high quality teaching
- Able to provide Learning Support Assistants to support and encourage independence
- Supportive for the whole family
- Providing a stimulating learning environment
- Committed to teamwork
- Providers of varied experiences including a wide range of opportunities
- A school for all young people, irrespective of gender, ethnicity, faith, creed, ability or special educational need and/or disability.
- A place where every child is a successful learner, confident individual and responsible and employable citizen.
- An environment that upholds the three core values of Smithdon high school: strength, integrity and excellence

## **Management of Special Educational provision**

Provision for pupils with Special Educational Needs is a matter for the school as a whole. It is each teacher's responsibility to provide for those with SEND in his/her class, and to be aware that these needs may be present in different learning situations.

The Local Governing Body, in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor), Mr Mark Sewell who takes a particular interest in SEND provision.

## **Roles and Responsibilities**

The School has a Special Educational Needs Co-Ordinator (SENDCo) who is responsible for the development and day-to-day implementation of this policy and for co-ordinating specific provision made to support individual pupils with Special Educational Needs and Disabilities (SEND).

The SENDCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies to ensure that pupils receive appropriate support and high quality teaching. The SENDCo also works with the Head Teacher and Governors to ensure:

- Co-ordination of all support for pupils with special educational needs and/or disabilities.
- Development of the school's SEND policy to ensure that all pupils receive a consistent, high quality response to meeting their needs in school.
- The school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Involvement of parents in supporting their child's learning, informing them of the support they are receiving and including them in the review of their child's progress.
- Liaison with providers of external support. Examples of partnerships include, the Educational Psychology Support Service (EPSS), Child and Adolescent

Mental Health Service (CAMHS), Virtual School, Sensory Support (VSSS) and community Paediatricians in order to identify student needs and support pupils appropriately

- Updating the school SEND record of need (system to ensure that all needs are known and understood) and ensuring that records of all needs and progress are maintained.
- Ensuring that all staff are aware of each student's individual needs and/or conditions and the specific adjustments required to enable them to be included and make progress.
- Ensuring that all staff are supported in delivery the planned work or programme for each student to enable them to make the best possible progress. This may involve the use of additional adults, external specialist help and specially planned work and resources.
- Providing specialist support for teachers and support staff to enable them to help all pupils with SEND to achieve their potential.
- Organising training for staff to ensure that they are aware of and confident in meeting the needs of all SEND pupils.

All staff are responsible for helping to meet a pupil's Special Educational Needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

Pupils with SEND often have a unique knowledge of their own needs and circumstances, as well as their own view concerning the support they need to help gain the most from their education.

They will be encouraged to participate in the decision making process, including the setting of learning targets and contributing to plans. This will be achieved through a variety of approaches as appropriate to the age of the student. These include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures or written answers)
- Pupil set targets

The School sees the close partnership between staff, Governors and parents/carers as vital to the success in meeting the needs of our pupils. Parents and carers are invited to Annual Reviews as well as routine Parents' Evenings.

### **Access**

At Smithdon High School we are committed to ensuring that all learners have access to learning and for those who are at risk of not learning, we will investigate and intervene. It does not follow that all vulnerable learners have SEN. Only those with a learning difficulty which requires special educational provision will be identified as having SEND.

We aim to ensure that pupils access a broad and balanced curriculum based on the National Curriculum but suitably differentiated and adapted to meet individual needs. The Curriculum Learning Support area (CLS) offers specialist support and precision teaching to targeted groups of pupils, whilst Tutor Time intervention also provides a range of support.

## **Identification and Review**

Learners can fall behind for many different reasons. They may have been absent from school or have attended many different schools and not had the opportunity to learn consistently.

The needs of some pupils are initially identified upon entry to the school in their Education, Health and Care Plan or at SEN Support in line with the SEND Code of Practice (2014). Some pupils have their needs identified after admission to the school, necessitating a gradual response to meeting and reviewing their needs and any appropriate provision. Their needs are further assessed by their subject teachers and members of the Inclusion team.

The pastoral team form part of the support team which ensures academic and personal achievement. Pupils with an identified Special Educational Need have a Passport which is reviewed at least twice a year. The SENDCo ensures that the regular monitoring of pupils' needs and progress takes a student-centred approach.

We endeavour to ensure that pupils' needs are identified and met as early as possible and adopt the following procedures for identification and assessment:

- When a student joins the school:
  - Analysis of data including information from primary schools or other placements,
  - Key Stage 2 SAT's
  - Reading and spelling ages
  - Reports from other professionals who are involved with the student
- The student in context profile
- Teacher concerns
- Acting on parental concerns
- Student self-referral
- Tracking individual student progress over time.
- Student progress meetings.

In some cases a more in-depth, individual assessment may be carried out by the school. This can take many forms, including a reading assessment, observation of the student, one-to-one work in a certain area or a specific questionnaire. The school has adopted levels of intervention which are based on the SEND code of practice (2014).

## **Links with other schools and transition arrangements**

Prior to admission the School liaises closely with other professionals who have had recent links with the student. Attendances at EHCP Annual Reviews and links with staff at Primary schools assist the smooth transition from primary to secondary education.

Links with parent/carers of pupils thought to need extra support on transition are seen as a vital part of the move to secondary school. Each student is discussed with primary colleagues. Such information ensures the necessary continuity for a smooth transition.

## **Complaints Procedure**

Parent views are important. The first point of contact is always the person responsible, which may be the class teacher, form tutor, or SENDCo.

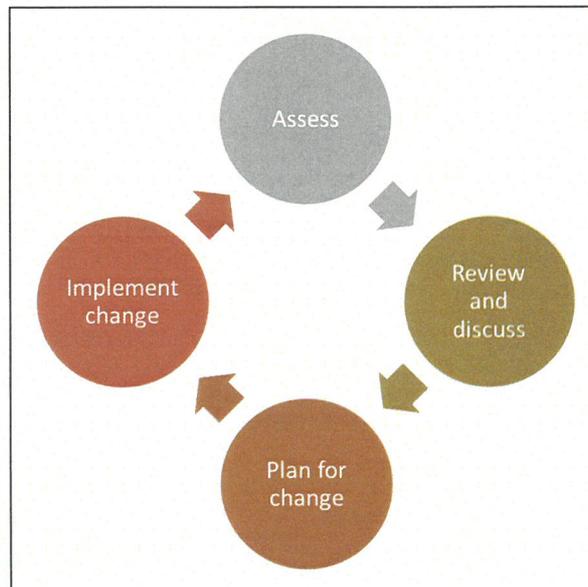
If this does not resolve the matter, parents should refer to the relevant Head teacher or ask to contact the school's governor representative. If a parent feels that an issue

has not been resolved, they can request a meeting with the Chair of Governors of the school.

A copy of the Schools Complaints Policy can be found at:

<http://www.westnorfolkacademiestrust.co.uk/page/?title=Policies&pid=11>

## Appendix 1: Assess, Plan, Review, Do



### Assess

In identifying a child as needing SEN support the class or subject teacher, working with the SENCo, 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. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services; for example outside professionals from health or social services may already be involved with the child. We will take seriously any concerns raised by a parent. These will be recorded.

### Plan

Where it is decided to provide a pupil with SEN support, the parents **will** be notified, although parents should have already been involved in forming the assessment of needs. The teacher and the SENCo should agree in consultation with the parent and the pupil the adjustments, 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 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. This should also be recorded via a passport.

### Do

Teacher will 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. Teachers will work closely with any learning support 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 SENCo will 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 effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. Where a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months.

## **Appendix 2: Sources of support**

Contact a family

[www.cafamily.org.uk](http://www.cafamily.org.uk)

SENDirect

[www.sendirect.org.uk](http://www.sendirect.org.uk)

SEND Gateway

[www.sendgateway.org.uk](http://www.sendgateway.org.uk)

Norfolk Parent partnership (Information, advice & support services SEND IASS)

<http://www.norfolksendpartnershiassiass.org.uk/>

Independent Parental Special Education Advice (IPSEA)

<http://www.ipsea.org.uk/>

Norfolk directory

<http://search3.openobjects.com/kb5/ncc/directory/home.page>