



**North Leamington
School**

SEND Policy

MARCH 2013

Special Educational Needs and Disabilities Policy

Philosophy

1. At North Leamington School we believe that children with special educational needs and disabilities (SEND) should have access to a broad, balanced, inclusive education alongside their peers. This reflects the SEN Code of Practice, 2001, which also provides our working definition of SEND:

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a/ have a significantly greater difficulty in learning than the majority of children of the same age; or
- b/ 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 ...

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a/ for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age ...”

CORE purpose

2. **Commitment:** We believe that it is important to address students’ needs as they arise and to provide support to meet those needs. It is with this in mind that we refer to IEN, Individual Educational Needs. These include learning difficulties, physical disabilities, autism, dyslexia, dyspraxia, behavioural, emotional and social difficulties, attachment disorder, medical (including mental health) issues, and attention deficit hyperactivity disorder. We support students who have English as an Additional Language as appropriate.
3. **Opportunity:** We agree with the government’s statement, “ ... that all children and young people with SEN or disabilities reach their full potential in school. They should also be supported to make a successful transition into adulthood, whether into

employment, further or higher education or training” (DfE website), and have formed an IEN Faculty to ensure this.

4. **Respect:** The Equality Act of 2010 enshrines in law the rights of students with SEND, having replaced the Disability Discrimination Act. Our Equal Opportunities Policy outlines our response, and should be read alongside this policy.
5. **Excellence:** There are currently major changes taking place to SEND legislation. The “Support and Aspiration: A new approach to special educational needs and disability” bill is due to be ratified in 2013 with a new Code of Practice to be implemented in September 2014. We are preparing for the changes predicted by the government’s consultation paper and NASEN (National Association of Special Educational Needs), of which we are members. The policy should be read with these changes in mind.

6. Aims

- 6.1 To identify educational needs effectively and provide the support necessary to enable students to make progress
- 6.2 To involve and communicate with students and parents of students and take into consideration their views
- 6.3 To make use of outside agencies where necessary as part of a planned and graduated response to individual need
- 6.4 To work closely with feeder schools in order to share detailed information about children with SEND
- 6.5 To ensure that staff are fully aware of students’ needs and understand the provision needed at Waves 1 and 2.
- 6.6 To use assessment, monitoring and recording tools to ensure intervention are effective.
- 6.7 To review student progress termly.
- 6.8 To work collaboratively with all staff to ensure that barriers to learning are removed and students are enabled to achieve
- 6.9 To evaluate annually the effectiveness of the SEND provision within the school using the school’s review and evaluation process.
- 6.10 To deliver CPD and other training to provide and maintain high levels of provision.

The IEN Faculty

7. The overall management of SEND is the responsibility of the Senior Assistant Headteacher RESPECT and the SENCO/Assistant Headteacher IEN Faculty Leader. There are four departments in the IEN Faculty: Learning Support, EAL (English as an Additional Language), Refocus on Work and Nurture Departments. The four have designated areas in the Humanities and Technology blocks and are represented by a compass symbol. IAG (Information Advice and Guidance) is also included in the Faculty in response to government advice (see above). The Faculty's structure is outlined on the school's website.
8. The Assistant Headteacher IEN is responsible for:
 - a) The day to day operation of the school's SEND policy
 - b) Liaising with and advising fellow teachers
 - c) Monitoring the provision for children with SEND
 - d) Maintaining the school's IEN register and overseeing the records on all students with SEND
 - e) Liaising with parents/carers of children with SEND
 - f) Contributing to the in-service training of staff
 - g) Liaising with external agencies including the Educational Psychology Service and other support agencies.
9. The Learning Support Department is managed by the second i/c IEN, a HLTA (higher level teaching assistant). She delivers an alternative curriculum to identified students either through withdrawal from mainstream MFL* (modern foreign languages) or through short term interventions, focussing on literacy, numeracy, social and other needs, eg motor skills. She also deploys the team of teaching assistants, who support students on the IEN register with high level needs in lessons and through targeted interventions. The English and Maths departments also have HLTAs who work closely with the Learning Support team.

10. The EAL department is managed by a Specialist lead teacher. Students' language needs are assessed on entry to NLS. If required, they then receive short term intervention, specialist support in lessons or, where the need exists, are withdrawn from MFL*.

*Students receive their MFL allocation within IEN time, delivered by specialists.

11. The Refocus on Work Room is managed by a teaching assistant and overseen by the Refocus Manager, who also deploys the three Learning Managers and PCSO. Students access this room, when their emotional needs mean that they cannot go into lessons or where a reduced timetable has been negotiated due to, for example, long term illness or behavioural difficulties.

12. The Nurture Room provides a shared facility for vocational studies, 1:1 and small group work and lunchtime clubs. The Nurture activities are extensive: a lunchtime club for IEN students, a craft club for Year 7 for transition purposes, Lego Therapy and COGS (social communication) groups, 1:1 mentoring programmes, a programme of social skills/assertiveness/anger management groups, a Forest School facility, and joint project with our cluster primary school.

Admission Arrangements

13. Admission arrangements for students with SEND at NLS are in accordance with Local Authority regulations and are non-discriminatory. It is part of the school's approach to meeting individual need by working closely with our feeder schools to support transfer arrangements and when students join us midway into their secondary school life by:

- Current data analysis
- Transfer planning
- Collaboration with feeder primary schools or schools from which students are transferring
- Arranging pre-transfer visits
- Setting up and monitoring of 'buddying arrangements' including allocating a Learning Manager, when a student transfers midway
- Consideration of individual timetable and curriculum needs.

Access for the Disabled

14. The school aims to be fully accessible for students with disabilities. There are lifts and ramps in all buildings. A bridge links three of the Faculty buildings at first floor level. The IEN Faculty has rooms on the ground floor and can support movement around the site or provide alternative rooming if necessary. A key part of the Equality Act is

“... extending the reasonable adjustment duty to require schools to provide auxiliary aids and services to disabled students. Following the ... consultation on implementation and approach, this duty was introduced in September 2012”. (DfE website)

We respond to individual needs in partnership with the LA in this respect.

Identification, Intervention and Impact

15. At every stage of identification, assessment and review, record keeping arrangements are being continually developed. Records are held within the Learning Support, EAL and Refocus Departments. The IEN Faculty Leader and SAHT RESPECT have their own monitoring systems in line with the school's policy

16. Identification is through feeder school records, Key Stage 2 and 3 results, ongoing teacher assessment, parental/carer concern, and half-termly school assessments.

17. The following assessments are used by the Faculty or by the LA's (Local Authority) EIS (Early Intervention Service), with whom we have regular contract:

- British Picture Vocabulary Scales
- DASH (Speed of Handwriting)
- Word Chains
- WRAT 4 (literacy skills)
- LUCID LASS Secondary Dyslexia Screener
- SDQs (strengths and difficulties questionnaires).

18. We use PiPs (Student IEN Profiles), IEPs (Individual Education Plans), PHPs (Positive Handling Plans), ILBPs (Individual Learning and Behaviour Plans) as well as the school's e-portfolios.
19. In the spirit of this policy it is recognised that all teaching staff have a responsibility to remove barriers to learning and enable all students to access the curriculum, and to maintain appropriate records. PiPs are written about students with SEND to make staff aware of their needs and includes information for their Wave 1 provision. They are continually reviewed and updated.
20. IEPs are written for any student who works in the Learning Support Room. The IEP has on it the student's target and space for the student themselves to record their evidence of achieving the target. This enables links between the Learning Support work and students' progress in lessons. Reviews for students with IEPs are undertaken twice yearly. New targets are agreed with students and parents/carers. Through the annual review of Statements process transition plans are put in place in Years 9 and 11 for these students.
21. PHPs are positive handling plans; they give extra advice on dealing with students with BESD.
22. ILBPs, Individual Learning and Behaviour Plans, are designed to compile a comprehensive programme of provision for those young people who are finding it particularly difficult to access school.
23. The SENCO is responsible for maintaining the IEN Register and all staff have access to a copy via the school's shared computer area as well as being able to obtain IEN information through the SIMs database.
24. We work closely with the LA support services (EIS and IDS/Integrated Disability Service) and the EPS (Educational Psychology Service), having annual subscriptions allowing us regular access to specialist advice, assessment and interventions.

Parent Partnership

25. The schools SEND Policy document is available on request to all parents. NLS aims to work in partnership with parents of students with SEND.

26. Parents are encouraged to discuss their concerns with form tutors, and subject staff before referral to the college leader/head of department/faculty leader through email, phone call, appointment and parents evenings. Initial notification to parents of a concern from school is by telephone call. Parents are invited to contribute to reviews of their children's progress and discuss any concerns they may have and their views are recorded. Meetings are held in private offices. In certain circumstances home visits can be arranged.
27. If a concern remains, a referral to the SENCo will be made. Parental views are valued, recorded and given due consideration throughout the process. Parents are made aware of support within the school for students with SEND through the school's website and half-termly Parents' IEN Drop-ins.

Monitoring and Review

28. The effectiveness of the school's SEND Policy and provision is reviewed and evaluated tri-annually using the school's review and evaluation process.
29. If parents/carers are concerned about the provision discussed with them at reviews, during a meeting or at any other time, they are encouraged to forward their complaint to the Assistant Headteacher responsible for IEN, the SAHT RESPECT, the Headteacher and/or the school governor responsible for IEN.