



Endon High School

Special Educational Needs and Disability Policy – Incorporating the School Information Report: September 2015

Principles

The Special Educational Needs and Disability (SEND) policy incorporates the School Information Report and complies with the statutory duty described in Special Educational Needs (Information) Regulations (Clause 64). It takes account of the Equality Act 2010, Children and Families Act 2014 and the SEND Code of Practice 2014.

Aims

The aims of our special educational need and disability policy and practice in this school are:

1. To make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
2. To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND
3. To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
<https://www.gov.uk/government/collections/national-curriculum>
4. To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:

1. Communication and interaction
 2. Cognition and learning
 3. Social, emotional and mental health
 4. Sensory/physical
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5. To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership
 6. To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
 7. To support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
 8. To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

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. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (SEND Code of Practice 2014).

How does our school identify children who may have additional needs?

We identify children who may have additional needs via:

1. Tracking of attainment outcomes that indicate a lack of progress
2. Concerns raised by parents/carers, teachers, or the pupil's previous school
3. A pupil asks for additional help

How does our school identify children who do meet the criteria of a pupil with SEND?

Pupil observation indicates that they have additional needs in one of the following four areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory/physical

What should I do if I think my child may have special educational needs?

1. If you have concerns then please firstly discuss these with your child's Subject Teacher, Form Tutor or Progress Manager. This then may result in a referral to the SENCo, Mr Moston, who can be contacted via email at b.moston@endon.staffs.sch.uk. Alternatively, concerns may be referred to the Assistant Headteacher (Pupil Support), Miss Hill, who can be contacted via email at t.hill@endon.staffs.sch.uk.
2. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

How will I know how the school supports my child?

1. All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
2. Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
3. The quality of teaching is monitored through a number of processes that includes:
 - classroom observation by Directors of Teaching and Learning, Senior Leadership Team, Assistant SENCo and external verifiers
 - ongoing assessment of progress made by pupil in specific intervention groups
 - work sampling
 - teacher meetings with the Assistant SENCo or SENCo
 - pupil and parent feedback when reviewing target attainment

- whole school pupil progress tracking
 - attendance and behaviour records
 - pupil voice surveys
4. Information on the quality of teaching will be collated in reports to governors and key information shared with parents via the school newsletter.
 5. All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Progress Day (KS3 and KS4) and Parents Evening (KS4) and pupils' attainments to meet these targets are tracked using the whole school tracking system.
 6. Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in half termly meetings that are undertaken between the Subject Teacher, Director of Teaching and Learning, SENCO and a member of the Leadership Team as appropriate.
 7. Where it is decided that action is required to support increased rates of progress, this will follow an 'assess, plan, do and review' model.
 8. Parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
 9. An individual assessment of the pupil will be undertaken in order to make an assessment of their needs. Parents of pupils who meet the SEND criteria will always be invited to this early discussion to support the identification of action to improve outcomes.
 10. Additional action to increase the rate of progress will be then identified. This will lead to pupil centered targets being set. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil 3 times each year.
 11. If review of the action taken indicates that "additional to and different from" support continues to be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the Subject Teacher with advice from the Assistant SENCo or SENCo.
 12. Where SEND support requires an Individual Education Plan (IEP) a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood) will be identified. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
 13. If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Special Educational Needs Support Service (SENSS)
- Behaviour Support Service
- Dyslexia Centres
- Autism Outreach Team
- Hearing Impairment Team
- Visual Impairment Team
- Educational Psychologist Service
- Educational Welfare Officers and Family Engagement Workers
- Physical and Disability Support Service
- Social Services and Local Support Team
- School Nurse
- Child & Adolescent Mental Health Service (CAMHS) and Younger MIND

14. For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
15. For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be considered by the Local Authority.

How will the curriculum be matched to my child's needs?

Teachers plan using pupils' achievement levels, differentiating work to better meet the needs of all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

How will I know how my child is doing?

1. Attainments will be shared with parents termly through the school reporting system, through Progress Day (KS3 and KS4) and Parent's Evening (KS4). Parents may also find the home-school planner a useful tool to use to communicate with school staff.

2. Parents are encouraged to arrange an appointment to discuss their child's progress with the Subject Teacher and where applicable, Directors of Teaching and Learning, Progress Managers or the Assistant SENCo. Please email the relevant staff member.

How will you help me to support my child's learning?

1. The school organise a number of parent workshops during the year. These are advertised via the half termly newsletter and school calendar. These aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child. Workshops include literacy evenings, outstanding lessons and guidance on effective KS4 revision.
2. Subject Teachers, the Assistant SENCo, SENCo or external agencies may also suggest additional ways of supporting your child's learning.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

1. A Personal Development (Year 7) and Learning for Life (Year 7 to Year 11) curriculum. This curriculum aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Information regarding topics covered within the Citizenship curriculum is available from the Deputy Headteacher, Mr Wood, who can be contacted via email at r.wood@endon.staffs.sch.uk . Alternatively, information is available from the Assistant Headteacher (Pupil Support), Miss Hill, who can be contacted via email at t.hill@endon.staffs.sch.uk .
2. Systems for encouraging pupil and parent voice are in place and views are reported to the Governing Body.
3. Small group interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These interventions aim to support improved interaction skills, emotional resilience and wellbeing.
4. Pupils who find time outside of the classroom difficult are provided with alternative small group opportunities within the school.
5. The school has gained Healthy School status which evidences the work undertaken within the school to supports pupils' wellbeing and mental health.
6. The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety by external agencies.
7. Pupils who need support socially at lunchtime have access to the BAF, where students can choose to go on a regular or drop in basis.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting Pupils at School with Medical Conditions (DfE) 2014**.

What training do staff supporting children and young people with SEND undertake?

1. In the last three years school staff have received training on:
 - Quality First Teaching for pupils with SEND
 - Differentiation
 - Creative Teaching and Learning
 - Questioning
 - Dyslexia Awareness – leading to achievement of the Dyslexia Friendly Quality Mark in March 2015
 - Autism
2. Further guidance on support strategies for pupils with SEND is provided for staff via the half termly Developing Teaching Today publication and through resources on the school VLE.
3. The Assistant SENCo attends termly SENCo Updates
4. The SENCo will be undertaking the National Award for Special Educational Needs Co-ordination in January 2017.
5. The school has visits from SENSS specialist teachers and other external agencies that provide advice to staff to support the success and progress of individual pupils.
6. The Governor with specific responsibility for SEND has completed the SEND Governor training.

How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

How accessible is the school environment?

The school environment is made accessible to pupils with physical disabilities through the following measures:

1. Disabled parking spaces are marked and located next to the school reception.
2. A number of ramps ensure the site is accessible to all.
3. Lift access is available to the first floor of the main building.
4. Platform lifts give access to the ground floor in the English department and to the main stage.
5. Four toilets across main buildings have been adapted to ensure accessibility for visitors with a disability.
6. The main office has been provided in order to enable a safe place for insulin testing/injections.

How will the school prepare and support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

On entry to Endon High School:

1. A planned programme of visits is provided in the summer term for pupils starting the following academic year.
2. Parents and carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
3. The Assistant SENCo or Assistant Headteacher for Pupil Support is available to meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
4. If pupils are transferring from another school, the previous school records will be requested and a meeting will be set up with parents and existing professionals around the child to identify and reduce any concerns.

Transition to the next school:

1. The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.

2. The annual review process in Year 9 and Year 11 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where pupils and parents are supported to make decisions regarding options for the next phase of education.
3. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
4. Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <http://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/schoolchoice/homepage.aspx> ,
5. Accompanied visits to other providers may be arranged as appropriate.
6. For pupils transferring to local schools, the Assistant SENCo or SENCo of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
7. The records of pupils who leave the school mid phase will be transferred on enrolment at another school.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEND budget: The Pupil Premium funding for pupils who meet certain criteria.

In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

1. In-class support from Teaching Assistants.
2. Small group supports from Teaching Assistants e.g. nurture groups, literacy and numeracy support.
3. Specialist support from Teaching Assistants e.g. 1:1 tuition.
4. Staff support for off-site visits where necessary.
5. Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
6. Provision of specialist resources e.g. assessment software.

7. CPD relating to SEND for staff.

How is the decision made about how much support my child will receive?

For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, Assistant Headteacher (Student Support), subject teachers and parents or carers. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- Discussions with the subject teacher, SENCo or senior leadership team member.
- Discussions during Progress Day (KS3 and KS4) and Parents Evenings (KS4 only).

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's subject teacher
- Your child's Progress Manager
- The SENCo
- Assistant Headteacher – Pupil Support
- The Headteacher

For complaints please contact the School Governor with responsibility for SEND, Mr Hamnett, who can be contacted via the Clerk to Governors, Mrs Sawyer at secretary@endon.staffs.sch.uk .

Support services for parents of pupils with SEND include:

1. **Staffordshire SEND Family Partnership**
2. Parents who live in Staffordshire may access this service for information, support and advice regarding Special Educational Needs:
www.staffordshire.gov.uk/sfps telephone 01785 356921
3. Parent who live in Stoke on Trent need to contact: www.sendiass-stoke.co.uk telephone 01782 234701
4. **Parent In The Know:** <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)

From September 2014, the Local Offer will be available via Staffordshire Market Place: www.staffordshiremarketplace.co.uk

Appendices

1. Information about **the arrangements for the admission of disabled pupils**, the steps taken to prevent disabled pupils from being treated less favourably than other pupils, the facilities provided to assist access for disabled pupils are available in the school's Equal Opportunities Policy and Inclusion Policy which can be accessed via Frog.
2. The SEND Code of Practice 2014 is available at <https://www.gov.uk/government/publications/SEND-code-of-practice-0-to-25>

Reviewed by governors: April 2016

To be reviewed annually: next review April 2017