



**ACTON HIGH SCHOOL**

CENTRE FOR MEDIA ARTS AND APPLIED LEARNING

## Special Educational Needs & Disability (SEND) Policy

[www.actonhighschool.co.uk](http://www.actonhighschool.co.uk)

Approved by the Governing Body: 18 May 2016

## **SEND POLICY**

Updated by Kimika Gardner, SENCO (May 2016)

This policy sets out the principles and procedures for the education of vulnerable students and those with special educational needs and disability at Acton High school. The concept of equal opportunity, social inclusion and the right of access to the curriculum for all students are fundamental to our practice and our aim is to ensure that all students derive maximum benefits from their education. Accordingly, provision for students with special educational needs will be based on the **SEND code of practice: 0 to 25 years (2014)** and will involve all members of staff.

### **Aims**

The policy for Special Educational Needs and disability reflects the values and principles outlined in the school's mission statement, 'Achievement by All'. We aim to establish an environment in which learning flourishes and the potential of the individual is realised. Students will be encouraged to succeed through the positive and supportive ethos of the school, as well as by strong links with the home, feeder schools and relevant outside agencies.

We aim to stimulate effort and maintain motivation through high expectations and by celebrating success so that students will become confident achievers who are able to participate fully in the life of the school, as well as in the wider community. We acknowledge that all teachers are teachers of students with special educational needs and aim to provide effective opportunities for all students by responding to the diverse learning needs of each student, setting suitable learning challenges and overcoming barriers to learning. Our SEND provision is co-ordinated by the Head of Inclusion, Special Educational Needs Co-ordinator (SENCO) and the Inclusion team.

### **Objectives**

Provision for students with special educational needs is the responsibility of all staff. The Special Educational Needs and disability policy is intended to exist as a practical working document which will inform and offer advice to staff, which clearly sets out procedures and practices related to the learning and development of pupils with special educational needs.

The term Special Educational Needs corresponds to the definition given in the Code of Practice (2014) which states that:

*A child or young person has SEND 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:*

- (a) has a significantly greater difficulty in learning than the majority of others of the same age;*
- or*
- (b) 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.*

Special educational provision means interventions which are additional to or different from that made for other students. We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the SEND Code of Practice. We follow DfE guidance when we review progress, update targets, and define, manage and map special provision.

## **Definition of disability**

A young person is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed (Section 17 (11) Children Act 1989). A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. (Section 6, Equality Act 2010).

This policy is therefore concerned with provision for students who fall into these categories.

## **1. ROLES AND RESPONSIBILITIES**

### **1.1 THE GOVERNING BODY**

The Governing Body is responsible for keeping a general oversight of the school's SEND provision. There is a Governor appointed who has responsibility for SEND. The Governing Body must:

- To the best of its ability (within budgetary constraints), secure the necessary provision for any young person who has special educational needs
- Ensure that the teachers in the school are aware of the importance of identifying and providing for those students who have special educational needs
- Ensure that the student joins in the activities of the school together with the students who do not have special educational needs, so far as that is reasonably practical and compatible with the student receiving the necessary special educational provision, the efficient education of other young people in the school and the efficient use of resources
- When necessary and desirable in order to co-ordinate provision for students with SEND, consult the L.A. and the Governing Bodies of other schools.

### **1.2 THE HEADTEACHER**

The Headteacher has the responsibility to ensure that:

- A register of students with SEND is kept
- Arrangements are made to meet the needs of those students who have special educational needs
- A staged process of assessment and action planning for individual students is implemented
- Parents/carers are involved and kept informed
- Teachers are kept fully informed and are making appropriate provision
- Appropriate external agencies are involved
- Appropriate staffing and funding arrangements are made, and budgeted for
- Governors are informed on SEND issues
- The school meets its SEND responsibilities
- Information is published for parents
- Appropriate staff development and training is provided.

## 1.3 THE SENCO

Responsibilities of the SENCO:

- (a) in relation to each of the registered pupils who the SENCO considers may have special educational needs, informing a parent/carer of the student that this may be the case as soon as is reasonably practicable;
- (b) in relation to each of the registered students who have special educational needs –
  - (i) identifying the student's special educational needs,
  - (ii) co-ordinating the making of special educational provision for the student which meets those needs,
  - (iii) monitoring the effectiveness of any special educational provision made for the student,
  - (iv) securing relevant services for the student where necessary,
  - (v) ensuring that records of the student's special educational needs and the special educational provision made to meet those needs are maintained and kept up to date, (vi) liaising with and providing information to a parent of the student on a regular basis about that student's special educational needs and the special educational provision being made for those needs,
  - (vii) ensuring that, where the student transfers to another school or educational institution, all relevant information about the student's special educational needs and the special educational provision made to meet those needs is conveyed to the appropriate authority or (as the case may be) the proprietor of that school or institution, and
  - (viii) promoting the student's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities;
- (c) selecting, supervising and training learning support staff who work with students with special educational needs;
- (d) advising teachers at the school about differentiated teaching methods appropriate for individual students with special educational needs;
- (e) contributing to in-service training for teachers at the school to assist them to carry out the tasks referred to in paragraph (b); and (a)
- (f) preparing and reviewing the information required to be published by the appropriate authority [the Education (Special Educational Needs)(Information)(England) Regulations 2014], the objectives of the appropriate authority in making provision for special educational needs, and the special educational needs and disability policy referred to in [paragraph 1 of Schedule 1 to those Regulations].

## 2. RESOURCES

Funding for students with SEND is allocated according to a funding formula which changes from time to time. Additional 'top up' funding is available for the most severe levels of need in mainstream schools. Decisions about the allocations of these funds are made by Ealing's Local Authority SEND Panel who manage a notional budget for this purpose. The majority of this funding is already allocated to schools for existing student groups or specified students with Education Health and Care Plans (EHC Plan – formerly Statement of Special Educational Needs) therefore, allocations made throughout the year are intended primarily for students with newly identified needs or who have recently entered the school system.

## 3. ADMISSION ARRANGEMENTS

All students at SEND Support will be admitted to Acton High School according to the Local Authority's admission criteria. Those with an EHC Plan are considered separately in accordance with LA policy.

- The SENCO or Inclusion representative will attend Annual Reviews or summer reviews of all students with EHC Plans and some at SEND Support at feeder primary schools.
- The SENCO and the Inclusion team will administer assessments for students on entry, where appropriate. We aim to test students on our register on a regular basis to provide data showing progress or areas requiring support.

#### 4. IDENTIFICATION AND ASSESSMENT

Students with SEND are identified in one or more of the following ways:

- The Local Authority may refer students with an EHC Plan to Acton High School as the named school
- From primary school records
- SATs results at Key Stages 2 and 3
- CATs results
- Termly assessments
- Progress tests
- Subject teacher assessments and on-going interim reports
- Referrals from teachers who have concerns about an individual, either behaviour, learning, literacy, numeracy or other issue
- Referral via Learning Support meetings
- Where appropriate, literacy tests may be carried out using LUCID EXACT software
- Staff may refer students to the Inclusion Department using *Acton Inclusion Meetings (AIMS)* referral process – these meetings take place on a weekly basis.

#### 5. PROVISION

At Acton High School we have a policy of individual planning and recording for all students, and deliver personalised learning initiatives. Provision-mapping for students with SEND is therefore an integral part of our whole school management systems.

For students with SEND our provision mapping has additional features. These include:

- The additional or different provision and its costs □ Links provision to individual students.
- Monitors and reviews provision and students' targets

Special Provision usually means differentiated delivery, resources or tasks managed by teachers in class settings, without involving additional adults. It may also entail in-class work or targets group interventions by Inclusion staff, such as literacy catch-up groups, or work in areas like social skills or speaking and listening, to teach skills, address learning gaps, boost achievement or exploit strengths. Some students with SEND also benefit from special (access) arrangements in exams, such as extra time, a reader or access to a scribe or word processor.

A small number of students with SEND will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources. These students may be assisted in class by Inclusion staff, or withdrawn from class for specialist teaching on a variety of topics e.g. literacy, numeracy, social development, or social skills programmes.

Students with SEND who have difficulty managing their behaviour may have a Pastoral Support Plan (PSP) and if so this will include an outline of their difficulties, special provision and targets, which will be carefully monitored and reviewed. This work is carried out in partnership between the Head of Inclusion, Year Team Leader and any key members of staff involved with the student.

Some students who have a disability will have a Care Plan prepared with the help of the student, parents or carers, the School Nurse, health services, other professionals involved including the SENCO. Care plans detail support arrangements, contact numbers and procedures, each plan is reviewed at least annually.

Students for whom English is a second language, gifted and talented students, students from ethnic minorities, children looked after by the Local Authority and other vulnerable groups may receive differentiated provision but do not come under the umbrella of SEND provision unless they also have a learning difficulty or disability with significant impact.

Students who are on the SEND register are usually identified and/or supported in the following ways:

- Regular tracking of students' assessment of progress through the Acton High School assessment procedure including academic data, attendance data and reward behaviour data.
- Through regular assessment or reading and spelling scores as well as teacher feedback.
- Have SEND targets agreed at least twice a year with a member of the Inclusion department.
- Through differentiated work in the mainstream classroom.
- In-class support from the Inclusion department
- Provision of individual or small group teaching for literacy, numeracy, coursework and Key Worker sessions. Such sessions are often for a specific time-span pending negotiated review.
- All students with a Statement of Special Educational Needs /EHC Plan have an allocated Key Worker.
- Groups of students whose learning would be enhanced by increased social and/or emotional skills are also helped by small group work in developing these areas in conjunction with external professionals and Pastoral mentoring.
- Students in years 9 and above with an EHC Plan or Statement of Special Educational Needs also have a Transition Plan completed in conjunction with parents/carers and CONNEXIONS.
- Students who are identified as benefitting from SEND Support receive the above strategies as appropriate in addition to implementation of advice from outside agencies (e.g. the Educational and Clinical Psychologist, the Special Education Needs Support Service (SENSS) or the Neuro-developmental Team).

## **6. SEND PLANNING MEETINGS**

Further discussion on students' needs is undertaken through the SEND Plan meeting, which takes place half-termly with the SENCO and Educational Psychologist. Names for inclusion on the agenda are referred to the SENCO on a rolling basis up to the date of the meeting. The purpose of the meeting is to share concerns and receive professional advice and support. If necessary, particular students are referred to external agencies or support services provided by the London Borough of Ealing.

The SENCO chairs the SEND Plan meeting and takes detailed notes which is fed back to the relevant school staff, detailing the advice from the Educational Psychologist and any resulting actions.

## **7. PARTNERSHIP WITH PARENTS/ CARERS AND STUDENTS**

The New Code of Practice places great emphasis on the partnership of the school with parents/carers. Parents/carers are invited to attend and contribute to all reviews. When communicating with parents/carers staff should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the young person's strengths as well as areas of additional need.
- Recognise the personal emotional investment of parents and be aware of their feelings.
- Ensure that parents/carers understand procedures, are aware of how to access support in preparing their contributions.
- Respect the differing needs parents/carers themselves may have, such as a disability, or communication and linguistic barriers.
- Recognise the need for flexibility in the timing and structure of meetings.

Acton High School emphasises the importance of involving students and developing a partnership with parents/carers in order to plan provision and review progress. Involvements might include:

- Discussions with teachers, SAFE Workers, Year Leaders, Learning Support Assistants and the SENCO
- Inputs to provision-planning
- Sharing details of external reports and assessments
- Participation in reviews and parents/carers' meetings

Parents/carers of students with an EHC Plan or Statement of Special Educational Needs are always asked to attend an Annual Review meeting and to be actively involved in the review process, including the agreeing of targets.

The Inclusion department also runs Coffee Mornings, for parents/carers of students with SEND aimed at increasing partnership between parents/carers and the school, through the fostering of greater mutual understanding.

## **8. MONITORING AND EVALUATION**

The SEND policy is reviewed by governors annually, and the SENCO/Head of Inclusion prepares an Annual Report for the Governing Body.

## **9. INCLUSION**

In line with the Ealing Statement on Inclusion Acton High School believes that:

Inclusion is a process whereby individuals are given the opportunities to achieve their personal potential and by which barriers to learning and participation are removed.

- The school should be structured and resourced so that it can meet the needs of all young people within its care.
- The school should work to develop inclusive practices to raise achievement and make school a successful experience for all its students.
- The contribution and identity of each student is valued and based on a relationship of mutual respect.
- Further information a support for parents of young peoples with special educational needs can be accessed through Ealing Council's Local Offer:

<https://www.ealingfamiliesdirectory.org.uk/kb5/ealing/directory/home.page>