

This Policy has been adopted and approved by Gippeswyk Community Educational Trust and has been adapted for use by Copleston High School.

| <b>SEND POLICY</b>                                |                          |
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| Approved by GCET/Adapted by Copleston High School | 1.9.2017                 |
| Reviewed/Amended                                  | May 2021                 |
| Ratified by Copleston LGB                         | 30.6.21                  |
| Date of next Review                               | Summer Term 2022         |
| Responsible Officer                               | SENCO – Mrs T Pilkington |
| Policy Number                                     | CS1                      |

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) and has been written with reference to the following guidance and documents; Equality Act 2010: advice for schools DfE Feb 2013; SEND Code of Practice 0 – 25 (2015); Schools SEN Information Report Regulations (2014); Statutory Guidance on supporting pupils at school with medical conditions (April 2014); The National Curriculum in England Key Stage 1 and 2; Safeguarding Policy; Accessibility Plan. Teachers Standards 2012. The Children and Families Act 2014.

At Copleston High School we set high standards and aspirations and aim to provide quality care and education for all our children thereby giving them a strong foundation for their future learning

Copleston provides a broad and balanced curriculum for all children. We believe that all children, including those with Special Educational Needs and Disabilities (SEND), are entitled to full and equal access to all areas of the curriculum. We believe in providing children with a safe, stimulating, and supportive learning environment where the aspirations and achievements of all are valued and celebrated.

We promote positive images of persons with a disability throughout the school. All students on the SEND register are effectively tracked and the impact of interventions are closely monitored and evaluated to optimise student progress. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will endeavour through all capital works to ensure that access is a priority. At Copleston High School we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit our school.

## Aims

### As a school we aim to:

- Promote equality of opportunity for all, whether disabled or not
- Eliminate discrimination that is unlawful under the Equality Act;
- To create an environment that meets the special educational needs of each child and celebrates the achievements of all children.
- To ensure that children with special educational needs are identified as early as possible, that their individual needs are assessed and the necessary provision/resources are put in place.
- To ensure all staff understand their roles and responsibilities in providing for children with Special Educational Needs and Disabilities (SEND), and that every teacher is a teacher of children with Special Educational Needs and Disabilities. We place a strong emphasis on Quality First Teaching to encompass the different learning styles and needs of all children, including those with SEND.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that parents'/ carers' knowledge of their children informs the identification and assessment process, and value their contribution in supporting their child's learning.
- To liaise closely with outside agencies to ensure accurate assessment and appropriate provision. Agencies include: Educational Psychology Service; CAMHS (Children & Adolescent Mental Health Service); School Nurse service; Social Services; County Inclusive Support Service; Speech and Language Therapy Service (SALT), Dyslexia Outreach Service, School Nurse, Special Needs Nursing Team, Sensory Impairment Team (for Vision and Hearing Impairment), Occupational Therapy Service, Attendance and Welfare Service, Suffolk Access and Assessment Team, SENDIASS (Parents Advice Centre), Early Help Team.
- Ensure confidentiality of children's information (Please refer to schools Data Protection Policy and Procedures).

### What are Special Educational Needs and Disability (SEND)?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

**SEN** 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

**Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010: a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **Associated Policies**

All Copleston High School's policies including the Admissions Policy, Equality Policy, Student Behaviour Policy, EAL Policy, Anti-Bullying Policy, School Trips Policy, Safeguarding Policy, Grievance Procedures, Recruitment Policy and Lettings Policy are to be read in conjunction with this policy. This document should also be read alongside the Copleston High School SEND Local Offer.

### **Partnership**

The school will have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

1. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.
2. Young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision- making processes and contribute to the assessment of their needs, the review and transition processes. They will participate in termly interviews to update their Pupil Passports and Profiles, which will be available for their teachers to act upon.

### **Roles and Responsibilities**

#### **Role of Governing Body**

- Ensuring that the school complies with Disability and SEND related legislation, including the general and specific duties.
- Ensuring that this policy and its related procedures and strategies are implemented. This will be evidenced by visits (which could be by the link Governor, members of the curriculum sub- committee or members of the full Governing Body) and a subsequent report back, including documentation, to the Governing Body.
- Establishing appropriate staffing and funding arrangements.
- Ensuring that the admission policy of the school in relation to students with SEND is handled positively and sensitively, and that all parents and children are made to feel welcome.
- Considering and reporting, on at least an annual basis, the effectiveness of the school's work for students with SEND.
- The governing body delegates the role of responsible person to the Principal.
- Establishing the purpose and work of the governor for SEND.

### **Role of the Principal**

- Along with the governing body, ensuring that the policy and its related procedures and strategies are implemented.
- Ensuring that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.
- Taking disciplinary action against staff or pupils who contravene the policy.

### **Role of the SENCO**

The Special Educational Needs Co-ordinator (SENCO), is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Providing information on the above to the governing body through the Principal.
- Liaising with and advising fellow teachers.
- Leading and managing the SEND team of classroom teaching assistants (CTAs).
- Coordinating provision for students with special educational needs and disabilities.
- Overseeing the records on all pupils with special educational needs and disabilities.
- Overseeing liaison with parents of children with special educational needs and disabilities
- Contributing to the in-service training of mainstream teaching staff.
- Liaising with primary / further education staff to aid transition
- Liaising with external agencies.

### **Students' responsibilities**

To be fully involved in their learning at all stages, by participating in the setting of targets for improvement, and engaging positively with the systems in place for self-evaluation and review.

### **Parents' and Carers' responsibilities**

To be actively involved in working with the school to support their child's academic and social progress, through consistent and regular communication and full involvement in the systems in place for self-evaluation and review.

### **Teachers' responsibilities**

To plan lessons effectively, allowing for the diverse learning needs of each group. To enable access to the National Curriculum at a level that challenges all students to reach their full potential. To ensure that Pupil Passports and Profiles are used as part of the lesson planning process. To work in collaboration with the Learning Support Department to develop resources and ensure effective use of support, including partnership teaching.

### **Staff in the Learning Support Department**

The Learning Support Department has a team of teaching assistants, who have differing yet complementary roles and work together to ensure the needs of the students are met.

The teaching assistants support students in class as well as offering a range of interventions for literacy and areas such as dyslexia, Social Emotional & Mental

Health (SEMH), autism, visual/ hearing impairment, social skills, speech, language and communication difficulties. They monitor the well-being and progress of allocated students. They are also available to provide advice to colleagues about students and their needs and act as liaison with the SENCO. Teaching assistants also run the after school clubs held within the department (eg Craft, Lego, Board Games, Homework & Spelling)

### **All Teaching and Support Staff at Copleston High School**

All staff are involved in teaching and supporting students with SEND and must be aware of procedures for identifying, assessing and making provision for the students. To this end, information on students with SEND is provided via Pupils Passports and Profiles which are shared on the school's IT system. These are updated termly following interviews with the students

### **Admissions**

The requirements of Copleston High School's Admissions Policy determine the admission of students to the school. In accordance with the Code of Practice on School Admissions, students with disabilities are treated equally in the Admissions Procedures.

- Planning meetings, which include parents, will take place to ensure that reasonable adjustments can be made to include students as fully as possible.
- Copleston High School may not refuse to admit a student who has an Education, Health and Care Plan (EHCP), unless this interferes with the provision of efficient education of other students.
- 'Other students' are those students with whom the student, who has an EHCP or additional needs, will come into direct contact on a regular basis, including the students in his/her form group, subject classes, withdrawal groups and year group.
- Copleston High School's Admissions Policy works within the context of Suffolk County Council's Secondary Schools' Admissions Policies. Copleston High School liaises with the LA, feeder primary schools and outside agencies in order to have clear information about students who may be coming to the School, and for whom the School has to plan reasonable adjustments.
- Liaison with parents, students and primary school colleagues, continues to be an important part of the admissions and induction process and provides an opportunity to gather information so that the school can anticipate adjustments needed to support a student's inclusion.
- Part of the admissions and induction process includes training and familiarisation of staff in the special educational needs and / or disabilities of students. The training enhances staff knowledge and confidence and consequently supports the inclusion of all pupils. Ongoing support and advice from a range of peripatetic teachers and advisory staff is also available.
- In consultation with primary school SENCOs we invite students, for whom transition to high school may cause anxiety, for an additional six afternoon sessions after May half term. Parents are invited to meet with our SENCO and Leader of Learning for Year 7 to discuss any concerns that they might have. An extensive programme of activities is organised. Prior to these sessions, CTAs visit the pupils in their own schools and they complete Pupil Passports.

- **Mid Phase entry**

The Leader of Learning and SENCO collaborate on assessing the needs of students joining the school intra-year or after Year 7. Appropriate support is swiftly arranged to ensure students are integrated into school life and make progress.

**All teachers are teachers of pupils with special needs.**

The 2015 Code of Practice states that all teachers are teachers of Special Needs and each teacher is responsible for the progress for the progress of ALL pupils in their class through Quality First Teaching.

Teaching pupils with additional needs is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation (known as the Graduated Approach – Assess, Plan, Do, Review) that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

**Early Identification**

Assessment is a continuing process that can identify pupils who may have special educational needs. The school will measure children’s progress by referring to:

- evidence from teacher observation and assessment noted on a concern referral form
- their performance against the level descriptions within the National Curriculum at the end of a key stage
- their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- standardised screening or assessment tools.

**English as an additional language (EAL)**

Our students are from a rich multicultural and multilingual background and we celebrate and include all of these in the ethos of the school.

Lack of competence in English must not be equated with learning difficulties. At the same time, when students who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

The Learning Support Department’s EAL team assess and identify students who have English as an additional language who may also have special educational needs.

The identification and assessment of the special educational needs of young people whose first language is not English is initiated upon a pupil’s arrival at Copleston High School via pre-admission information.

Please refer to our separate EAL Policy (No. 13)

**Transition from primary to secondary**

Copleston High School has a rigorous transition framework for SEND and EAL pupils. We visit our primary feeder school and collate comprehensive information on our successive cohorts to enable us to plan effectively for their transition. Information is also gathered through meetings with parents and through discussions with Outside Agencies. Additional visits are

arranged for vulnerable pupils to ease the transition process. The SENCO meets with primary SENCOs to discuss individuals in depth.

### **SEN Support**

When a pupil is identified as having special educational needs, we provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum (Quality First Teaching). This intervention will be described as SEN (school based) Support. The triggers for intervention through SEN Support could be concern raised via the SENCo, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- If school concludes, after consulting parents, that a pupil may need further support to help them progress, they will consider their reasons for concern alongside any information about the pupil already available to the school. The SENCO will support the assessment of the pupil, assisting in planning future support for the pupil in discussion with colleagues and monitoring the action taken. The pupil's subject and pastoral teachers will remain responsible for working with the pupil and for planning and delivering an individualised programme. In some cases, outside professionals from health or social services may already be involved with the child. In such instances it is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, with the parent's permission, will contact them.

- **Nature of Intervention**

Staff from the Learning Support Department and Leaders of Learning, in collaboration with the pupil's subject teachers should decide on the action needed to help the pupil to progress in the light of their earlier assessment.

This might be:-

to provide different learning materials or special equipment, to introduce some group or individual support,

to devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness

to undertake staff development and training aimed at introducing more effective strategies.

access to external support services for one-off occasional advice on strategies or equipment or for staff training may make it possible

to provide effective intervention without the need for regular or ongoing input from external agencies.

When school seeks the help of external support services, those services will need to see the pupil's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly. The resulting Pupil Profile for the pupil will set out new strategies for supporting the pupil's progress

### **School Request for Statutory Assessment**

For a few pupils the help given by schools through SEN Support may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to an LA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- a history of support and intervention provided by the school
- pupil profile for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals
- any involvement by the social services or education welfare service.
- When the LA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment.

### **Statutory Assessment of Special Educational Needs**

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Education, Health Care Plan. An EHCP will:

- include the pupil's name, address and date of birth
- include details of all of the pupil's special needs
- identify the special educational provision necessary to meet the pupil's special educational needs

- identify the type and name of the school where the provision is to be made
- include relevant non-educational needs of the child
- include information on non-educational provision

### **Annual Review of an Education, Health and Care Plan (EHCP)**

All EHCPs will be reviewed at least annually with the parents, the pupil, the LA and the school to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The annual review held in year 9 will be particularly significant in preparing for the pupil's transition to employment, the further education sector, work-based training, higher education and adult life. The aim of the annual review in year 9 and subsequent years is to review the young person's EHCP and draw up and review the Moving into Adulthood Plan.

The information in this policy is taken from Special Educational Needs Code of Practice, 2015.

### **Improvements in Access to the Curriculum**

The Learning Support Department gives guidance on improving the accessibility of the curriculum for students, including those with disabilities. The school works in partnership with the LA and specialist staff to ensure that particular needs are catered for e.g. students with Medical Impairments have specialist equipment.

In Year 7, a small number of identified students will be taught in a smaller class with support for Literacy, Maths, Science, History & Geography. They follow a slightly modified curriculum to ensure that they can access the work and receive additional interventions to meet their individual needs. Their progress is monitored and, if appropriate, they are fed back into mainstream classes. If it is decided that they would benefit from remaining in the small class this continues, in Maths & Science until Year 11.

At KS3 Pupils have access to literacy, numeracy, speech and language interventions.

There are modified courses as part of the curriculum in KS4; pupils can opt for Resilience, and BTEC Performing Arts. As a school we are constantly looking at courses that would be appropriate for this small group of pupils.

Trained Teaching Assistants support pupils in class to fully access the National Curriculum in addition to providing interventions.

### **Assessment and Monitoring of Pupil Progress**

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in the pupil learning as effectively as possible. In these circumstances, they will refer to the Learning Support department to consider what else might be done. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. Consideration will then be given to helping the pupil through SEN Support. The key

test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways.

It might, for instance, be progress which:

- closes the attainment gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment

### **Exclusions**

1. The School follows the law and good practice on the proper use of exclusion and the reintegration of excluded students as described in Circular 10/99 and the Revised Guidance on Exclusion from School 2002.
2. It is unlawful for the School to exclude any student, whether for a fixed period or permanently, for any reason relating to the student's disability.
3. Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be thought about and addressed as appropriate in conjunction with the behaviour policy

**The SENCO is Tracy Pilkington**

**The SEND Governor is Andrew Sawyer**