

The Special Educational Needs and Disability Code of Practice: 0 to 25 years, became law in 2014 and replaces the SEN Code of Practice (2001). It sets out the responsibilities and requirements of schools towards students with Special Educational Needs or Disability (SEND).

Definition of SEND

A child or young person has SEND if they have a *learning difficulty* which calls for *special educational provision* to be made for them. A child of compulsory school age or a young person has a *learning difficulty* if they

- a) Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post 16 institutions.

Definition of Disability:

‘...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’.

Please see the school’s Disability Equality Scheme document for further information.

The 4 areas of need as set out in the SEND Code of Practice for September 2015 are:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and/or Physical Needs

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

Under the Education SEN regulations 1999, the SEN code of practice 2001 and the revised code of practice 2015 Governors of all maintained schools must make provision for students who are defined as having Special Needs. They will also publish information about their SEND policy in the Governing Body’s Annual Report. They should describe the principles on allocating resources among SEND students, and it should be accessible to the whole school community.

The Co-Principals should ensure that students with SEND access and participate in all regular activities of the school, so far as is reasonably possible and is compatible with:

- The student receiving the special educational provision which their learning difficulty calls for.
- The provision of efficient education for the students with whom he or she will be educated
- The efficient use of resources.

In meeting this responsibility, the school will have regard to the SEND Code of Practice.

Aims

Litherland High School is committed to providing an inclusive education for all students in order that they are successful, regardless of need or disability. The school’s aims are based on the development of each individual student and our determination to encourage them to achieve their best. This is done in a secure and stimulating learning environment where the child is at the centre of our planning. We seek to engender a sense of belonging to the school and to boost self esteem, self-confidence and motivation. As well as developing personal qualities and values based on ‘being responsive to others’, this enables students to achieve their personal potential in knowledge, skills and understanding.

Through intervention we aim to raise attainment, encourage aspiration and improve emotional health and well-being. At Litherland High School we assess our students, identifying needs, map intervention

using our support team and review the impact of the work. We have a skilled team of support workers – Teaching Assistants and Behaviour & Welfare Specialists.

Values:

At Litherland High School we are committed to using our best endeavours to ensure that students with SEND make maximum progress.

We believe that all students:

- Are of equal value
- Are able to make a valuable contribution to the life of the school
- Should have equal educational opportunities
- Should be educated in a climate of high expectation, co-operation and collaboration
- Should be integrated and participate fully in school life
- Have the right to be treated with sensitivity, consideration and respect in a safe environment.

We believe that “all teachers are teachers of Special Needs” and have a responsibility to identify, respond and ensure high quality provision in the education and welfare of all students with Special Educational Needs to overcome barriers to learning, provide suitable learning challenges and accommodate a diversity of student need. All teachers are responsible for providing Quality First Teaching, differentiating to suit student needs and monitoring students against SEND targets.

The SEND department aims:

To identify and assess students needs as early as possible (ideally during Year 6 through effective primary liaison).

To ensure full entitlement and access for students with SEND to a broad and relevant curriculum with full agreement from the Principal, to reflect our inclusive ethos.

To work in partnership with parents, students and external agencies to ensure students with SEND are able to reach their full potential.

To prepare SEND Support Plans (SSPs) for students at Education and Health Care Plan (EHCP) and SEND Support.

To regularly review the Additional Needs and Inclusion Register.

To regularly review interventions and assess their impact upon students’ progress.

To keep teaching staff fully informed of individual needs and to advise on appropriate strategies.

To provide individual/small group support where necessary to help in the raising of literacy skills.

To develop and review SSPs with parents and students

To issue copies of SSPs and relevant updates to staff and parents

To ensure EHCPs are clear and detailed, made with prescribed time limits, specify monitoring arrangements and are reviewed annually.

To provide a safe and secure environment for students so that they participate in their learning and increase their responsibility for their learning and behaviour as they move through school.

To effectively deploy Teaching Assistants and develop skills and qualities.

To have an integrated approach with the Inclusion Team.

Our student related targets are:

To ensure that the learning needs of students with SEND are identified and assessed as early as possible.

To provide a timetabled withdrawal programme of support for students if needed.

To monitor student progress and provide half termly monitoring reports for parents according to school policy.

To ensure that students are involved in the reviews of their SSPs.

To ensure that students are supported appropriately in order to achieve their targets/potential.

To apply for special considerations for examinations where necessary.

Our parent related targets are:

Assist parents/carers in their understanding of Special Educational Needs procedures, school-based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services.

Value families as the prime educators of their children.

Recognise that families have valuable knowledge of their child which service providers should encourage them to share.

Promote mutual respect as the basis for communication between the school and families. This should include sensitivity to families' needs, desires and understanding.

Develop and promote open, honest and effective means of communication about the needs of young people who have SEND.

Deliver information in an appropriate and accessible form.

Ensure induction procedures are such that new parents feel confident to share information about their child's SEND.

Facilitate an annual review of a student's EHCP.

Report termly on the work of the SEND department via the Governors' Annual Report.

Admissions to Litherland High School

Students with SEND will be admitted to Litherland High School in line with the school's admission policy which complies with current legislation.

Before a student transfers to Litherland High, through thorough transitional arrangements, children with a significantly greater difficulty in learning than the majority of children the same age will have already been identified to our team. The student's class teacher, having prior knowledge of the child's academic, physical, or social needs as appropriate, will share information with us. This information will help to inform teaching and non teaching staff of how they can meet the needs of students. Students with special educational needs will always be encouraged to participate in the decision making processes and, where possible, their views will be taken into account. This is particularly important around times of transition.

Admissions procedure for students with SEND at Year 7 entry:

Assistant Principal, Head of Year 7 and SENDCO visit students and teachers in Primary Schools during Summer term, collect information and get to know students.

SEND information is shared with staff via the Needs and Provision sheets on SIMS. These outline relevant information on students with SEND and strategies and guidance on how to support them.

Any relevant information on students with identified needs which do not affect learning or progress is placed on the Inclusion Register.

SEND department available for parents to meet and discuss possible issues during Year 7 Parent Tutor meeting.

SEND department target and support identified students on arrival in September.

Students are assessed by SEND team and SSPs established where necessary.

Where necessary support timetable for both in-class support and individual withdrawals established.

Year 7 students complete a reading test and, if appropriate, specific students have screening for dyslexia.

Year 7 students complete a Maths Access test and, if appropriate, specific students have screening for dyscalculia.

Admissions for mid-term entry:

Student is admitted by Principal.

Induction is with Head of Year/ Behaviour and Welfare Officer/Assistant Principal.

Student is referred to SENDCO for diagnostic testing and possible intervention.

Relevant information given to staff.

If the school is alerted to the fact that a child may have a difficulty in learning, we will endeavour to collect all relevant information and plan a personalised differentiated curriculum.

All students with SEND will be involved in the full life of Litherland High School.

Assessment of SEND students:

Students needs will be assessed from the following information:

Intake scores
Profiling Reports from Primary School
CAT scores
Individual diagnostic testing for dyslexia/Irlen Syndrome
Individual testing following parental or student request
Referrals from staff
Student interviews, observation and monitoring
Underachievement shown in whole school assessment
Concerns expressed by pastoral or teaching staff
Routine school assessment procedures
Provision for students with EAL

The screening procedures we use are:

Arti online reading test
Dyslexia Screening Test
Dyscalculia Screening Test
LUCID LASS
PhAB
DRA
DASH
BPVS
SWST
SWRT

We use results from these tests to:

Evaluate student progress
Identify weaknesses/strengths
Share information with staff via Needs and Provisions
Create SSPs
Plan intervention strategies
Refer to Educational Psychologist

Categorisation/Codes used for identification:

The Code of Practice emphasises the need for high quality teaching as the first phase of a graduated response to support students with SEND.

SEND Support: A graduated stage which, depending on the individual needs of the student, can include:

Quality first teaching

Differentiation

Special consideration for exams

In-class support

Support from outside agencies

Enhanced Provision: The LA provide additional funding to the school to help meet the needs of the student.

EHCP: A child-centred plan which supports the student, their family and other services and provides education and health care needs as appropriate.

Special Arrangements for Exams

The SENDCO will liaise with the School Exams Officer to provide students with special exam arrangements.

It is the SENDCO's responsibility to:

Ensure students on the Access List are assessed.

Conduct exams in line with school's exam protocol.

Ensure students with physical difficulties have technical aids that will help them.

Ensure staff are fully trained in Special Needs Exam procedures.

Outside Agencies

The SEND Department supports a multi-disciplinary approach to maximize the educational provision for students. Many agencies and services are able to identify, assess and provide support for SEND students and advice for staff. Such agencies and support services include a wide variety of specialist teachers and other professionals. When necessary referrals are made to outside agencies such as:

Educational Psychology Service (SEPPS)

Specialist Advisory Inclusion Service (SAIS)

High Needs Funding

Outreach Support for Mainstream Secondary Education (OSSME)

School Nurse

Speech and Language Service (SALT)

Child And Adolescent Mental Health Service (CAMHS)

Community Paediatrician

Physiotherapy

Occupational Therapy

Alternative Provision

Young Carers

Any additional advice offered by these agencies is shared with staff to improve inclusion within the classroom. Planning and review meetings are held with these agencies on a regular basis.

Assessment, Monitoring, Review and Evaluation

The progress of all students, including those with SEND, is an integral part of the appraisal process for all teachers.

The SENDCO will construct a register of students with additional needs. Students will be removed from the register when they are no longer experiencing significantly greater difficulty in learning than the majority of others of the same age. This will be indicated by teacher assessments, monitoring cycle data, by meeting and exceeding SSP targets and in discussion between parents, student and SENDCO.

The school will implement the Code of Practice by:

Adopting an "assess, plan, do, review" approach.

Involving parents and students in all matters to do with additional needs.

Consulting with specialists and outside agencies when necessary.

Using SSPs for students with additional needs, which cannot be met solely through differentiation or Quality first teaching.

Publishing the Information Report on the school website

Use dyslexia friendly teaching and learning strategies in the classroom.

Training

The school will ensure that staff are kept fully abreast of their statutory responsibilities by training and receiving regular updates from the Principal/SENDCO.

The Principal/SENDCO will keep up to date with SEND issues through attendance at training and cluster meetings. In addition the SENDCO will develop her skills through attendance at specialist training, discussions with outside specialists, reading and subscription to professional bodies.

Non-teaching staff who support individual students and groups of students need to have a wide range of curriculum and SEND knowledge. This will be updated regularly by making available relevant courses and ongoing in-house training.

It should be noted that:

As appropriate the aims and objectives of the SEND Department relate directly to those of the school and the LA. They are also based on the values gained from, and are guided by, the requirements of The Children's Act (1989), the SEND Code of Practice (2015), The Single Equality Act (2010) and the Every Child Matters Guidance.

Complaints

The complaints procedure is in accordance with the guidelines set out in the school plan. Home school liaison is critical in the procedure and all communication is through the Principal's secretary. To ensure that there is as much liaison as possible a high level of contact is offered.