

POLICY DOCUMENT

Stratford-upon-Avon School is a company limited by guarantee, registered in England and Wales under number 7690776, whose registered office is Stratford-upon-Avon School, Alcester Road, Stratford-upon-Avon, Warwickshire CV37 9DH

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| Policy Title | LEARNING SUPPORT POLICY |
| Policy Reference | SUAS.SENpol15 |

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| DISCLOSABLE UNDER FREEDOM OF INFORMATION ACT 2000 | Yes | |
| TO BE PUBLISHED ON WEBSITE | Yes | |

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| POLICY OWNERSHIP | |
| Governor Committee: | Pastoral |
| Department responsible: | SEN |
| Post-holder: <i>(Title and Name)</i> | Alison Clifford (SENCo) Mark Brennan (Assistant Head Teacher) |
| LINKED PROCEDURES REF: | |
| Responsible Person - Procedures | |

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| POLICY IMPLEMENTATION DATE: | December 2018 |
| PLANNED REVIEW INTERVAL: | Annual |
| PLANNED NEXT REVIEW DATE: | December 2018 |

Stratford-upon-Avon School welcomes comments and suggestions from the public and staff about the contents and implementation of this policy. Please write to the Compliance Manager at the school address or email your comment to policy@stratfordschool.co.uk.

i. POLICY OUTLINE

Policy outlines the aims, purpose and school provision for identified students with special educational needs. In line with the Code of Practice (2014), this policy outlines individual responsibilities and actions in relation to the Assess, Plan, Do, Review cycle of Special Educational Needs provision and the monitoring of its effectiveness.

ii. PURPOSE

- To identify and assess students with SEN.
- To ensure that all students with SEN have inclusive access to a high quality education.
- To ensure students with SEN acquire knowledge, skills, principles and vocabulary in order for them to lead full and productive lives.
- To fully involve parents, students and the health and social care partners in the identification and assessment of SEN and the delivery of support and provision.
- To meet the needs of all students who have SEN by offering continual and appropriate forms of educational provision.
- To understand students individual needs, and how their disability affects them and the people around them.

iii. IMPLICATIONS OF POLICY

iv. EQUALITY ANALYSIS

Every policy will be subject of an Equality Analysis (EA) completed by the policy writer, which should be circulated to all those being consulted, with the draft policy.

v. CONSULTATION

Consultation will be with all staff holding significant financial responsibilities prior to presentation for approval by the Governing Body (Pastoral Committee).

vi. PROCEDURE

Procedure is the method by which the strategic intent of the policy is realised, and is thus an ‘instruction manual’ on how the policy outcome is to be achieved.

The procedure which supports this policy is an independent document, for internal use by Academy staff. The procedure reference is shown on the Policy Identification Page.

*The development or amendment of the procedure is at a tactical / operational level. There is therefore no necessity for active referral to the Governing Body **unless** the policy intent has been altered.*

If there is significant change to the procedure element of the policy there may be a requirement to engage in the consultation process and refer to the Governing Body.

vii. RELATED POLICIES AND PROCEDURES

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viii. DOCUMENT HISTORY

The policy will be subject to regular review once ratified by the Governing Body.

The history of the policy will be recorded using the chart following:

| Date | Author /Reviewer | Amendment(s) | Approval/ adoption date |
|-------------|-------------------------|---------------------|--------------------------------|
| June 2018 | ACL | Minor updates | December 2018 |
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Learning Support Policy

Since the Warnock Report of 1979, it is accepted that one fifth of the general population of students in mainstream schools might have a special educational need of some kind during their school lives. The Special Needs Policy takes careful account of the Education Act 1996, The Special Needs and Disability Act 2001, the DDA and Equalities Act 2010 and has been fully revised in line with the introduction of the Children and Families Act 2014.

Principles:

All children have skills, talents and abilities we can nurture, encourage and support. As a school we have a responsibility to develop these abilities to each child's full potential.

We believe that:

All children are entitled to a relevant and worthwhile education, designed to enable individual students to participate fully in society and achieve their goals.

Students' who have special educational needs should be supported to achieve full access to the curriculum facilitated through a range of technologies and skilled staff, specialist equipment and resources.

Students' should have special programmes designed to maximise opportunities for independent living in preparation for life after school, including preparation for work or continuing education.

A child or young person has a special educational need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him/her.

A child of compulsory school age or a young person has a learning difficulty or disability if he/she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Aims

1. To identify and assess students with SEN as early and as thoroughly as possible and to ensure the correct provision for these students is in place using the agreed school framework and information from previous schools to help us manage this productively.
2. To ensure that all students with SEN have inclusive access to a high quality education with a broad, balanced and relevant curriculum supporting them fully so that they can reach their potential and enhance their self-esteem.
3. To ensure students with SEN acquire knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order for students to develop as valuable members of society, both now, and in the future. This should be evident in the development of a range of desirable personal qualities such as safety awareness, politeness, resilience, initiative and independence.
4. To fully involve parents, students and the health and social care partners in the identification and assessment of SEN and the delivery of support and provision. Close co-operation between all stakeholders concerned and a multi-disciplinary approach will be adopted when considering the wishes of the young person.
5. To meet the needs of all students who have SEN by offering continual and appropriate forms of educational provision through the most efficient use of all available resources.
6. To understand students' individual needs, and how their disability affects them and the people around them.

Roles and Responsibilities

It is the responsibility of all members of the school community to fulfil their commitment to the support of young people with special educational needs and ensure that they receive their full entitlement to education in this school as set out in the policy's aims. To be fully aware of individuals and show compassion and understanding when dealing with these young people in and around our school community.

STUDENTS

Students with special educational needs are encouraged to take responsibility for helping themselves to fulfil their potential, and manage or overcome their difficulties with a view to becoming independent and successful learners. Students should try to make full use of support available and work with their parents, the school, and other outside agencies to achieve success and independence.

PARENTS

Parents are expected to contribute to, and support strategies put in place to ensure their son/daughter's progress. This includes attending review meetings and communicating concerns about their child's progress. Where parents are closely and positively involved in managing their child's additional needs, it is far more likely that the strategies in place to support these needs are effective.

Classroom Teaching Staff:

All teachers are teachers of students with special educational needs and are expected to:

- Ensure that the needs of all students in their class are met.
- Adapt teaching styles and subject content.
- Direct teaching assistants to effectively meet the needs of all students.
- Follow any guidance issued in documents such as Education, Health and Care Plans (EHCPs) and Student Passports.
- Contribute to reviews when requested.
- Liaise with parents and colleagues as necessary.
- Ensure students' views are considered .
- Have a clear knowledge of relevant points of contact and procedures in the event of any issues or concerns regarding a student with SEN or in the event of identification.

Teaching Assistants:

Teaching Assistants are expected to contribute to the strategies put in place to meet the students' special educational needs and support young people under the direction of the SENCO and teaching staff.

TA's are expected to:

- Work in collaboration with the Curriculum Leaders and class teachers to support students in class.
- To familiarise themselves with the individuals they work closely with so that they can understand them and better meet their needs, providing a positive support system and encourage them in their learning objectives, raising their independence and self-esteem.
- Give regular feedback to the Curriculum Leaders, class teachers and share information at regular SEN meetings and briefings.
- Make a positive contribution to supporting the students' view of their progress, achievement and support.
- Contribute to small group interventions and reviews as appropriate.
- Communicate with parents to feedback on matters as directed by the SENCO.
- Mentor more vulnerable students, providing relevant support and guidance.

The Management of Special Educational Needs.

The SENCO has the responsibility for the day to day operation of the SEN policy.

Strategic direction and development

- Ensuring that all students with special or additional needs receive their full educational entitlement and have access to the whole curriculum.
- Managing staff – teaching and non-teaching staff within the department to include timetabling, delegation of tasks, advising, supporting and monitoring.
- Managing targeted and specialist interventions and the development of alternative teaching strategies and individual programmes where necessary
- In collaboration with the Assistant Head teacher (Inclusion), to have a strategic overview of SEN and Inclusion throughout the school including planning, policy writing, advising and supporting all staff.
- Preparing and managing statutory assessment paperwork.
- Organising, attending, chairing and the administration of Annual Reviews (including writing the school's advice and the recommendation report).
- Meeting with parents and carers of students with an EHCP at least annually, and as required when communication is needed.
- Preparing referrals and attending meetings with outside agencies.
- Teaching – in some cases whole classes but in many cases small groups or one-to-one.
- Managing the transition process for incoming Year 7 students.
- To manage the school transition process effectively and other times of change.
- Tracking student progress using all available data and evidence.
- Initiating and carrying out regular assessments of student learning and behaviours.
- Providing expert support and guidance at the school's Inclusion Panel.
- Managing budgets and resources, including termly audit necessary to secure additional funding from the local authority.
- In co-ordination with the school's examination officer, to organise Access Arrangements for external examinations.
- Leading CPD for staff, governors and parents. In some instances, providing training for other SENCO's within cluster or local authority taking into consideration the type of SEN children we have on role at the school at the time.
- Contributing and writing individual targets for students with an EHCP.
- Analysing provision against cost to ensure effectiveness.
- Producing student case studies as evidence of student provision, support and impact.

Supporting Teaching and Learning

- Reinforcing the sentiments of the Code of Practice (2014) to ensure that all colleagues recognise that every teacher is a teacher of students with a special educational need.
- Acting as a role model for Quality First Teaching for all students
- Supporting staff in the differentiation of the curriculum to ensure full access for all students.
- Contributing to support and training for all staff in SEN matters.
- Monitoring class teachers, advising on and supporting their teaching and curriculum delivery for those students with SEN. Advising delivery of learning so our SEN children understand what is being asked of them.
- Supporting a positive school ethos and celebrating achievements for all.
- Supporting colleagues, with students, who have issues associated with social, emotional and mental health needs through training, in-class support and strategies for successful classroom management.

- Analysing data to ensure that teaching and learning is effective.
- Providing support and training where necessary, for teachers to work effectively with external agencies.

ADMISSIONS ARRANGEMENTS

The school adheres to the admissions policy of the Local Authority and therefore has no special provision under admission arrangements for limiting and promoting access for students with special educational needs who are without an EHCP. It does, however, endeavour to provide additional support with students with a range of special educational needs.

SEN SPECIALISMS

The school accommodates provision for students who experience difficulties in:

- **COMMUNICATION AND INTERACTION** - including Autistic Spectrum Condition (ASC), and Speech and Language Communication difficulties (SLCN)
- **COGNITION AND LEARNING** – including Dyslexia and Dyspraxia
- **SOCIAL, EMOTIONAL AND MENTAL HEALTH NEEDS** – including Attention Deficit Hyperactivity Disorder (ADHD) and Attachment difficulties.
- **SENSORY/AND OR PHYSICAL IMPAIRMENT** – including visual and hearing impairment.

Disabled Access across the school

The school has appropriate access for disabled students including lifts, bespoke changing room, tracking system and disabled toilet.

SCHOOL SUPPORT (SS)

The Code of Practice (2014) states that the identification of SEN should be built in to the overall approach to monitoring the progress and development of all students across the school.

ASSESSING

If the school is concerned by the progress a student is making at any point in their education with us, general teaching support will be put in place whilst further evidence is gathered informally. Where students continue to make inadequate progress, despite high quality teaching targeted at their area of need, the SENCO will direct further assessments.

The gathering of information in respect of identifying the student's special educational needs may be through:

- Liaison with feeder school SENCO's.
- Student assessment will take place initially via information from feeder schools during the transition process
- Ongoing analysis of other whole school student progress data (SATs, teacher assessment)
- Liaison with parents at school parents' meetings and individual contact: school-parent/parent-school.
- Students referred by class teachers/subject areas giving cause for concern
- SEN screening/diagnostic assessment
- Liaison with external agencies where students may have been known to access their services.

PLAN

Upon referral to the SENCO, assessments of a student is undertaken to identify the nature of their need and severity:

- Appropriate information is gathered from teaching staff, the tutor and any other relevant professionals who are deemed to have a valuable input in the individual's learning and development.
- Discussion takes place with parents to gather appropriate/relevant information on the young person.
- From the collated information, the SENCO discusses the young person's needs with them and their parents, where appropriate and upon agreement.
- The support to be provided for the child will be indicated on the school's provision map, personalised to their individual needs.
- Key student information, provision and universal strategies will be shared with relevant teachers. This will also include staff Continued Professional Development (CPD) as appropriate.

DO

Interventions will be allocated appropriately against a range of resources, most often as either in class support, small group or 1:1 intervention. Provision relating to social, emotional or mental health difficulties may incorporate the use of the specialist Inclusion and Achievement Centre. (IAC)

REVIEW

We have a graduated approach according to the degree of need identified for each individual child. All interventions will be reviewed on a termly basis or as and when required. The SEN department will then track on-going academic progress, collate information and analyse progress. This will drive whether further intervention is needed.

Statutory Assessment/Education, Health and Care Plan

ASSESSING

As outlined in the Code of Practice 2014, "when special educational provision currently being made for them (students) is not enabling a young person to progress", the school will consider submitting a referral for an EHCP and over two terms will collate evidence to enable this:

- Records of SEN provision to date, and the measured progress/outcomes.
- Academic progress and attainment levels.
- Other valuable/relevant assessments e.g. specialist or teacher advice, or advice provided by an Educational Psychologist.
- Views of the parent and the young person.
- Involvement of other professionals.
- Any involvement by social care, education welfare or other services associated with the school.

PLAN

On receipt of an EHCP from the local authority, the SENCO will formulate an action plan of support/provision. This will include the SENCO meeting with the parents and young person to implement and action the recommended targets. The SENCO will ensure that the teachers and other adults working with the student are aware of their needs and targets and have arrangements in place to meet them.

DO

EHCPs are a statutory document which ensures the needs of the students are met. As specified within the EHCP, interventions will be prescribed appropriately against a range of resources most often with class support, small group or 1:1 interventions.

REVIEW:

Interventions and targets are reviewed on a termly basis. The SENCO will review on an annual basis, progress against specified targets and will gather information from the young person, parents and staff working with that young person. At the Annual Review the SENCO will either:

- Continue to act on and implement the targets outlined in the EHCP.
- Request amendments to the EHCP.
- Request the EHCP can now cease

- Request additional funding from Warwickshire County Council to meet the needs of the young person.

ACCESS TO THE CURRICULUM

To accommodate students who are identified as having special educational needs, the school will provide;

- One specialist teacher (SENCO) and dedicated SEN teaching assistants to provide support enabling appropriate access to the curriculum through in-class, small group and individual support.
- Individual teaching programmes designed to meet the needs of each particular young person
- Individualised timetables to accommodate specific needs (this may include withdrawal from some subjects as agreed through the Inclusion Panel)
- Specialist equipment to help and support access to a fully inclusive curriculum

The school aims to include all students with special educational needs into all the activities of the school as far as is appropriate. However, in the best interests of the young person, there may be occasions or periods of time when the next solution is withdrawal for intervention programmes to be taught.

Parents and students will always be involved in the discussions concerning appropriate provision.

The student's physical and emotional welfare will be a key factor for consideration when decisions about provision is planned.

SEN RECORD KEEPING

The school SEN files will collate and record the school's provision for students at both stages (School Support or EHCP). An appropriate combination of the following information regarding individual students is maintained in school within the Special Needs Register and Provision Map that outlines the nature of the student's difficulty/disability.

EVALUATION OF SEN PROVISION

The following information is available within school in respect of the effectiveness of the support available for students with identified special educational needs. It is obtained from the termly monitoring and evaluation of:

- Whole class/group teaching.
- Small group/individual teaching.
- In-class support.
- Use of differentiated teaching/resources/specialist equipment and practical use of Student Passports.
- Target setting.
- Student progress.

The following information also provides a valuable insight into the progress of students with special educational needs:

- Examinations/tests, both school based and external
- School's award schemes and behaviour data
- Extra-curricular activities
- Attendance
- Students transition and destination at the end of the student's school career

THE ROLE OF THE GOVERNORS

The Governors with responsibility for SEN will provide reports to the main governing body, based on information and evidence gained during visits.

The governing body has a responsibility to produce an annual report which states the number of students with special educational needs in the school and comment on the effectiveness in the implementation of the SEN Policy in respect of:

- Provision of an inclusive environment for all
- Assessment and identification of needs
- The use made by school of the outside agencies and support services
- Notification to parents of a young person who is deemed to have special educational needs.

- Provision for meeting special educational needs
- Deployment of staff, equipment and resources
- Methods of monitoring, recording and reporting
- SEN funding and spending
- SEN as an integral part of the school development plan

PARENT PARTNERSHIP

Contact with Parents/Carers of students with special educational needs.

Parents/carers are viewed as partners in their son/daughter's education. They will be contacted directly should there be any significant change in their child's progress, behaviour or educational provision within school. The process for contact with parents/carers will be:

- SENCO to communicate with parent.
- SENCO to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over student progress.
- SENCO to meet with parents/carers where a request for formal assessment for an EHCP is to be made during which time the 'Family Conversation' and 'Pupil View' will be discussed.
- Students with an EHCP will be invited to meet the SENCO/Lead SEN team termly and during the Annual Review meeting where targets and strategies will be discussed for future development.

The SEN department operates an open door policy where parents have the opportunity for informal discussion or meeting at any time during the school year. The school will seek to engage the services of a translator when requested by parents or deemed necessary by the SENCO to ensure partnership in developing strategies to support an individual student. The school encourages parents of students with SEN to make contact with local SEN organisations to seek impartial advice. Please see Warwickshire County Council Local SEN Offer.(see school website for signposting).

QUERIES AND COMPLAINTS

Parents are welcome to query any decisions made by the school through the school's designated channels. If, on pursuing complaints, the parents are not totally satisfied with the response given by the school they may then wish to seek further advice/assistance from the LEA. If at this point they do not agree with the school or LEA's decision, they have a right to appeal to the authority's SEN tribunal.

IN SERVICE TRAINING

In service training is available in respect of SEN for the whole school, department or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised area of need and will be in accordance with the school Continuing Professional Development (CPD) plan.

It will be delivered by one of the following:

- SENCO
- Individual members of staff within the school who have a specialism
- External consultants /trainers

EXTERNAL AGENCIES/FACILITIES AND SUPPORT SERVICES

The school works closely with other agencies to focus on the identification and provision for young people who have a specific special educational need. All services involved with the school are regarded as being part of a working relationship with the aim of providing an integrated, high quality holistic approach to SEN that is focused on the need of the young persons concerned.

The following services/agencies are, or can be involved with the school:

- Educational Psychologist
- Flexible Learning team
- Child and Adolescent Mental Health Services (CAMHS)
- Counselling services (Life Space)

- Multi Agency Support Hub (MASH)
- Looked After Children (LAC)

LINKS WITH OTHER SCHOOLS

We endeavour to work closely with our feeder schools and offer a supportive network of communication and advice.

Liaison takes place via either the Head, Deputy Head, or SENCO of the feeder school with the SENCO/Assessment Leader at Stratford upon Avon school. An induction programme for Years 5 and 6 students coming to the school takes place in order to establish a welcoming environment.

For some students a much more comprehensive transition package is individually negotiated to aid a successful transition into secondary school.

- Our links allow us to share teaching and learning experiences
- Share staff expertise
- Share resources
- Plan for forthcoming and future provision for all SEN children starting with us

MONITORING THE EFFECTIVENESS OF THE POLICY

This is the responsibility of the SENCO who will formally report the policy's effectiveness to the senior leadership team on an annual basis.

RELATED POLICIES

Behaviour for learning policy

Inclusion policy

Bullying policy