



PLYMSTOCK SCHOOL

Special Educational Needs and Disability Policy

Governors' Committee: Curriculum.

Lead Officer: A Perry

Review date: Summer 2017

Rationale

Plymstock School is committed to ensuring that the necessary provision is made for every pupil in the school. We are passionate about Inclusive education for all and welcome a diversity of culture, religion and intellectual ability, striving to meet the needs of our students from 9-18 with a learning difficulty, disability, disadvantage or special educational needs.

The Special educational needs and disability Code of Practice: 0 to 25 years (January 2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

We believe that all children with a Special Educational Need and/or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. We strive to deliver the appropriate curriculum to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove the barriers to assessment and learning
- Have high ambitions and set stretching targets

Objectives

Provision for students with SEND is a whole school matter. In line with the new Code of Practice, Plymstock School will:

- Identify and address the SEND of the pupils we support.
- Use our best endeavours to ensure that a child with SEND gets the support they need.
- Ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education, alongside students who do not have SEND, in order to maximise their achievement.

- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- Designate a teacher responsible for the coordinating of SEND provision i.e. SENCO
- Review the Plymstock School Offer for SEND (Report) annually and publish the Report on its website

Context

A child is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The new Special educational needs and disability Code of Practice: 0 to 25 years provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action needs to be taken to support students in mainstream education. It is not to fit students into specific categories.

Implementation of the Policy:

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEND provision an integral part of each School Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering alternative/personalised curriculum at all key stages to meet the needs of the individual.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- Enabling all SEND students to join in the activities of the school together with pupils who do not have SEND, as far as is reasonably practical.
- The quality of teaching students with SEND and progress made by students is a core part of the school's performance management arrangements.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.
- Regular monitoring of the progress and development of all pupils throughout the school.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.

- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the Schools' SEND provision and Inclusion overall.
- Involving the full Governing Body in the future development and monitoring of this policy.

Staffing and Professional Development

The SENCO and Senior Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

Specific Roles and Responsibilities

The Governing Body must ensure that there is a qualified teacher designated as SENCO for the school. This teacher must also hold the postgraduate National SENCO award, where appropriate, or be working towards it within 3 years of appointment to the role.

The **Special Educational Needs Coordinator (SENCO)** is responsible for:

Students

- Using baseline data to identify and monitor all students with SEND.
- Informing teaching staff of students SEND and the provision needed.
- Maintaining the school provision map.
- Ensuring the correct provision is in place for all students with SEND.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEND.
- Completing, sharing with colleagues and reviewing Pen Portraits on all SEND students.
- Ensuring that access arrangements are in place, when required, for external examinations.
- Coordinating smooth transition from feeder schools, and to higher education establishments – attending and organising meetings where appropriate.
- Conducting Annual Reviews and monitoring the progress of Statemented students and the process of transferring Statements over to Education Health Care plans.
- Liaising with parents of pupils with SEND through parents' evenings and interim meetings where appropriate.
- Leading the Learning Support department which provides Assess, Plan, Do & Review interventions.
- Overseeing the smooth running of the SEND department.

Staff

- Overseeing and leading the Teacher Assistant Team.
- Liaising with Curriculum Leaders, Heads of Year, House Leaders and the school Governor with responsibility for SEND.
- Working collaboratively with the Curriculum Leaders and House Leaders to ensure the correct provision is in place for all students.
- Acting upon concerns from staff.
- Arranging and delivering appropriate whole school CPD on Inclusive Education.

Other Responsibilities

- To liaise with outside agencies and county support services where necessary. External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs:
 - The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area.
 - In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
 - The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties
 - Multi-agency liaison meetings, with representation from Social Services, Careers South West, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.
 - The Communication Interaction Team (C.I.T) for students with communication difficulties on the autistic spectrum works regularly
- In addition the SENCO may liaise with Social Services, Health services, the Early Help Team, Family Support workers, Educational Welfare Officer and the Careers service.

Subject Teachers are responsible for:

- Meeting the individual needs of the students in their classes, by regularly checking and acting upon information provided by the Inclusion Team.
- Ensuring that schemes of work are appropriate for the needs of all students that they teach.
- Using differentiation appropriately in all lessons, following advice from SEND support plans.
- Setting achievable, but aspirational, targets for individual students and evaluating the success of these targets.
- Contributing to the Annual Review of Statemented students or those with Education Health Care Plans.
- Referring students who are having difficulties to the SEND team.
- Attending training sessions provided by the SENCO.
- Using Teaching Assistant support available in lessons appropriately and liaising with the Teaching Assistant in advance, of how best to support an individual.

The Headteacher, SENCO and the School Leadership Team have the responsibility to ensure the implementation of the SEND Policy.

The appointed governor for SEND plays a vital role in ensuring that SEND stays on the Governing Body agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEND.

The current SENCO at Plymstock School is:

Ms H Richards

If you have any concerns about your child's educational needs, please do not hesitate to contact her at the school address.

Identification, Assessment, Provision and Review

Identification And Assessment Of Students With Special Educational Needs

The identification of SEND is built into our overall approach to monitoring the progress and development of all students. This allows us to identify students who are making less than expected progress at an early stage.

Inadequate progress might be that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an Additional Language (EAL), attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has Special Educational Needs.

The first response to inadequate progress is *high quality teaching* targeted at the child's areas of weakness. Most students will have their needs met through *Quality First Teaching*. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be slower than expected, the teacher will work with the SENCO to assess whether the child has SEND. The SENCO will gather information from the student, parents/carers and class teachers. Discussions will be held with the student and their parents/carers in order to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification or label.

Teachers are responsible and accountable for the progress and development of all the students in their class, including those who have, or may have, SEND and who access support from Teaching Assistants (TAs) or specialist staff.

Specialist Provision, Equipment And Facilities

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use, e.g., physiotherapy, Occupational Therapy.

Evaluation of Effectiveness

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to meet the child's needs more closely, or we will plan a different type of support.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy.

We have robust tracking systems for monitoring the progress of all our students, including those with SEND.

The 'Assess-Plan-Do-Review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress. The progress of SEND students in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually. We involve the child and family fully in the planning and review process.

Admissions

Students with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the Plymouth Authority admissions criteria.

Ms H Richards April 2016