

Tottingham High School

Policy for Special Educational Needs and Disabilities

September 2021-2022

Contents:

1. Aims and Objective
2. Responsible Persons
3. Admission and Inclusion
4. Access to the Curriculum
5. Providing the graduated response at SEN support and SEN support plus.
6. Identification and Assessment – a graduated response
7. Liaison
8. Staff Development
9. Working with Parents
10. Pupil Participation
11. Evaluating Success

Tottington High School Policy for Special Educational Needs and Disabilities

This policy accepts the definition of SEND as set out in the Revised Code of Practice 1:3

1. Aims and Objectives

- 1.1 The Academy Council and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate Academy councillor has been informed by the Children's Service Authority (CSA) that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2. The staff and Academy Council in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3. Headteacher, staff and Academy Council will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.4. The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- 1.5. The staff and Academy Council of the school are working closely with the Bury SENCO 2 SENCO Network to make links with other schools in the interests of children with special educational needs.

2.0 Responsible Persons

The responsible person for SEND is **Mrs Ella Brett** Headteacher

- 2.1 The person co-ordinating the day to day provision of education for pupils with special educational needs is **Mrs Joanne Foster** SENCo & Assistant Head teacher in charge of Inclusion. (ref Code 6.3.2 Secondary)
- 2.2 Other people with responsibilities within the school:
Mrs Jennifer Benigno Assistant Head for Inclusion

3.0 Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such Tottington High School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

Specialist Provision

Inclusion is a huge part of what we do here at Tottington High School, we have a designated area, SEND Thrive. In this area we offer extensive intervention programme for hard to reach pupils, mainly with a primary need of Social Emotional Mental Health (SEMH). Mentoring sessions with well being practitioners, supported with our own pupil well-being ambassadors that have been trained through the Greater Manchester Mental Health schools programme. In this area pupils with SEMH needs are offered small group sessions/ 1:1 working on strategies to maintain their mental health needs.

Pupil premium SEN pupils are being given specialist reader programme for exam concessions and general use when on a computer. Tottington High School also offer form time and after school intervention workshops to close the gap of underachieving students, extra interventions by specialist teachers for KS4 exam revision, literacy and numeracy intervention classes at both KS3 and KS4.

4.0 Access to the Curriculum

- 4.1 The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 4.2 The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach, however all pupils will receive quality first teaching as stated in the COP 2014.

- 4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs. Teaching Assistants are linked with different faculties to help adapt further schemes of work for SEN pupils.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- 4.7 The school promotes inclusion both in the classroom and at break times/mealtimes as all pupils are encouraged to play an active role in school life. There is an area resource base for SEN children to attend at their own choice to get help with homework and social skills. This area is manned at all times with Curriculum Support and Inclusion staff.
- 5.0 Providing the graduated response at SEN support and SEN support plus.**

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas : acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will place the pupil at “SEN support” and support that is additional to and different from the differentiated curriculum will be provided through a Assess, Plan, Do, Review (APDR) cycles in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Personal reading schemes
- Phonics delivered by a HLTA, a qualified primary school teacher.
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Extra literacy and numeracy interventions – IDL.

The resources allocated to pupils who have non-Education Health Care Plans will be deployed to implement individual pupil passports at SEN Support (K) as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. (See also 7, 9 and 10)

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 7; the APDR will be amended accordingly and the pupil will be referred to the Local Authority for “SEN support plus”

6.0 Identification and Assessment – a graduated response

- 6.1 If progress is still not achieved despite “SEN support plus”, the child may be assessed bearing in mind the County guidance with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

- 6.2 Identification of children with special educational needs will be undertaken by all staff through the SENCo and the appropriate records and individual provision maps will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENCo for diagnostic testing to construct a profile of the child's strengths and weaknesses.
- 6.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. APDR reviews will be held annually unless the SENCo feels the need for reviews more frequently.

Additionally, the progress of children with an Education Health Care Plan will be reviewed annually, as required by legislation.

- 6.4 Detailed records will be kept of the pupils receiving extra teaching support. These will include:

The regular administration of informal reading inventories designed to provide a profile of reading achievement, detailed records of work and the results of standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

7.0 Liaison

Parents will always be informed when an external agency becomes involved with their child. (See also 11)

- 7.1 Regular liaison is maintained with the following external agencies or pupils at "SEN support plus" and pupils with EHCPs [as applicable]:
- Alternative Education Provision (ie Pupil Referral Units)
 - Assessment and Education Provision team
 - Communication Difficulties Team (CDT)
 - Secondary Inclusion partnership panel.
 - Realistic choices Service
 - Healthy Young Minds Service (HYM)
 - Children in Looked After Care Education Service (LAC)
 - Parent Partnership Service
 - Education Welfare Service
 - Educational Psychology Service
 - Health Service
 - SEN Support Services
 - Social Work
 - Supporting Families
 - The Hearing Support Service

- The Vision Support Service

7.2 There are internal structures within the school devoted to special educational needs e.g. staff Curriculum Support Faculty; Pastoral Faculty; the Academy council with specialist SEN Academy councillor, Mr Robert Sloss, whom meets with the SENCo termly to discuss any SEN matters arising.

8.0 Staff Development

In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund.

9.0 Working with Parents

9.1 The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

9.2 Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service.

9.3 As mentioned in '7' above, parents will be fully consulted before the involvement of external support agencies with their children, and will be invited to attend any formal review meetings at all stages

10.0 Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Assess, Plan, Do, Review targets. Steps will be taken to involve pupils in decisions which are taken regarding their education.

11.0 Evaluating Success

11.1 This school policy will be kept under review. The Academy Council will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' APDRs progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- The number of children participating in personal reading schemes
- Pupil attendance

- Number of exclusions
- Number of children supported by the funding allocation for non-EHCP special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2014.