



THE BYRCHALL HIGH SCHOOL

SEND Policy

General Introduction

Byrchall High School's SEND Policy has been drawn up following Code of Practice Guidelines published in 2014. The purpose of the Code of Practice is to give practical guidance about provision to children with special educational needs. The Code sets out guidance on policies and procedures aimed at enabling students with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition into adulthood. For the vast majority of children their needs can be met from their mainstream school. Some children will require additional help from the school's Special Educational Needs Department. Children with special educational needs are defined by the Code of Practice as follows: This SEND Policy details how the school will do its best to ensure that the necessary provision is made for any student who has SEND and those needs are made known to all who are likely to teach them.

“Children have special educational needs if they have a Learning difficulty which calls for special educational provision to be made for them.”

Children have a Learning difficulty if they:

- Have a significantly greater difficulty in Learning than the majority of children of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age.

Children will not be regarded as having a Learning difficulty solely because their language is different from the language in which they are taught.

Special Educational Provision means “educational provision which is additional to or otherwise different from the educational provision made generally for children of their age in schools maintained by the LA.”

Aims and Objectives

All Staff and Governors at the School will do their best to meet the Special Educational Needs of all students and this will be achieved by:

- Admitting all students to the school on the basis of the school's published admissions procedures and welcoming all students, including those with SEND.
- Enabling all students to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Identifying resources to implement the identified policy and procedures and evaluate its implementation.
- Enabling teachers to make appropriate provision for all their students through the provision of appropriate support, information and advice. Learning Support Assistants (Teaching Assistants) are employed by the school to provide in-class and other support. Commercial and in-house resources will be used and adapted to meet the needs of individual students.
- Developing a partnership between parents, students and the school, in which each has an active role to play in the education of students with special educational needs.
- Developing a wide community involvement in special educational needs through the multi-agency partnership and other local initiatives to the benefit of the students.
- Continued development of Dyslexia Friendly status (The School was awarded Dyslexia Friendly status in June 2009.)

The Special Needs Department contributes to the school's aims, especially Aim 1 and Aim 7.

School Aim 1 - "To maximise each student's academic achievement."

School Aim 7 - "To help students to develop self-esteem with self confidence in action and judgement."

"To maximise each student's academic achievement" the schools provision will:

- (i) Ensure every child or young person, regardless of his or her special need, has an equal right of access to a broad, balanced, relevant and differentiated curriculum.
- (ii) Ensure that all students are taught so they can achieve National Curriculum levels and examination results commensurate with their abilities. Departments are offered assistance in the development and implementation of materials and methods which enable students to have access to the whole curriculum.
- (iii) Ensure that Learning materials, teaching methods or Learning outcomes are differentiated according to need. Materials should stimulate, challenge and stretch all students whilst still being accessible.
- (iv)
 - (a) Provide Individual Education Plans where appropriate for non-statemented students.
 - (b) Provide Individual Education Plans in accordance with the aims and objectives listed in Statements of Special Educational Needs.

"To help students to develop self-esteem with self confidence in action and judgement" the schools provision will:

- (i) Ensure every child has the opportunity to achieve independence, self-determination and personal fulfilment.
- (ii) Provide opportunities for all students to benefit from social experiences, group experiences and peer contact.
- (iii) Create situations in which children can show self-reliance, confidence, discipline, a sense of responsibility and the skills of self-awareness and self-assessment.

Management of SEND

Procedures and structures used to identify and support pupils with Special Educational Needs

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child has special educational needs and appropriate provision to meet the child's needs will be identified.

The school will measure student progress by referring to:

- Teacher observation / assessment
- Performance against NC level descriptors at the end of a year or a Key Stage
- Standardised screening or assessment tools

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions to access Learning.

If a child is already on the Code of Practice list then that provision will continue until the Special Needs Department or parents are satisfied the support is no longer necessary. Primary liaison meetings are considered to be a vital part of the process of identifying and supporting students. Students with SEND will have their needs

discussed prior to admission. Some will be offered additional support in the preceding term to help them get to know the school and support staff. Every effort will be made to offer them individual support during the “settling in” period.

At Byrchall High School all students sit the Cognitive Abilities Tests and are screened for spelling by completing a standardised spelling test in their English lessons. Those children who achieve a score of 9 years or below are then assessed further using the Neale Analysis of Reading Ability. Additionally parents or subject specialists may refer a child for further assessment if they are concerned. The school has very strong links with TESS (Targeted Educational Support Services) who regularly assess pupils. Students may be referred to the Educational Psychologist if it is considered necessary and parents give consent.

Managing SEN Provision

Role of the Governing Body

The school Governing Body has important statutory duties towards students with special educational needs which are described in the new Special Educational Needs Code of Practice – paragraphs 1:16 – 1:22.

- The governing body should, in co-operation with the head teacher, determine the school’s general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school’s work.
- The governing body may appoint a specific governor to take a particular interest in and closely monitor the school’s work on behalf of children with SEND. The Governor with responsibility for SEND at Byrchall High School is Mr Kevin Burgen.
- The governing body must report to parents annually on the school’s policy on SEND.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with SEND. The Headteacher should keep the governing body fully informed and also work closely with the school’s SEND Co-ordinator.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO, line managed by the Assistant Headteacher (Inclusion), working closely with the Headteacher and other colleagues should be closely involved in the strategic development of the SEND policy and provision. The SENCO has responsibility for day-to-day operation of the school’s SEND policy and for co-ordinating provision for students with SEND particularly through School Action and School Action Plus.

The SENCO will:

- Oversee the day-to-day operation of the school’s SEND Policy.
- Organise staffing arrangements for SEND support staff.
- Disseminate SEND information to support and teaching staff.
- Manage SEND provision through the devolved SEN budget.
- Co-ordinate provision for students with SEN including those on School Action and School Action Plus.
- Liaise with and advise fellow teachers and support staff.
- Keep accurate records of all SEND students.
- Liaise with parents of SEND children.
- Contribute to in-service training.
- Liaise with external agencies.
- Liaise with other schools when appropriate.
- Co-ordinate the writing of IEPs.
- Arrange INSET for all staff as appropriate.
- Deliver training/INSET to new staff and NQTs.
- Deliver INSET to student teachers.
- Manage and co-ordinate the work of Teaching Assistants and ensure performance management in place for them.
- Plan, deliver and evaluate INSET for all Teaching Assistants.

Teachers

All teaching and non-teaching staff should be involved in the development of strategies to support the school's SEND policy and be fully aware of the School's procedures for identifying, assessing and making provision for students with SEND. They are responsible for:

- Monitoring progress of SEND students.
- Devising strategies and identifying appropriate methods of access to the curriculum.
- Working with the student and providing further help as appropriate.
- Supporting the strategies on the IEP written by the SEND Department.

Learning Support Assistants

Learning Support Assistants support the teaching and Learning of individuals and groups of students throughout the school.

Learning Support Assistants will:

- Support students in achieving targets identified on IEPs and statements.
- Work under the direction of the SENCO and other special needs teachers.
- Work under the direction of subject specialists in the classes they are supporting.
- Support the differentiated provision for students as identified in school support strategies.
- Supervise the school's Reading Club at lunchtimes and during registration.
- Plan and monitor work and progress so students requiring individual interventions in numeracy, literacy and behaviour management.

Resources for SEND

The School is funded to meet the needs of all their students through its core budget (Element 1 funding) but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors based on the number of students receiving free meals and those underachieving on entry. (Element 2 funding)
- Funding for specific pupils to meet their assessed needs using "statemented" (Element 3 funding).

The incoming money is spent on employing specialist SEN teachers, paying for individual SpLD teaching from the Literacy Support Team, employment of Learning Support Assistants, to support in small groups during registration or in-class, for buying specialist materials and resources. It is also used to pay for the training of SEND staff and/or their cover. The school is also able to provide smaller than average groups for students in some sets, as well as additional numeracy and literacy skills classes in Year 7.

All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the School Improvement Plans.

Schools are now expected through Element 1 and 2 funding to meet the first 15 hours of each student's additional support needs.

Staff Development

The school is committed to developing the expertise of all staff to enable them to meet the needs of students. For SEND this includes:

- INSET for all staff who are to teach identified students.
- Department meetings.
- INSET for support and other staff at the Learning Development Centre.
- INSET for existing SEND teachers.
- SENCO Network meetings.
- Optional SEND INSET on a variety of issues regarding SEND
- INSET for NQTs.

Monitoring and Evaluating Provision

As part of their school evaluation of school effectiveness the SENCO and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of students with SEND. Success factors will include:

- Early identification of students with SEN.
- Student views and opinions taken into account through the student comment forms completed before the annual review.
- The school and parents working in a partnership. Parents are invited to complete the Parent Comment sheet before the annual review.
- Interventions and provision are regularly reviewed and evaluated via individual progress and data collection.
- The school working in close co-operation with other agencies and fosters multi-agency working.
- Statements of Special Educational Needs and Individual Educational Plans which are regularly reviewed.
- Annual review feedback from parents.
- Individual student's attainment of the targets included in IEPs
- Annual tests/assessments
- Achievement in Standardised assessment (SATs, GCSE).
- Provision for special needs students leaving the school.

Assessment and Action

Provision for students with Special Educational Needs

A graduated response as outlined in the Special Educational Needs Code of Practice is in place. Provision is "educational provision which is additional to, or otherwise different from, the educational provision made for other children of the same age."

This may include:

- Provision of specialist or adapted equipment or Learning materials.
- Additional regular individual or small group support.
- Access to specialist support from other agencies.

This provision will be identified and managed by the SENCO but will be planned and delivered by specialist teaching and support staff. The response will provide support which will enable the student to achieve appropriate progress.

Differentiated school support

Prior to identification as having SEND a pupil will have had access to a differentiated programme which might include:

- Targeted support and monitoring by a subject teacher within the classroom environment.
- Additional home-school Learning opportunities.

If a child fails to make adequate progress despite this support the school will consider further intervention over a short period of time.

Such intervention may include:

- Provision of different Learning materials or specialist equipment.
- Individual support on a regular basis (usually during registration sessions).

If, despite this support, a child continues not to make adequate progress, more intervention support may be required.

Adequate progress can be defined in a number of ways and might be progress which:

- Closes the attainment gap between the student and the pupils' peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attachment baseline, but less than that of the majority of peers
- Matches or betters the student's previous rate of progress

- Ensures access to the full curriculum
- Demonstrates an improvement in social/personal skills
- Demonstrates improvements in student behaviour
- Is likely to lead to appropriate accreditation
- Is likely to lead to participation in further education, training and/or employment.

At this stage, pupils will be identified as having an SEN. The first stage of this is SEN Support.

SEN Support

When students fail to make progress despite some additional provision then the school may seek the advice and involvement of external support services. They will be requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short term support or training for staff.

The school has a TESS Link Teacher who visits the school regularly. The Link Teacher usually completes the initial assessment and will either offer specific advice on how to support the student or will advise further referral to Wigan and St Helens Educational Psychologist as appropriate. Other support agencies which may be consulted are St Helens Literacy Support Service, The Sensory Support Service, Speech and Language Services, Occupational Therapy, The Learning Support Team, The Behaviour Support Team element of TESS...

Parents and the student will also be involved and in consultation a new IEP will be written with new strategies put in place. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school may apply for additional resources with the permission of the parents. The application will be evaluated against criteria established by the LA.

Formal Assessment

If after SEN Support interventions a student fails to make adequate progress and has demonstrated significant cause for concern, the school may decide to request a formal assessment. The request to the Authority will be assessed and may be passed to a Panel which will judge whether the LAs criteria for issuing a Statement or EHC plan is met. If the application does not meet the criteria the LA may make recommendations to the school as to how the student's needs can be met. If a Statement/EHC Plan is issued, the student's needs will be identified and funding provided to enable the school to meet the cost of supporting the student. The LA will outline the breadth and scope of such provision. The Statement/EHC Plan will be reviewed formally each year and recommendations made as to whether it should continue or cease to be maintained. In light of the funding reforms it is likely that statements will only be awarded where more than 15 hours of support is required.

Planning and Reviewing

The strategies which will be employed for students identified as having SEND will be recorded on an IEP reflecting provision that is additional to or different from normal differentiated provision. Contents of the IEP will include:

- A description of the student's difficulties with test results.
- Targets to be reached in a specified time.
- Teaching strategies to be used.
- Additional provision to be put in place.
- When the plan is to be reviewed.

The IEP will be communicated to staff who support the child's Learning via the subject Link Teacher. A copy of the IEP will also be kept in Departmental files. Parents, students and other professionals involved will also receive a copy. IEPs will be kept under review twice a year at Parents' Evening and in the Summer term. Students who are statemented will have their formal annual review which is a legal requirement. The student, parents SEND and other appropriate staff will be involved in identifying and setting new targets.

Pupil Participation

The school acknowledges the student's role as a partner in his/her own education. This participation will be developed in the decision making process by:

- Listening to and valuing their views.
- Involving students in Review meetings to discuss progress and future provision.
- Involving students in target setting.
- Recording a student's views as part of any review procedure.

Partnership with other bodies

The school aims to work with other agencies in order to provide an integrated support based on the needs of the student. Co-operation between the school, the LA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for students with SEND.

The school works closely with:

- TESS (Targeted Education Support Services).
- Wigan and St Helens Educational Psychology Service.
- Wigan and St Helens Sensory Support Services.
- Speech and Language Therapy.
- Occupational Therapy.
- School Health Service.
- Social Services Educational Welfare.
- Gateway.
- CAMHS Wigan and St Helens.
- Primary Schools.
- Other schools and education providers.

The Role of Parents, Students and Others

Partnership with Parents

The school actively seeks to work with parents and values the contribution they make. We aim to support parental partnership by:

- Ensuring positive attitudes towards parents by listening and reacting to their concerns.
- Ensuring effective communication.
- Acknowledgement of the parents' role as a partner in the education of their child.
- Recording parents' views as part of the Review procedure.

Parents will always be informed when their child has been identified as having SEND and their views will always be considered.

The parents of any student with either special educational needs or concerns regarding their child's progress are welcome to telephone or make an appointment to visit school to discuss their concerns with the appropriate member of staff.

SEN School Offer

As detailed in the COP, all schools are required to make a School offer regarding SEN. This is posted on the school website and is attached as an appendix with this policy.

Arrangements for considering complaints

If parents wish to make a complaint about the educational provision for a SEND student they are invited to discuss their concerns with the SENCO. If they are still dissatisfied they should contact the Headteacher. If the matter is not resolved parents will be advised of the School's complaints procedure and the name of the LA Parent Partnership Advisor will be provided.