



School Policies

Policy title	SEND Policy				
Written on	October 2014.	Reviewed on	July 2016	Next review due	July 2017
SLT link	R Hill	Governor link	Helen Dhillon		
Copies in	Policies folder ✓	Handbook	Student planner	Website ✓	

Compliance.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb. 2013
- SEND Code of Practice 0-25. Sept. 2014
- Schools SEN Information Report Regulations (2014) www.sendgateway.org.uk
- Statutory guidance on supporting pupils at school with medical conditions, April 2014.
- The National Curriculum in England Key Stage 3 and 4.
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Section 1.

The SENCo is: Mrs L. Glasby.

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Qualifications:

BSc Geography, 2001.

Qualified Teacher Status, August 2003.

PGCert. The Philosophy and Practice of Nurture Groups. August 2009.

PGCert. SENCo National Award. August 2012.

Certificate of Competence in Educational Testing and Access Arrangements. May 2016.

The SENCo is not a member of SLT. The SENCo works closely Mrs R. Hill, the SLT link for SEN.

Crown Hills College is an inclusive school. We value each student as an individual, and strive to deliver the best possible outcomes for each and every student, reflecting the Code of Practice.

'Every teacher is a teacher of every young person, including those with SEND.' SEND Code of Practice, 2014.

The SEND policy relates to the following policies in school:

- Anti-bullying policy
- Equality policy
- E safety Policy
- Safeguarding: Child protection policy



- Health and safety policy- documents for personal emergency evacuation procedures and for manual handling are produced for specific students where appropriate.
- Data Protection Policy

Section 2.

Aim.

The Aim of the SEN department is to raise aspirations and expectations for all pupils with SEND. We aim to provide a whole school focus on outcomes for young people with SEND, to provide the best opportunities for transition into adulthood.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a 'whole student, whole school' approach to the management and provision of support for Special Educational Needs.
- To provide a Special Educational Needs Co-ordinator, SENCo, who will work within the SEN Inclusion Policy.
- To provide support and advice for all staff working with SEN students.

Section 3: Identifying Special Educational Needs.

Categories of SEND:

The SEND Code of Practice identifies four broad categories of need:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties



Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four categories give an overview of the range of needs to be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a young person into a category. It is important to consider the needs of the whole child as an individual.

A young person who is making slow progress, or who has low attainment may not be SEN. There are a number of other factors to consider that may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings provided under current Disability Equality legislation- these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil premium grant
- Being a Looked After Child
- Being a child of a Service man/ woman.

Section 4: A graduated approach to SEN support.

Class teachers are responsible and accountable for the progress and development of students in their class. All students should receive high quality teaching, which is differentiated to meet their needs.

For a student with identified SEND:

- The SENCo provides information and advice to teachers relating to the four categories of need. For young people with high levels of need (Statement/ EHC Plan or outside agency involvement) a Personal Profile card will be produced.
- Targeted interventions will be taught in small groups, or on a 1:1 basis, by the SEN department. In



order to ensure that support is targeted and effective we have specific entry and exit criteria for each intervention. Progress is tracked on the provision maps.

- Teaching Assistant support is deployed strategically to ensure that the needs of students are being met in the classroom. Teaching Assistants may also deliver parts of the curriculum to small groups of young people under the direction of the class teacher. We work closely with outside agencies and professionals for advice and specialist assessment. Where outside agencies are involved with a student parents will be involved in this process. We use and implement the advice and strategies provided by the outside agencies to provide appropriate support.

These include:

- Educational Psychologist
- Complex Learning, Communication and Interaction Support team
- Speech and Language Therapist
- Primary School Social, Emotional and Mental Health Team
- Secondary Behaviour Support Services

Where students continue to make inadequate progress, despite high quality teaching, the following processes will be put into place:

- Individual class teachers make adjustments within their classroom to ensure all students are making progress.
- Key strategies are identified on Meeting the Needs sheets maintained by all teachers.
- Teachers will differentiate work for individual students.
- Teaching assistants deployed to support in the classroom may be directed by the class teacher to offer additional support.
- The teacher may raise their concerns with key members of staff, including the SENCo.
- Parents/ carers will be contacted to discuss concerns.

Where a decision is made to place a student on the SEN register we will follow the 'assess- plan- do- review' cycle.

Section 5: Managing students on the SEND register.

There is now one category of **SEN Support** to replace categories of School Action and School Action Plus. Within SEN support we can identify students with different levels of need:

Education, Health and Care plan/ Statement of SEN.

From September 2014 an Education, Health and Care plan (EHC) will replace the Statement of SEN. From September 2014 there will be a gradual process of converting Statements into EHC plans. We will continue to provide the support outlined in a Statement of SEN.

From September 2014 any student who goes through a Statutory assessment will receive an EHC plan. Students with a Statement or EHC plan receive an amount of funding from the Local Authority. This is determined by their level of need. The level of funding may change as needs change. Top-up funding can be applied for in exceptional circumstances.

Families may receive a personal budget in the EHC plan.

These are the students with the highest level of need.

SEN support

- **School Contract.** A school contract can be completed for a student with significant needs who does not fit the criteria for an EHC plan. The contract is written in partnership with the young person, parent, and any outside agencies and will be reviewed



regularly. We may apply for top-up funding from the Local Authority where additional support is necessary.

- **SEN support.** Any students who are identified as SEN. These students will receive targeted support. Parents will be involved in planning provision for their child.

Students with a Statement, EHC plan, or School Contract will have a Personal Profile Cards available to all staff. These plans will be maintained by the SENCo, but it is the responsibility of class teachers to implement strategies in their classroom.

The Local Offer sets out what schools are expected to offer for students under the four categories of SEND. It is the responsibility of the SENCo to ensure that we meet the standards outlined by the Local Offer. The Local Offer can be accessed at:

mychoice.leicester.gov.uk

Provision:

The SENCo maintains provision maps for each year group. The provision maps detail the level of need, category of SEND, and tracking data for all students on the SEND register.

The SENCo uses data to identify students for targeted interventions, and progress is monitored closely. In order to ensure that support is targeted and effective we have specific entry and exit criteria for each intervention. Progress data for students on the SEND register is collected and analysed as part of the whole school progress reviews. Progress data is used to inform need for differentiation, support and intervention.

Where students on the SEND register are not making expected levels of progress over a long period of time, the SENCo will discuss this with outside agencies and request advice or further investigation. The SENCo holds three Joint Planning Meetings each academic year to plan for on-going support with outside agencies.

At Crown Hills College we have a coordinated approach to supporting young people. The SENCo or SENCo Support attend weekly Pastoral, Achievement and Care Team (PACT) meetings with the Key Stage leader, learning mentors, behaviour support team, EAL coordinator, welfare officer and achievement team. This meeting provides an opportunity to discuss, share information or raise any concerns relating to any young people.

Criteria for exiting the SEND register:

When students transfer from KS2 to KS3 we review the SEND register. In order to do this we consider assessment data and transfer information from the primary school. Where a young person does not meet the criteria for SEND, they will be removed from the SEND register.

Section 6: Supporting Pupils and Families

Parents can read the Local Offer at: mychoice.leicester.gov.uk There is a link to this on our school website.

The SEND Information Report for Parents is also available on our website.

We work closely with outside agencies, who can offer support to students and their families:

- Statutory SEND Service (formally Special Education Service, SES)
- Assessment Coordinator (casework officer)
- Learning, Communication and Interaction Support Team (LCI)



- Speech and Language Therapy
- Visual Support Team
- Hearing Support Team
- Social, Emotional, and Mental Health Team (Primary)
- Special Educational Needs and Disability Information Advice Support Service SENDIASS
- ADHD Solutions
- Common Assessment Framework (CAF)
- Education Welfare Officer
- Child and Adolescent Mental Health Service, CAMHS
- Health Services
- Connexions

Admission Arrangements:

No student will be refused a place at Crown Hills College based on their SEND. Parents, previous schools, and outside agencies will be consulted about provision.

Accessing Examinations:

We have a process of identifying students who may require examination access arrangements to be put into place. Students will be assessed in the Autumn term of year 10, and applications will be made to the Joint Council for Qualifications. From the Autumn term 2015, this will be conducted by the SENCo. The type of access arrangement will be dependent upon individual need, which is decided by the JCQ. The SENCo delegates the organisation of different arrangements to a team of teaching assistants, who work closely with the Exams Officer.

Transitions:

- During the school day

Crown Hills College is a very large and busy school. The corridors become very busy in between lessons. The Key Stage 3 timetable is designed to minimise the amount of time on the corridor in between lessons. Alternative arrangements can be made for vulnerable students to support them in between lessons where appropriate.

- Key Stage 2 to Key Stage 3:

The SENCo is invited to Annual Review meetings at feeder primary schools where parents express a preference for their child to attend Crown Hills College.

Any parent with a child on the SEND register is welcome to make an appointment to visit the SENCo to discuss provision for their child.

During the Spring Term the SENCo will visit primary schools to meet with the SENCo to transfer information. The SENCo will also meet with outside agencies where necessary. The SENCo and the Learning Mentors arrange for transition visits for vulnerable groups of students.

- Key Stage 3 to Key Stage 4:



We offer a variety of qualifications to meet the needs of students who find accessing the whole Key Stage 4 curriculum too challenging.

All students have access to further education and careers advice through the Life Skills curriculum and the careers officer in school. In year 9, students with a Statement/ EHC plan, or who are Looked After by the local authority will have a personal advisor from Connexions. The Connexions advisor will meet with the young person for an interview, and will attend Annual Review meetings in years 9, 10 and 11.

- Key Stage 4 to Key Stage 5:

All students have access to further education and careers information through the Life Skills curriculum and the careers officer in school. Students with a Statement/ EHC plan, or who are Looked After by the Local Authority, will have a personal adviser from Connexions. The Connexions advisor will have an individual interview with the young person and attend all Annual Reviews.

All students have the opportunity to participate in a work experience placement.

All students are given information about College Open Days.

A young person will continue to have an EHC plan until the age of 25 where they remain in Education or Training. Transition arrangements for post-16 provision will be organised on an individual basis.

Section 7: Supporting pupils at school with medical conditions.

The Office Manager has responsibility for maintaining records for young people with a medical condition. Where a medical condition impacts on learning the SENCo will arrange for additional provision to be put into place.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and visits, and physical education. Some children with medical conditions may be disabled, and where this is the case the school will comply with its duties under the Equalities Act 2010.

A young person with an EHC plan may have medical needs outlined in the plan. Provision will be given in accordance with the plan.

Section 8: Monitoring and Evaluation of SEND.

The SENCo completes Quality Assurance as part of the whole school monitoring process. This includes lesson observations, learning walks, work scrutiny, questionnaires, interviews and results analysis. The SENCo completes an evaluation as a result of the QA and completes a departmental improvement plan as part of this process.

Each year the SENCo completes an Annual Report to Governors.

Section 9: Training and Resources

SEND is funded through the delegated budget.

Identifying training needs:



- Training to meet the needs of a specific group of students.
- Training to improve practice for all staff.
- Training to deliver and implement specific interventions.
- The SENCo meets with all PGCE students and NQTs as part of the induction programme to discuss the systems in place for SEND provision and practice, and to discuss the needs of individual pupils.
- The SENCo attends regular SENCo network meetings delivered by the Local Authority in order to keep up to date with local and national updates in SEND.

Section 10: Roles and Responsibilities

The role of the SEN Governor is to have a working knowledge of the SEN department and to oversee the work done by the SEN department.

SEN Teaching Assistants: We currently have team of level 3 and level 2 teaching assistants who are directly line managed by the SENCo. The teaching assistants support students in class and deliver specific interventions.

Designated Teacher with specific responsibility for Safeguarding: Mrs K. Bishop, Mr J. Rai. The Head teacher has overall responsibility for child protection and safeguarding.

Teacher with responsibility for Looked After Children: Mrs R. Hill, Vice Principal.

Staff responsible for meeting the needs of students with medical needs: The Officer Manager.

Section 11: Storing and managing information

We have a policy on Information Management and Confidentiality.

All student files are kept in lockable storage. SEN information is only shared with outside agencies with parental consent.

Data is stored and destroyed according to our Data Protection Policy.

Section 12: Reviewing the policy

This policy is effective from 1st September 2014.

The policy will be updated annually.

Section 13: Accessibility

- We have an up to date accessibility plan.
- We identify barriers to learning through advice from outside agencies, and information from parents.
- Where adjustments are required for the learning environment, teachers are informed through Personal Profile Cards produced by the SENCo.



- We promote inclusion of all students in all areas of the curriculum. After school clubs are open to all students. All students are able to attend educational trips and visits. To ensure this we ensure that travel arrangements are suitable, and the adult: student ratio is increased. All students are covered by the health and safety risk assessment.
- In order to ensure that all students have equal access to the school physical environment we have specialist equipment and furniture in school. Lift access can be provided to students who have a difficulty in accessing the stairs. Different arrangements can be made for accessing the canteen.
- Students have access to the Reflection zone during break time and lunch time where they are supervised by the learning mentors.
- Modified resources and materials can be provided for individuals.
- Resources can be enlarged for students with a visual impairment through the Visual Support Service where sufficient time is provided.
- Touch Typing is arranged for specific students.
- The ICT support team can personalise the computer screen for an individual.
- Timetables can be coloured coded.
- Additional resources and materials can be purchased for an individual where appropriate.

Where parents wish to contact staff to discuss any areas relating to accessibility they should contact the main office at Crown Hills College.

Section 14: Dealing with complaints

We have an up to date complaints policy.

If there are any complaints relating to the provision for pupils with SEND, these should be dealt with by the Head Teacher in the first instance. The Chair of Governors may be involved if necessary. In the case of any unresolved complaint the Local Authority may be involved.

Section 15: Bullying

The school has an anti-bullying policy.

The school behaviour support team investigate all reported incidents of bullying.

The whole school is involved in anti-bullying week to educate students about bullying.

Vulnerable students have access to the Reflection Zone during break time and lunch time. This area is supervised at all times. The learning mentors also supervise the breakfast club.

Specific interventions can be delivered to promote the anti-bullying ethos and to create peer support networks, especially for young people with recognised SEND.