



Special Educational Needs Policy

Review Body:	FGB
Leadership Group Responsibility:	Headteacher
Type of Policy:	Statutory
Review Period:	Annually
Reviewed:	Summer 2017
Next Review:	Summer 2018

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

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

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

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance when supporting students with medical conditions (DfE, 2014)

Context and Aims

Newstead Wood School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEN meet the definition for disability but this policy covers all of these students.

If a student qualifies for admission to the school by reason of ability and as a result of the selection test, the school undertakes to facilitate their education at the school. All students have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school to the best of their abilities.

The specific objectives of the SEN policy are as follows;

- To identify students with special educational needs and disabilities and ensure that their needs are met
- To ensure that students with special educational needs and disabilities are able to join in with all the activities of the school (this may be subject to completion of appropriate risk assessments)
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education and SEN Provision

Roles and Responsibilities

Provision for students with special needs is a matter for the school as a whole.

The Governing Body

- Determine policy and ensure funding
- Ensure that a designated governor is identified who will take responsibility for assuring the quality of SEN provision **SEN Governor – Mrs J Penn**
- Ensure that provision of a high standard is made for SEN students
- Ensure that SEN students are fully involved in school activities
- Have regard to the Code of Practice when carrying out these responsibilities
- Are fully involved in developing, monitoring and subsequently reviewing SEN policy
- Report annually to parents on the SEN Policy including the allocation of resources from the school budget

The SENCO

- Responsible for the strategic development of the SEN policy and provision
- Responsible for day to day operation of the policy and co-ordinating provision, with Directors of Learning
- Liaison with parents (with Directors of Learning, Heads of Year, Tutors and Staff)
- Co-ordinate the provision for students with SEN

- Oversee students' records
- Liaison with and giving advice to fellow teachers and make a contribution to CPD
- Liaison with the educational psychologist and other external agencies (LA support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies etc.)
- Managing Learning Support to ensure effective deployment
- **SENCO – Miss S Eells**

Directors of Learning, Assistant Directors of Learning and Heads of Year

- Work with students, parents, teachers and the SENCO to ensure effective day to day operation of the policy
- Regularly monitor progress of all students
- Respond to concerns from students, teachers or parents
- Responsible for the target setting, planning, monitoring and evaluation cycle

All staff

- Are aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN students
- Form Tutors support the work of the Directors of Learning
- Form Tutors take an active role in the target setting, planning, monitoring and evaluation cycle
- All staff support identification, assessment and provision for students with special needs
- All staff collaborate with the SENCO to decide the action required to assist the student to progress
- All staff develop constructive relationships with parents.

Identification and Assessment

There are four broad categories of SEN as stated in the SEND Code of Practice 2014:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Some students come to Newstead Wood School with specific needs already identified. The SENCO and the Directors of Learning will monitor these students and agree on the level of intervention required.

Students with SEN are identified in a number of ways, all of which are part of the overall approach to monitoring progress of all students:

- The progress of every child is monitored termly. Where students are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO /Members of Leadership Group/ Director of Learning/ EAL Co-ordinator/ School Counsellor/ Attendance Officer and a plan of action is agreed. All of the information gathered from within the school about the students progress, alongside national data and expectations of progress, is considered.

- Class/ Subject teachers are continually aware of student's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - a) is significantly slower than that of their peers starting from the same baseline
 - b) fails to match or better the child's previous rate of progress
 - c) fails to close the attainment gap between the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child may be placed at SEN Support on our SEN register. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or some other disability. Newstead Wood School also recognises the need to look at the whole child which will include not just the special educational needs. We will also consider what is not SEN but may impact on a child's progress and attainment.

As this is a selective school we do not use results of CATs or SATs as an indicator of special needs, however staff will look at these to measure the balance between verbal and non-verbal reasoning and quantitative skills. Spelling and reading ages are also assessed at the beginning of year 7 to assist in the identification of literacy difficulties.

Four Part Cycle

Where a student is identified as having a special educational need, Newstead Wood School will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

In line with '*Special educational needs and disability code of practice: 0 to 25 years*'

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) , Newstead Wood School will follow the four part graduated approach cycle

1. Assess

In identifying a child as needing SEN support we will carry out a clear analysis of the student's needs. This will draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the school's core approach to student progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the student's own views and, if relevant, advice from external support services.

We will take seriously any concerns raised by a parent.

This assessment will be reviewed regularly.

2. Plan

Where it is decided to provide a student with SEN support, we will formally notify parents, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided should be selected to meet the outcomes identified and parents should be fully aware of the planned support. We will seek parental involvement to reinforce or contribute to progress at home.

3. Do

The class or subject teacher will remain responsible for working with the child and they will work closely with any teaching assistants or specialist staff involved.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. This will feed back into the analysis of the student's needs.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months.

Provision and Resources

Students with special educational needs are supported in a manner appropriate to individual need.

- Students with Statements/Education Health and Care Plan (EHC plan) have additional support provided as outlined in the Statement/EHC Plan.
- Students may be supported in school with ILPs and individual support as necessary as well as support from external agencies
- Students may be supported in school by teachers with specialist SEN training

Other students identified as having difficulty may

- be given short term support or monitoring
- be given an **individual learning plan (ILP)**
- be referred to external agencies for assessment and further support

There are two lifts on the school site to facilitate access to upper floors for students with mobility difficulties.

Monitoring and Review Process

Students with ILPs are monitored by the SENCO and the team and targets are reviewed regularly by them. Students have regular meetings with external agencies to review provision and progress. Students with Statements/EHC Plan have a full annual review.

Working with Parents

The school values its partnership with parents in providing the best opportunities for our students.

- All parents/carers receive regular information through reports and parent consultation evenings
- Parents or carers of students with Statements/EHC Plan receive regular updates from external agencies
- Parents of students with SEN are invited in to discuss the particular needs of their children as necessary.

Involving Students

At Newstead Wood School, the curriculum is designed to encourage students to be actively engaged in their own learning. They are given clear criteria against which to set targets and measure performance. The Individual Learning Plans are agreed with the students and the outcomes evaluated with them.

Working with other Agencies

Newstead Wood School has a School Nurse, a Counsellor and a Student Support Manager.

External agencies include the Sensory support Unit, the Vision Team and the Social and Communications Difficulties Team. The services of an educational psychologist and other specialist support are available upon referral when students meet the referral criteria.

Dissemination

The SENCO provides information about which students have special needs through a SEN register available on the T drive.

All staff are informed of the particular requirements of individual students with special needs in the SEN folder on the T drive.

All teaching staff and tutors are expected to know which students in their classes or tutor group have special needs and make appropriate adjustments to support their access to the curriculum and extra-curricular activities.

Record Keeping

Newstead Wood School will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services

Complaints Procedure

We would encourage initial contact with the Director of Learning or the SENCO as necessary. Any concerns that cannot be resolved through meetings with Director of Learning or the SENCO should follow Newstead Wood School Complaints Policy.

Evaluation/Success Criteria

The progress of students with special needs and/or disabilities is monitored regularly in line with our whole school monitoring procedures.

Public examination outcomes are reviewed separately for students who have Statements/EHC Plans.

The SENCO produces an annual report on special educational needs provision for the governing body.