



SEND Policy

Review Body:	Local Governing Body
Leadership Group Responsibility:	Deputy Head Teacher
Type of Policy:	Statutory
Review Period:	Annually
Reviewed:	November 2020
Next Review:	November 2021

Context

This policy was developed in consultation with parents/carers, staff and pupils and has regard to:

- The SEND Code of Practice: 0-25 years – 2014
- Part 3 of the Children and Families Act 2014 and associated regulations.

Rationale

Newstead Wood School is committed to ensuring that the necessary provision is made for every pupil and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is differentiated to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something **additional to** and **different from** that which is ordinarily available for the majority of pupils, this is special educational provision and the pupils in receipt of this provision are classified as SEN Support.

Newstead Wood School will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

- Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.
- Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Aims

Newstead Wood School is committed to providing an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their

education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEN gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2014).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of pupils identified as SEN Support.
- To appoint a teacher responsible for the coordination of SEN provision (SENCO) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To 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.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.

Identifying Special Educational Needs

The SEND Code of Practice (2014) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil 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 facilities generally available in a mainstream school.

It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2014) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their primary need, not just by the category in which they are placed.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or when they fall behind their peers,

additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a pupil's progress despite support and high quality teaching, the class teacher will seek advice from the SENCO. They will then assess if a pupil has a significant learning difficulty and agree appropriate support.

Where a pupil is identified as having SEN, the SENCO and class teachers will take action to support effective learning and make all reasonable efforts to remove barriers and put effective special educational provision in place, as per the code of practice. 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 pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

The school will notify the parents immediately that SEN Support is being offered and share with them the provision that is being put in place.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have important responsibilities.

Governors

The Governing Body, in co-operation with the Headteacher, determines the school's general policy and approach to provision for pupils with SEND, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

A SEND Governor has been appointed – Steve Penny

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND.

The SENCO

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

- Responsible for the strategic development of the SEN/D 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/D
- 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 Teaching and Non-Teaching Staff

All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.

Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Class teachers are responsible for the progress and development of all pupils including those with SEND. Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.

Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson.

Teaching assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Identification and Assessment

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/D 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/ 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:

- 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

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, Newstead Wood School will follow the four part graduated approach cycle.

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.

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.

Do

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

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.

Provision and Resources

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

- Students with Educational Health and Care Plan (EHCP) have additional support provided as outlined in the EHCP
- Students may be supported in school with Individual Learning Plan (ILP) 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.

Guidelines for Access Arrangements and Reasonable Adjustments

Full details of the most recent Access Arrangements and Reasonable Adjustments for candidates with disabilities and learning difficulties can be found at <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/> .

Access arrangements are agreed before an exam or assessment. They allow candidates with specific

needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. In order to qualify for access arrangements (e.g. extra time, word processor, rest breaks etc..) there must be a clear justification.

We support pupils who have concerns about their learning and encourage them to discuss any aspect of class-based learning with staff. In the event of a pupil wishing to undergo an Assessment in order to determine a specific learning need, pupils and parents should contact the SENCO directly in order to discuss the process of assessment and the support available.

Assessments may highlight some recommendations for examination access arrangements. Candidates may not require the same access arrangements in each subject and specification. Applications should consider the need for access arrangements on a subject by subject basis.

The arrangement(s) put in place must reflect the support given to the candidate in the centre, for example:

- In the classroom (where appropriate)
- Working in small groups for reading/writing
- Literacy support sessions
- In internal school tests/ examinations
- In mock examination

This is commonly referred to as 'normal way of working'. For candidates with learning difficulties this is typically background information recorded with Part 1 of Form 8 by the SENCO. The key principle is that the SENCO can show a history of need, support and provision and normal way of working. The arrangements is not suddenly being granted to the candidate at the time of the examination. Approved access arrangements, or provisional access arrangements are put in place for internal school tests, mock examinations and examinations. This is particularly so where laptops will be used in examinations.

Timing of Assessments

Assessments at any time through Year 9 or 10 is considered suitable in order to establish appropriate Access Arrangements in GCSE Examinations in a timely fashion.

For Year 11 Pupils

In order to get Access Arrangements in place in time for the November Mock examinations, It is suggested that an Assessor is contacted soon after the Year 10 examinations. Access Arrangements must be in place by the mocks in order to help establish the normal way of working and allow the pupil the opportunity to trial the arrangement so that it is not detrimental to them.

All Access Arrangements remain provisional until ratified by JCQ. There is no course of appeal to JCQ in the case of an Access Arrangement being denied. The quality of the evidence needed to support an Access Arrangement is paramount so the earlier an assessment is carried out, the more evidence is available to support the application.

Clearly, a pupils coping strategies may falter later than Year 10 but it is only in extreme cases where we would consider implementing a trial of provisional Access Arrangements as a result of late identification during the Year 11 mock examinations. In these cases it is extremely difficult to get an assessment carried out in a timely manner and the quality of the evidence available to the examination board may be limited.

For 6th Form students

Any pupil who has secured Access Arrangements at GCSE but has joined the school in the Lower Sixth form must be reassessed by a qualified assessor who has an established working relationship with the school. A new Form 8 is drafted and a normal way of working is then built up alongside staff evidence.

Pupils who are internal and move into Lower Sixth form can have their Form 8s and Access Arrangements rolled forward and their normal way of working is re-established alongside staff evidence on the A Level courses.

Ideally, any pupil who wishes to undergo an Educational Assessment which may allow them to qualify for Access arrangements in the summer public examinations should be assessed by the preceding November (in the Lower Sixth) year so that Access Arrangements can be ratified by JCQ in time and trialled in internal mock examinations.

Statutory Assessment of Needs (EHCP)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Newstead Wood School will follow their local authority's guidance for this process and involve parents/carers and the child from the beginning.

Monitoring and Review Process

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly.

Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked half-termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities.

Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Newstead Wood School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Understand procedures and documentation.
- Make their views known about how their child is educated.

- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention.

Working with other Agencies

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

External agencies include the Vision Team and the Social and Communications Difficulties Team. We also work closely with Bromley Y and CAMHS.

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 groups 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 students' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the students' profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from Health/ Social Services

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school has worked with in the last 12 months.

Complaints Procedure

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

Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

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 an EHCP. The SENCO produces an annual report on special educational needs provision for the Governing Body.