



SEND Policy

Philosophy

At Ashcroft we believe that all students have the right of an equal opportunity to reach their potential whatever their abilities or educational need. In order to do this we aim provide a positive and successful experience for all students.

We believe that the special educational needs of students will best be met by a school which is developing good practice for all students, and where all staff share a responsibility for meeting individual and special needs.

It is our belief that special educational needs are not just a reflection of a student's difficulties or disabilities. They can be related to classroom environment and teaching strategies which can make issues easier or more difficult to resolve.

We acknowledge that it is within the rights of students with special educational needs to be educated in a mainstream setting whilst acknowledging the rights of all students to a positive and settled learning environment.

We acknowledge the importance of students and their families to be involved in the decision making in order to secure effective provision.

Aims

Provision is made for those students with special educational needs and disabilities (SEND) to ensure that they have an equality of opportunity to fulfil their potential.

The school works in partnership with parents/carers and with other outside agencies to identify the needs, provide support and monitor the progress of all students.

Special educational needs encompass those who have some of the following; cognition and learning needs, communication and interaction needs, social, emotional and mental health difficulties, sensory and/or physical needs.

To achieve our aims we will: fulfil our legal obligations under the Equality Act 2010, Statutory Guidance on Supporting pupils at school with medical conditions (2014) and the Code of Practice 0-25 (2014). See also school's Disability policy.

The School aims to promote the achievement of its SEND students by:

- Employing a qualified Special Educational Needs Coordinator (SENCo) to lead on the coordination of

SEND provision across the school and the training of school staff

- Providing equality of opportunity for students with SEND to access the curriculum, as far as is possible
- Ensuring that students with SEND are effectively identified, assessed, supported and monitored through timely planned intervention with their progress reviewed regularly
- Providing opportunities for all students with SEND to work towards achieving their highest standard of attainment and maximise their potential
- Ensuring student access to a broad and balanced curriculum including the National Curriculum, with reasonable adjustments where necessary
- Providing positive and successful experiences for students and encouraging motivation and self-esteem.
- Developing and adopting good practice in identification and assessment of special needs and ensuring that information is passed to teachers.
- Informing parents/carers and encouraging their involvement in the school's graduated response to students with special needs
- Ensuring that all staff are aware of the need to provide high quality teaching to allow all students, including those with SEND, to learn effectively
- Matching the demands of the learning task to the student's capabilities by using flexible teaching styles and strategies including supportive staffing classroom organisation and appropriate differentiation
- Providing support to students and teachers, recognising the importance of joint planning, preparation, record keeping and evaluation.
- Involving the support services of the LA to advise and develop the school's resources for responding to the special needs of students
- Consulting SEND students and their parents in the planning of their provision
- Celebrating the success of SEND students

COORDINATION OF SEN PROVISION

The Special Education Needs Coordinator (SENCo) is the focal point for information on day to day issues relating to SEND. The SENCo is responsible for coordinating provision for students with SEND, ensuring liaison with parents/carers and other professionals regarding students with SEND, liaising with teaching staff and maintaining the SEND register and records of students with SEND. There is close liaison between Subject Leaders, Heads of House, House Support Assistants, the EMAS Coordinator, the Senior Leadership Team and SENCo regarding the progress and evaluation of the performance of students with SEND. The SENCo reports directly to the delegated Senior Leadership Team member and onwards to the Head.

To achieve our aims we will ensure that the SENCO:

- Advises and supports departments in providing a differentiated and accessible curriculum which meets the needs of all students advising colleagues on provision
- Identifies the needs and monitors the progress of all students
- Works with Subject Leaders to ensure support and resources are deployed effectively to ensure all students with SEND needs are met
- Develops and implements Inclusion passports for all students with SEND
- Maintains the records of all students with SEN
- Liaises with parents/carers regarding their child's progress
- Work effectively with outside agencies in order to meet the needs of individual students
- Ensure that students are fully involved in all aspects of school life

- Liaise with the SLT SEND lead and SEND link governor and ensure SLT and governors are informed of all developments and their role to identify, plan, support and evaluate the school's SEN policy

- Supports school staff by providing training on different aspects of SEND contributing to the professional development of all staff
- Evaluates the SEN provision reporting to the governing body
- Completes exam access arrangements in a timely and correct manner

Ensure that the governing body:

- Pays due regard to the Code of Practice when carrying out its duties toward all students with special educational needs
- Does its best to secure the necessary provision for any student identified as having special educational needs. Ensures that all teachers are aware of the importance of providing for these children. Consults the LA and other schools, when appropriate, and reports annually to parents on the success of the school's policy for children with special educational needs. Ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.
- Identifies a governor to have specific oversight of the school's provision for students with special educational needs. The 'responsible person' in this school is the Special Educational Needs Coordinator (the SENCo). The SENCo ensures that all those who teach a student with a statement of special educational needs or Education, Health and Social Care Plan (EHC) are aware of the nature of the statement/plan.
- Is aware of the school's SEND provision, including the deployment of funding, equipment and personnel, via the link governor for SEND.

Assess student needs to inform the graduated response:

- We will collaborate with other professionals, colleagues, parents/carers and the students themselves to ensure a multi-agency approach where appropriate
- We will identify students with special needs, in conjunction with subject teachers, House Parents/teams, at the earliest opportunity.
- We will then inform parents to alert them to concerns and enlist their active help and participation
- Subject teachers, House Parents/team and the SENCo will assess and monitor the children's progress in line with the graduated response
- The SENCo will work closely with parents/carers, students, House teams and teachers to plan appropriate programmes of support. These plans will be reviewed regularly
- The school will seek a range of advice before making a request to the Local Authority for an EHC plan (previously a Statement). The needs of a student are to be paramount to this

Ensure the curriculum:

All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to: understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that brings feelings of success and achievement.

- In addition to this, teachers will use a range of strategies to meet students' special educational needs. Lessons will have clear learning objectives; teachers will differentiate work appropriately and use assessment to inform the next stage of learning
- We will support students in a manner that acknowledges their entitlement to share the same learning experiences as their peers enjoy. Wherever possible, we do not withdraw students from the classroom although we may ask students to work 1:1 or in small groups if we believe this will maximise learning

Work with parents/carers:

- The school works closely with parents/carers in support of those children with SEN. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents/carers know their children best and have a great contribution to make to the discussions of appropriate support
- The school encourages parents/carers to approach the schools whenever they have concerns and scheduled meetings will be organised

- Regular review meetings with parents/carers will be organised to share knowledge on the progress of the students. We will inform parents/carers of any outside intervention, and we share the process of decision-making by providing clear information

IDENTIFICATION, ASSESSMENT AND PROVISION FOR STUDENTS WITH SEN

Students with funding as a result of their Education Health Care Plan (EHCP) have this funding allocated in line

with the requirements of their EHCP. Other students may be eligible for additional specialist support through support in class. Identification, planning and support for students with SEND is implemented using a graduated approach.

Students with SEND are identified through a number of routes:

- Through liaison with feeder schools
- Through baseline testing of all students at the beginning of year 7 or on entry to school at other times □
Through the school's internal assessments
- Through investigation of concerns raised by staff, parents/carers or the students themselves

An Inclusion Passport will be drawn up to inform on differentiation for the student in the classroom. These are reviewed termly and input from staff, student and parents/carers is required at the review. Where adequate progress is not made through interventions within the school, additional support from outside the school's resources may be sought.

A dialogue is sought between the school and home and between the SENCo and staff to ensure that a full picture of the situation is achieved. The student will be involved in these meetings to ensure their voice is heard. Diagnostic tests may be used to help inform the decision making process.

For those with an EHCP there is an annual review of this. Where appropriate, agencies involved in the support of the student may be invited to contribute to the annual review process.

COMPLAINTS PROCEDURE

It is hoped that close home-school liaison will minimise the need for complaints. If, however, there is a cause for complaint then it will be dealt with in line with the school's complaints procedure.

STAFFING POLICIES AND PARTNERSHIPS

The SENCo provides information each year on the new intake, delivers input on whole staff INSET days and provides other training/briefings based on an arising need or as requested by staff and/or departments. Links have been established with outside agencies such as the ASD team, CAMHS and the Education Psychology Service.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips 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 Equality Act 2010.

ADMISSIONS

The admission arrangements for students with SEND are set out in the school's admissions policy.

STORING AND MANAGING INFORMATION

Data will be stored and managed in line with the school's information management policy.

ACCESSABILITY

The school is committed to increasing accessibility for disabled pupils so that all pupils have full access to education. Further information can be found in the school's accessibility plan.

BULLYING

The school seeks to safeguard all those within the school community. Monitoring and intervention takes place to ensure that vulnerable learners are provided with support and an inclusive learning environment is promoted. Further information can be found in the school's anti-bullying policy.

Success Criteria

- Staff will know which students in their classes have SEND needs, what the needs are and be informed of strategies that will help them
- Staff will know what procedure to follow to ensure appropriate provision is made to meet a special education need
- Students with SEND will make expected progress in all areas of school life and have opportunities to develop their interests and relationships
- Students and parents/carers will be consulted in the planning of provision for the SEND student on a regular basis
- Students with previously undiagnosed SEN will be identified quickly and provision put in place

Approved by Governing Body of Ashcroft High School:	July 2017
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Governors' Committee:	
SLT staff responsible:	Mrs R Paul
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