



SEN and Disability Policy

Date Adopted: May 12th 2016

To be reviewed: May 12th 2017

Signed by Governors: May 12th 2016

Signed by Head Teacher May 12th 2016

Holly Lodge 11-19 Science College

SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND) POLICY

Aims:

- To promote the educational achievement of all our students in line with national expectations.
- To empower and enable colleagues to meet the needs of students experiencing SEND within their classrooms.
- To concentrate energy on interventions which have proven positive impact upon students' learning.
- To identify and assess students experiencing SEND as early and thoroughly as is possible.
- To involve staff, parents, external agencies and students in the identification, assessment and delivery of SEND support.
- To encourage independence and confidence amongst the students we work with.

Principles and Procedures:

Students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of students 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.

Students may require additional EAL support if their home language is different from the language in which they are taught.

Mission Statement

All staff at Holly Lodge have a responsibility to meet the individual needs of all students at the school. We enable all students to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion. We aim to address students' needs and difficulties as they arise and to provide the appropriate support to overcome these barriers to learning.

The policy will identify how we will implement procedures for assessment, identification and provision for students with SEND within the framework of the 2014 Special Educational Needs Code of Practice. The Policy will refer to the 'Local Offer' to parents/carers which Sandwell Local Authority are required to provide by the SEN Green Paper and the 2014 Education Act. The information on this provision may be found in 'Special Needs and Disabilities Educational Provision in Sandwell: A guide for Parents and Carers' on the Sandwell Website.

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The Role of the SENCO

Ms J Hill is the AHT Personalisation and SENCO and Mrs D Bhogal is the Deputy SENCO. The SENCO is responsible for the co-ordination of special educational needs within the school, including liaising with Key Stage Directors and Leaders of Learning. In the interest of students with Special Educational Needs the SENCO will deploy and review appropriate support.

Management

The SENCO ensures that individual students' needs are monitored and one page profiles and support plans reflect need in order for staff differentiation to take place. This also includes transition at Key stage 3 and 4. The AHT Behaviour and Standards, in consultation with the AHT Inclusion and Welfare, assesses appropriate alternative learning provision at Key Stage 4.

Admissions

Prior to transition to Secondary school, information from feeder primary schools is shared to enable the appropriate provisions to be put in place. Mid-term transitions are personalised via contact with the family and the previous school.

Transition Arrangements

During the Summer Term, prior to admission in Year 7, pre-transfer visits are arranged for students with SEND needs through liaison with the feeder schools. These visits provide an opportunity for students to familiarise themselves with the new school environment and to meet peers and staff. Some students may require a more intense programme of transition and personalised programmes can be arranged. Seeking alternative placements for students unable to access learning at Holly Lodge may, at times, be necessary in extreme cases.

Specialisms

The school is developing close links with outside agencies. These provide guidance on specific additional educational needs. The new school site meets DDA recommendations and the staff are reviewing practice in providing support for physical disabilities such as physiotherapy.

Resources

Resources are deployed effectively to meet the needs of individuals and groups on the basis of targets within both the School's Strategic and Development Plans. Expenditure is monitored and reviewed as part of the cycle of self-review. The Department for Education provides the school with funding in order to meet the needs of children with SEND. This funding equates to up to 15 hours of support and enables the school to put provision in place. If a child has more than 15 hours via their statement/EHCP or delegated funding, the school will receive the additional hours of top-up funding separately in their budget.

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Identification, Assessment and Review

Any additional provision will be provided through a graduated response to ensure that the type of support will enable the student to make progress. This provision will be identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Where a student fails to make adequate progress despite this then the school will consider further intervention before identifying the student as having special educational needs. Different waves of intervention are implemented and reviewed regularly to assess progress.

A range of Assessment information is used to inform identification:

- Primary Liaison Information
- Regular Reading Tests; Suffolk and Accelerated Reader Data
- CATS Assessments (Years 7-9)
- NGRT (Years 10 and 11)
- Subject Assessment
- Observation
- Behaviour Checklists/Assessments
- Behaviour Management Records
- Parent Information/ history

Targets are drawn up during the Review and Guidance cycle based on thorough dialogues with the student, Form Tutor, Learning Support Assistant and other Education and Health professionals. These are reviewed on a termly basis and the cycle completed during the Summer Term. Targets address student needs and guide teaching staff on differentiation. They are available to all staff through the SIMS profile.

Provision

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 learning resources including ICT/web-based learning programs
- In-class support to facilitate curriculum access
- Literacy or numeracy catch-up sessions before or after school
- Additional regular individual or small group skills-based interventions
- Access to specialist support from other agencies

This additional provision will be provided through **a graduated response**, or waves of intervention, providing levels of support which will enable the student to make progress.

If a student has a particular learning difficulty such as autism, speech, language or communication needs, specific learning or moderate learning difficulties, hearing impairment or visual impairment, the school will seek additional professional support, development or training to ensure that we can best meet the student's needs. Students who have severe levels of physical, learning, communication or emotional difficulty, that are lifelong and complex, may need to be considered for an Education, Health or Care Plan (EHCP). If the Local Authority agrees to begin the process it may take up to 26 weeks to complete but will guarantee an increased level of provision until the age of 25. *See the Local Offer information.*

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Monitoring and Evaluating Provision

All teachers are teachers of special needs and have a responsibility for devising strategies and identifying appropriate methods of access to the curriculum. All staff are expected to record student progress and review individual attainment. Progress data is regularly reviewed at a department and faculty level.

The departmental monitoring and evaluation cycle provides a structure to review and evaluate practice across the curriculum. The review process and departmental self-evaluation provides an opportunity to identify priority targets relevant to SEND for inclusion in the School Improvement Plan (SIP) and/or staff training and development programme.

Inclusion

The school strives to be an inclusive school and aims to be accessible for students with disabilities. The school site, buildings and furnishings meet the requirements of the Disability Discrimination Act. (See the Accessibility Plan under Policies). All students have access to all aspects of school life and the school curriculum and are encouraged to participate fully.

INSET/CPD

The school is committed to developing SEN expertise of all staff in the school in order to meet the needs of all students effectively. Staff training and development needs are identified through the School Improvement Plan, Performance Management, lesson observations, learning walks and work scrutiny, informal practice development where staff work in triads or focus groups to share effective strategies,. A programme of training and development is regularly reviewed and delivered in order to reinforce the importance of Quality First Teaching and the profile of meeting student needs in the first Wave of Intervention within the classroom.

External Agencies

In order to maintain standards and ensure student needs are effectively met the school liaises with many external agencies and support services.

These include:

- Inclusion Support
- Educational Psychologist
- SEN Advisory Teacher
- Behaviour Support Team
- Complex Communication Disorders Team
- Specific Learning Difficulties Advisory Teacher
- Special Needs Teaching Team
- Visual Impairment Team
- Hearing Impairment Team
- Physical Disabilities Team

Health

- Speech and Language Therapist
- Occupational Health

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- Physiotherapist
- Child and Adolescent Mental Health Service
- Looked After Children's Education Team
- Educational Welfare Officer

Liaison with External Agencies

During the Autumn Term the priorities for the SEND department are reviewed with the Inclusion Support Team in order to effectively plan visits, reviews and training.

Throughout the Academic year regular meetings take place with Inclusion Support staff in order to monitor and evaluate intervention and need.

Where students do not make the expected progress despite intervention, the school consults with outside agencies to seek further advice on strategies and programmes. Further assessment by the agency may be required and parents will be invited into school to discuss how the programme and support will change.

Parents

We actively seek to work with parents/carers and value the contribution they make. We aim to support parental partnership by:

- Effective communication and regular contact
- Acknowledgement of the parent's/carer's role as a partner in the education of their child
- Ensuring positive relationships with parents/carers
- Recording parental views as part of the review and planning cycle.

Students

We acknowledge the student's role as a partner in their own education, developing their participation in the decision making process by:

- Listening to and valuing their views, recording these within the review procedure
- Involving students in their Review Meetings to discuss progress and future provision
- Involving students in setting their targets and forming learning plans
- Effective communication

We encourage parents of SEND students or those with concerns regarding their child's progress to make contact with the school in order to address these concerns.

Complaints

Complaints regarding SEN provision and associated matters should be made in accordance with the school Complaints Policy. Initial concerns should be raised with the AHT Personalisation. If parents/carers are dissatisfied with the outcome, they should contact the Headteacher followed by the Chair of Governors.

Success Criteria for School Policy

The effectiveness of the school's SEND Policy and provision is reviewed and evaluated annually using the school's review and evaluation process.