

SEND Policy

2018/19



Policy Adopted on: **09.06.2018**

Approved by: **Full Board of Trustees**

Date of Review: **08.06.2019**

Signed: _____

Seva School is committed to high quality provision to meet the needs of students with Special Educational Needs or Disability (SEND). We take a holistic view of our students and do not just consider their SEND needs.

Seva believes

- All pupils irrespective of ability are of equal worth and are valued for the contribution that they can make. We encourage all pupils to develop their abilities to the fullest extent and recognise the achievements of others.
- All pupils are entitled to a balanced and differentiated curriculum.
- Parents play an integral part their co-operation is essential and they have the right to know when their child is experiencing difficulties and be informed at all stages of support.

SEND Objectives

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that SEND pupils take as full a part as possible in all school activities.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure the SEND pupils are involved, where practicable, in decisions affecting their future provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

Definition of SEND at Seva.

A student is considered to have special educational needs if he or she has learning difficulties or disability that call for special educational provision to be made. A student has learning difficulties or disability of they:

- a) Have significantly greater difficulty in learning than the majority of students of the same age at Seva in a range of subjects.
- b) Have a disability which prevents or hinders them making use of the educational facilities of a kind generally provided for others of the same age.

Role of the SENCO

- Overseeing the day to day operation of the policy.
- Coordinating the provision for pupils with SEND.
- Liaising with and giving advice to colleagues
- Overseeing pupil records
- Liaising with pupils
- Making a contribution to INSET
- Liaising with external agencies
- Organising and implementing reviews for pupils with EHC plans.
- Line managing the work of TAs

- Hold termly reviews with parents.

Role of the teacher

The Code of Practice clearly acknowledges the importance allocated to teacher, whose responsibilities include:

- Assessing and identifying the needs of pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress.
- Working with the SENCO to collect all available information on the pupil.
- Working with pupils identified as having special educational needs or disability on a daily basis to deliver individual provision within a differentiated curriculum.

The SEND Code of Practice 2014 states that teachers are responsible and accountable for the progress and development of pupils in their class even where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who may have SEND. Additional intervention and support cannot compensate for the lack of good teaching. The majority of pupils can make progress through such teaching. Where a pupil is not making adequate progress, teachers will work with the SENCO on planning support and teaching strategies.

Working with parents

Seva school believes partnership with parents is important in the support of their child.

We do this by:

- Teachers being the initial point of contact for responding to a parent's concerns this would be the class teacher in Primary and the Form teacher in Secondary.
- The SENCO is available to meet with parents and carers to discuss concerns or provide updates on the support being given and plan next steps.
- Parents and carers will be consulted if their child is identified as having Special Educational Needs and will be involved in the support plan put in place to address the needs identified.
- Parent and carers will

Identification, Assessment and Review Categories of Special Educational Need

The Code recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical Identification

When pupils join the school we use appropriate screening and assessment tools, which may include:

- Evidence obtained by teacher observation / assessment
- Their performance judged against expected outcomes.
- Pupil progress in relation to outcomes.

- Bangor Dyslexia test
- Edinburgh Reading Test
- Reports or observations

Information from parents

- CAT Scores
- Pupil portfolios For Transition

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning. For pupils with identified SEND the SENCO, and teaching staff will:

- identify the pupil's skills and note areas that require support
- ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- involve pupils in planning/agreeing their own targets
- involve parents in a joint home-school learning approach

The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher/ SENCO/TA
- Support from specialists within the classroom or as part of a withdrawal programme.

English as an Additional Language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. Progress is the crucial factor in determining the need for additional support.

Pupil Progress

Pupils will be placed on the SEND list if despite being given programmes of study appropriate to their needs they make little or no progress. To enable pupils to make progress staff will, in consultation with the SENCO, implement support within lessons to ensure that students are able to achieve their agreed targets. Pupils may also use additional support which will be provided by the SENCO, an LSA or the teacher as appropriate.

These may include:

- Learning challenge
- Word Attack
- Study support
- Word Shark
- Number Shark
- Precision teaching

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Is equivalent to that of peers starting from the same baseline.
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training and/or employment

Statutory Assessment

Following termly reviews where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents will be fully consulted at each stage of the process. The school also recognises that parents have a right to request a Statutory Assessment.

Record Keeping

The SENCO will record the steps taken to meet pupils' individual needs by maintaining the records and ensuring access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school.
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services as appropriate
- Information from other agencies.
- Updated pupil tracker and Sims

Some pupils may need increased levels of provision and support.

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having special educational needs or disability, the school will intervene through the "assess", "plan", "do", "review" cyclical approach, outlined below.

Assess

Subject teachers establish a clear analysis of needs matching their assessments with feedback from pupils and parents, using the individual's development as compared to their peers. This is shared with the SENCO and a decision is made as to the best way to proceed. Plan Where it is decided to provide a student with SEND support the parents will be notified and, in a meeting with the class teacher where appropriate and the SENCO, agree the interventions and support to be put in place. These might be:

- Provision of alternative learning materials / special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

Do

The class teacher remains responsible for working with the pupil and is involved in assessing the impact of any interventions. These are fed back to the SENCO.

Review

Reviews will be conducted in conjunction with the parents and pupil and any changes will be planned in the light of progress made and needs identified. Individual Provision Strategies for pupils' progress will be recorded in Individual provision containing information on:

- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The individual provision will record the type of need and additional support which is available to help the pupil. This will be discussed with the pupil and the parents.

Reviewing Provision

Pupil's individual provision will be reviewed half termly by departments or phase teams and fed back to the SENCO who will review this progress with the parents and pupils each term as appropriate. The school will endeavour to hold the reviews in an informal manner, and parents' views on their child's progress will actively be sought. Wherever possible or appropriate the school will involve pupils in this process. Intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at levels considerably lower than expected for a child of similar age.
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting individual provision map page will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

Request for Statutory Assessment

The school will request a Statutory Assessment from the when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. A

Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to the local offer
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- information on progress
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

An Education and Health Care Plan (EHC)

It is envisaged that the majority of students' needs will be met by the provision set out in the local offer, however, where the students' needs cannot be met in this way then an EHC plan may be needed. This assessment will take place in consultation with the parents and the student. EHC plans will be reviewed regularly and may include set outcomes to be achieved by set dates which would be reviewed prior to the annual review of the EHC. The reviews will focus on the progress and consider whether the outcomes stated in the EHC remain appropriate.

Reviews of EHC

EHC plans must be reviewed annually. The SENCO will organise these reviews and invite:

- the pupil's parent/carers
- the pupil if appropriate, if not the pupil's views will be sought prior to the review and fed into the process
- the relevant teacher(s)
- any other agencies working with the pupil
- any other person the LEA considers appropriate
- any other person the Headteacher considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to individual targets
- review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- consider the appropriateness of the existing EHC plan in relation to the pupil's performance during the year, and whether to cease, continue or amend it
- Set new targets for the coming year

The Headteacher will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHC plan. The School recognises that where a pupil with an EHC plan continues to attend after age 16, the EHC plan remains in place unless:

1. The student moves to another LA
2. It is decided that the EHC plan is no longer needed.

3. The young person takes up employment other than Apprenticeships
4. The young person enters Higher Education
5. The young person is aged over 18 and leaves education and no longer wishes to engage in further learning.

Curriculum Access and Inclusion

Seva School strives to be an inclusive school, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all pupils. This may include alternative provision as part of a suitable pathway at KS4.
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children

Pupils identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the curriculum and are integrated into all aspects of the school.

Evaluating success

The success of the school's Inclusion Policy and provision is evaluated through:

- analysis of pupil tracking data and test results - for individual pupils - for cohorts
- consideration of each pupil's success in meeting targets
- school self-evaluation
- the School Development Plan/SEND Development Plan

Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral Service (PRS)
- SEND Support Service (SENSS)
- Educational Service for Physical Disability (ESPD)

In addition, important links are in place with the following organisations:

- The Advice Service
- The LA
- Specialist services
- The business community
- Social Services