



WILLIAM ELLIS SCHOOL

Special Educational Needs and Disability Policy

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William Ellis School (WES) is an inclusive school where we focus on the wellbeing and progress of every student and where all members of our community are of equal worth.

We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning and for all students to 'achieve their very best'.

The School Accessibility Plan and Equalities Policy describe how we are improving the school for students and adults with disabilities.

1. INTRODUCTION

All teachers are teachers of special educational needs. It is the teacher's responsibility to meet the needs of all students in their class through their classroom organisation, teaching style, differentiated resources and materials. If the student does not make adequate progress when teaching approaches are targeted at the student's identified area of difficulty, the student may be identified as having special educational needs.

The (0-25) Special Educational Needs Code of Practice (2014) states "A student has special educational needs (SEN) if he or she has a learning difficulty or disability which calls for Special Educational provision to be made for them'. The Code of Practice states that a young person has a learning difficulty if they:

- have a greater difficulty in learning than the majority of others the same age or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided in mainstream schools

The SEND Code of Practice describes four areas of difficulty. We recognise that some students will experience difficulties in more than one area.

- Learning
- Social, emotional and mental health
- Language, speech and communication (including students with autistic spectrum condition)
- Physical and medical needs (including sensory difficulties – sight and hearing)

2. AIM OF POLICY

The aim of the Special Educational Needs and Disabilities (SEND) policy is to communicate what support is available for students with special educational needs to ensure they make the greatest possible progress. This is based on whole school systems of identifying, assessing, monitoring and intervention.

3. OBJECTIVES

The objectives of this policy are to ensure that:

- all students including those with difficulties and disabilities have equal access to a broad, balanced curriculum that is differentiated to meet individual needs and abilities.
- all students have their specific needs identified and effective interventions are put in place to support them with their learning.
- all teachers are aware that it is their responsibility to meet the special educational needs of students
- the knowledge and expertise of the parent/carer in relation to their child needs is taken into account when considering provision
- all students including those with SEN and disabilities have the best possible education.
- whenever possible students with SEN and disabilities can participate in all school outings and activities.
- teaching and learning resources are adapted to take account of the needs of students with SEND.
- we have high expectations of all students regardless as to whether they have SEND or not.

4. ROLES AND RESPONSIBILITIES

GOVERNING BODY

The Governing Body has specific responsibility to:

- Do their best to ensure that the necessary provision is made for any student who has special educational needs
- Ensure that students' needs are made known to all who are likely to teach them
- Ensure that teachers at the school are aware of the importance of identifying and providing for those students who have special educational needs
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a student with special educational needs has the same opportunities as other students to participate in all activities at WES as far as is reasonably practical. It must also be compatible with the student receiving the provision required for his/her learning needs, and must allow for both the efficient education of the students with whom they are educated and the efficient use of resources
- Ensure that the school notifies parents of a decision that SEND provision is being made for their child

In doing so Governors will have regard to The (0-25) Special Educational Needs Code of Practice 2014 and the Equality Act 2010.

HEADTEACHER

The Headteacher has overall responsibility for ensuring the provision for students with SEND. The day-to-day management of the support for students with SEND is the responsibility of the SENDCO. The Headteacher ensures that an appropriate member of the school's senior leadership team supports the SENDCO in their role through line management.

The Headteacher keeps the Governing Body fully informed.

THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY COORINATOR (SENDCO)

The SENDCO, in collaboration with their line manager, Headteacher and the Governing Body plays a key part in determining the strategic development of the school's SEND policy and provision in the school to raise the achievement of students with SEND:

Overseeing the day-to-day operation of the school's SEND policy, this involves:

- Monitoring and reviewing the progress of students with SEND as part of a assess, plan, do, review cycle
- Liaising with, advising and supporting teachers so that they are well equipped to meet the learning needs of students with SEND
- Leading on the identification of students with SEND
- Co-ordinating provision for students with special educational needs and disabilities
- Leading and managing the Learning Support Team of Teaching and Learning assistants (TLAs) and a speech and language therapist
- Ensuring the school more than fulfils its statutory obligations for students with an Education, Health Care Plan
- Overseeing the records of students with SEND
- Liaising with parents of students with special educational needs
- Leading on the professional development of staff in relation to SEND
- Liaising with external agencies including LA support, feeder Primary schools' SENDCOs, the educational psychologist, school nurse, speech and language therapists and other health services, social services, voluntary bodies, Connexions and colleges of further education.

The SENDCO has access to administrative support to assist them in meeting their responsibilities.

The SENDCO meets regularly with SENDCOs from other schools, to keep up to date with current initiatives locally and nationally and to share best practice in the school.

TEACHING AND LEARNING ASSISTANT (TLA)

A TLA works under the direct instruction of teaching staff, to support access to learning for students with special educational needs and/or disabilities and to support the teacher in the management of students and the classroom.

Specific duties include:

- Providing support to help the student to participate in activities and experiences
- Reporting on student performance and development
- Delivering teaching and learning activities to withdrawal groups or one to one
- Implementing structured learning programmes for students with sensory and/or physical needs
- Preparing learning materials
- Providing support via homework clubs and lunch time activities
- Escorting and supervising students on visits and out-of-school activities

Some faculties have a designated TLA, with expertise in one or more areas of the curriculum they are required to support. There are presently 6 in all. They are able to offer a greater level of support and expertise in subjects where they hold a qualification. All our TLAs are graduates.

The TLAs are under the line management of the SENDCO who has overall responsibility for their deployment.

HIGHER LEVEL TEACHING ASSISTANT (HLTA)

The HLTA works alongside teachers, providing support for teaching and learning activities. They act as specialist assistants for specific subjects or departments and helping to plan lessons and develop support materials. Presently there is one HLTA, based in and line-managed by the English Department. [POST CURRENTLY VACANT]

Specific duties include:

- Organising support timetable for access arrangements for examinations
- Leading groups of TLAs in meetings
- Working with the English department on the development of teaching and learning strategies, schemes of work and resources
- Attending department meetings as directed
- Assisting with Learning Support department timetabling
- Teaching small groups and individuals.

SPEECH AND LANGUAGE THERAPIST

The speech and language therapist works with small groups and occasionally individuals who have been diagnosed with language impairment. S/he will also work alongside a TLA who has been ELKLAN trained, offer advice and support to TLAs and subject teachers and work alongside teachers in the classroom as required.

Specific duties include:

- Helping to identify students with a SLCN difficulty
- Teaching small groups and individuals specific ways to manage and improve their difficulty
- Working alongside, supporting and advising the ELKLAN-trained TLA; offer advice to TLAs generally
- Working alongside class teachers, offer advice, resources
- Keep records, attend parent meetings, support faculties and contribute to schemes of work as required
- Attend department meetings
- Have regular meetings with the SENDCO

TEACHERS

All teachers are responsible for adapting teaching and learning practices to meet the needs of students with SEND.

All staff are aware of the procedures for identifying, assessing and making provision for students with SEND.

HEADS OF FACULTY have responsibility for:

- overseeing the academic achievement of all students across all subjects in the faculty to ensure that Subject Leaders appropriately differentiate schemes of work
- monitoring the progress of students with SEND
- overseeing the work of the faculty TLA (where appropriate)

SUBJECT LEADERS have responsibility for:

- the academic achievement of students with SEND, including the development of schemes of work, strategies and resources which increase differentiation;
- identifying, implementing strategies for, monitoring the progress of and informing parents of students with SEND;
- ensuring that liaison occurs between teachers and TLAs who support students in their lessons.

CLASSROOM TEACHERS have responsibility for:

- knowing and understanding the SEND needs of the students in their classes ensuring good practice for all students
- ensuring that work is appropriate to students' abilities
- if a student is not making adequate progress with a good differentiated curriculum plan in place and communication with the parent has occurred, it is the teacher's responsibility to have this underpinned by evidence and pass it on to the SENDCO

If a student is identified as having additional needs, or has a Statement of SEND, the subject teacher must

- take into account additional information and guidance about students, particularly specialist advice (e.g. speech and language therapist, Educational Psychologist) and use information to develop effective differentiation
- discuss with SENDCO and/or other members of staff (e.g. Lead Learning Mentor/TLA) how to meet individual needs and note student progress, as well as communicate with parents and carers about this progress

Particular responsibilities of the subject teacher when a student has a statement of SEND include:

- maintaining a partnership with a supporting TLA (of student with a statement or EHCP) e.g. sharing planning and records
- taking into account the student's strategy sheet)
- contributing information on progress and attainment of the student for the Annual Review

HEADS OF YEAR (HOY) are responsible for:

- the year group's pastoral welfare and overview of their curriculum offer
- oversight of the academic progress students are making
- identifying students who have particular needs and informing teaching staff of individual student difficulties that may impact on the student's learning
- liaising with the SENDCO about the students with SEND in their year group
- Leading the relevant pastoral support meeting

FORM TUTORS are responsible for:

- oversight of all students in their form group
- liaison with their HOY and the SENDCO about tutees with difficulties or SEND
- having an understanding of their students' needs and an interest in the well-being of the students with SEND in their tutor group
- encouraging full participation of all students especially those with SEND

5. ADMISSIONS

Students with a statement of special educational needs are admitted to the school on the basis of William Ellis School being named on the student's statement. Students are added to the SEND Profile when they have additional needs using the LA criteria.

6. ACCESSIBILITY

The school welcomes students with physical disabilities within the limitations of the school building. Extension of access to existing buildings is being actively sought in discussion with Camden LA related to the accessibility plan, Equalities Policy and present need. The school liaises with the Authority with regard to the admission of students with physical disability to ensure the provision of appropriate resources.

The school has a lift from the ground to the first floor as well as chair lifts accessing the art, music and science rooms on the second floor. There is also a lift to the weights room in the sports hall. Improvements have been made to the physical accessibility of the building.

All students with a disability have a risk assessment for educational visits and Personal Evacuation Plan (PEP) in case of fire.

7. ALLOCATION OF RESOURCES

WES receives funding to meet the special educational needs of the students who attend; students with more complex needs receive a higher band of funding. Resources are allocated according to the level of need of the student.

8. IDENTIFICATION, ASSESSMENT AND PROVISION

All students are entitled to a broad and balanced curriculum including the National Curriculum. We record the progress of students as part of our monitoring and assessment practices.

The aim of the SEND policy is to ensure that teachers use inclusive teaching and learning practices. The majority of students will have their needs met through appropriate differentiation in the classroom.

Differentiation means adapting teaching methods and learning resources to take into consideration the individual student's educational needs.

This could include:

- providing handouts in large print specialist ICT equipment
- lists of keywords
- writing frames and templates to limit amount of copying
- short verbal instructions
- modelling – giving an example
- visual support – pictures to help reinforce meanings of words
- group work
- graduated questioning

On entry the attainment of all Year 7 students is assessed using the CATs and a Reading test. These results are shared with subject teachers so that they can adapt their teaching methods to take account of the academic and reading level of the students.

The Literacy Coordinator in conjunction with the Learning Support team use the results of the reading assessments to select which students will benefit from literacy intervention e.g. Small Group or 1-1 intervention.

All staff are responsible for ensuring that all students, including those with SEND are making adequate progress. If a student is not making expected progress despite the interventions of the subject teacher the student would be referred to the Subject Leader to ascertain if different strategies are needed. If they are not effective after a term, or the student is not progressing in a number of different subjects, the subject teacher will refer the student to the Head of Year and if necessary to the SENDCO via the Pastoral Support meeting.

Some students find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. The provision for these students is met by the Head of Ethnic

Minority and Achievement Service (EMAS) in school. The Learning Support Team and the Ethnic Minorities Achievement Team work collaboratively to ensure that the needs of students who have English as an Additional Language (EAL) and SEND have their needs met.

The SENDCO monitors the progress made by all students on the SEND Profile and meets regularly with each Head of Year to review the progress of all students using Progress Review data. Students are identified as having special educational needs if they have additional or different provision. Parents are informed by letter if their child is placed on the SEND Profile. If the student's progress in English and Maths or behaviour for learning has significantly improved, the student is removed from the SEND Profile.

The school's identification of special needs.

Please also refer to Camden's Guidance Criteria for Additional Needs and Statutory Assessment for pupils with Special Educational Needs.

Referral process

A teacher, TLA or Mentor or parent can refer a student to the SENDCO if they are concerned about an aspect of their learning.

Placing a student at Additional Needs

A student would be considered to have additional learning needs if it can be demonstrated that they are not making satisfactory progress despite inclusive measures in place, i.e. appropriate differentiation in the classroom.

A student's attainment is at least 1 whole level below national expectations in one core subject (the LA criteria for Learning Difficulties are 2 whole levels behind in one core subject but do not take account of the fact that the student may have difficulties in more than one area) and the student exhibits at least one of the following:

- speech and Language difficulties as assessed by a Speech Therapist
- inability to focus and attend in class
- significant gross and fine motor difficulty
- significant other physical or medical difficulties
- significant mental health difficulties that affect the student's progress

The SEND Profile is reviewed termly by:

- SENDCO and the SLT link
- TLAs in collaboration with subject teachers using progress data
- Heads of Year

Review meetings with parents – parents can request to meet with the SENDCO regarding their child's progress at any time during the term.

Support available to Students with SEND:

Depending on their category of need and academic progress Students with Additional Needs or a Statement of SEND/EHCP may receive the following support:

- class work differentiated by the teacher and appropriate strategies circulated to subject teachers –strategy sheets
- homework clubs (voluntary)
- TLA in-class support
- referral to or involvement of outside agency
- speech and language therapy
- additional careers guidance from Connexions Advisor

Students may also receive the following support as decided by the school.

1. Learning

- Catch-up Literacy support
- Sound routes literacy
- Small group intervention groups in Maths and English

2. Social, Emotional and Mental Health Development

- Social skills intervention groups
- Mentoring
- School Counsellor

3. Language, speech and communication (including students with autistic spectrum condition)

- Social skills intervention groups
- Speech and Language groups

4. Physical and medical needs (including sensory difficulties – sight and hearing)

- Use of specialist ICT equipment including laptops

Pastoral Support Meetings

The Assistant Headteacher conducts two meetings termly per year group. The purpose of the meetings is to support students who need a high level of targeted support and intervention in and out of school. If a student receiving support at Additional Needs does not make adequate progress, the SENDCO or Lead Professional for the student may complete an electronic common assessment form (ecaf) to obtain further advice and support from other specialists e.g. Educational Psychologist, Speech Therapist, Physiotherapist, Occupational Therapist, or the Student and Family Consultation Centre which provide support for students and families. Students and parents are fully involved and kept informed about the involvement of external agencies and proposed action.

If the student continues not to make adequate progress following the personalised plan of support, a request for statutory assessment is submitted by the SENDCO. The Local Authority (LA) decides whether to make a formal assessment to proceed to the statementing process

REVIEWS FOR STUDENTS WITH EDUCATION HEALTH CARE PLANS (EHCP)

The progress of statemented students is reviewed termly by the SENDCO to ensure students are making appropriate progress.

The progress of students with EHCP is reviewed annually at a formal meeting, the Annual Review. Parents receive a confirmation letter 2 weeks prior to the meeting and a telephone call during the week of the Annual Review to ensure they can attend.

Each subject teacher produces a report on the progress of the student with EHCP which is shared at the Annual Review and contributes to assessment of students with special educational needs. Every EHCP student has a Lead TLA who monitors the achievement of the student and contributes to the Annual Review.

If a student makes sufficient progress the statement may be ceased by the LA. This is a significant achievement by the student.

Transition Plan

When students are due to transfer to another phase for example in year 9 or year 11, planning for this will be started in the academic year prior to the year of transfer.

The SENDCO will liaise with the Connexions Service and other agencies to arrange Transition Plans that will document the career aspirations of the student. The Transition Plan is reviewed annually as part of the Annual Review process.

9. STUDENT PARTICIPATION

The school will take account of the views of students with special educational needs regarding the sort of support they feel would be most helpful, by encouraging them to contribute to strategy sheets, and the transition process.

Students' participation is ensured through the use of student interviews and tracking participation of students with SEND in school activities.

10.COMMUNICATION WITH PARENTS

All students, including students with special educational needs, receive a termly school report about their child's progress; progress is also reported to parents at parent-teacher evenings. Parents are kept informed of the outcomes of any action, which aims to accelerate the progress of students with SEND. Parents are encouraged to contact the SENDCO should they be concerned about any aspect of their child's learning or well-being.

11.COMPLAINTS PROCEDURE

The School will provide information about the Parent Partnership Service to all parents of students with special educational needs.

The complaints procedures are set out on the school website.

Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements from the LA.