



THE APPLETON SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Adopted by the Governing Body Date

Signature Chair of Governors

June 2019

Special Educational Needs and Disabilities Policy

Principles:

The principles of this Special Educational Needs and Disabilities (SEND) Policy are:

- To set high expectations for children with SEND;
- To promote the inclusion of children with SEND within mainstream education;
- To support parents/carers of children with SEND;
- To take account of children's views in the SEND process;
- To operate within the statutory framework;
- To develop knowledge and skills of all staff working with SEND children.

Aims:

The Appleton School Mission Statement highlights the worth of each individual and the importance of partnership with parents/carers. The school's Equal Opportunities Policy explains how we aim to enable all students to feel highly valued and realise their potential. This policy explains how we aim to do that for students with special educational needs thus developing skills and raising achievement for all.

Definitions:

Special Educational Needs and Disabilities refers to a child with difficulties which range from mild degrees of learning difficulties to profound and multiple disabilities. Learning difficulties may be caused by hearing or visual impairment, physical disability, social or emotional and behavioural difficulties.

The school Governing Body accepts the following definition of SEND (based on the Code of Practice):

A child has SEND if he/she has a learning difficulty, which calls for special educational provision to be made for him/her.

A child has a learning difficulty if he/she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age;
- b) Has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational Provision:

Special educational provision is additional to, or otherwise different from, the educational provision made generally for children of the same age in mainstream schools, other than special schools, in the area.

Definitions of the Disability Discrimination Act

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Acronyms used in this policy:

BESD	Behaviour, Emotional and Social Difficulties
CPD	Continuing Professional Development

CSS	Children Support Services
INSET	In Service Education and Training
ISS	Integrated Support Service
LSA	Learning Support Assistant
PM	Provision Map
SEF	Self Evaluation Framework
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs
SENCAN	Special Educational Needs and Children with Additional Needs
SENCo	Special Educational Needs Co-ordinator
SIMS	Schools Information Management System
SSG	Student Support and Guidance

The Role of the SENCo:

The Director of Curriculum Support is the member of staff responsible for the day to day provision for curriculum support in the school (School Senco). The Director works five days a week and is available to parents/carers through individual appointments and at parental consultative evenings.

The SENCo's responsibilities are:

- To maintain a SEND Profile which indicates at which stage students are at with regard to their Special Educational Needs;
- To ensure all staff are aware of the school's SEND policy and that their classroom management and teaching arrangements show evidence of being guided by the policy;
- To ensure the progress with of all students on the SEND Profile is reviewed annually;
- To ensure an updated Pupil Passport (One Plan) is written for all students on the SEND Profile termly;
- To advise teachers on differentiation issues, approaches and materials;
- To manage the provision for students on the SEND Profile;
- To organise any further assessment of students on the SEND Profile;
- To line manage the Curriculum Support Team (*see appendix A*);
- To ensure that Annual Reviews are conducted in line with County Guidelines and statutory requirements;
- To ensure that the school's SEND procedures fulfil the statutory requirements in the Code of Practice (2014) and other relevant legislation;
- To liaise with teachers, LSAs, parents/carers of SEND students and outside agencies as appropriate;
- To attend consultation with parents/carers, teachers and all other relevant personnel when appropriate;
- To collate data and produce reports which enable analysis of:
 - Student progress,
 - The success of interventions,
 - The SEND cohort,
 - Current policy and practice;
- To use the analysis of the above to complete:
 - A departmental SEF,
 - A departmental development plan;
- To provide the Governors with the information they need to:
 - Carry out their monitoring and evaluation role,
 - Report to parents/carers about the success of the SEND policy via the Annual Report to parents.

Roles and Responsibilities:

The provision for students with SEND requires the support of the whole school community; however some members of the school community hold additional responsibility in the management and application of Curriculum Support in the school.

The Governing Body is responsible for:

- ensuring that statutory obligations are met in full and that staff are aware of their obligations;
- reporting to parents/carers on the provision and implementation of the policy;
- ensuring there is adequate funding and support;
- ensuring that SEND issues are central to planning and development of the school.

The SEND Link Governor is responsible for monitoring the effectiveness of the SEND Policy and reporting to the Governing Body on the issue of SEND. They are also responsible for commenting on the success of the policy over the previous year in the Annual Report to parents.

The Headteacher, is the member of staff with overall responsibility for the provision Curriculum Support in the school. The Headteacher ensures that the statutory obligations are met in full and the policy is implemented, she keeps the Governing Body updated about SEND issues. The Headteacher can delegate some or all of the responsibilities for the management of SEND to the Director of Curriculum Support.

Inclusion is the responsibility of all members of the school's Senior Management Team and the Director of Curriculum support has a line manager on SMT.

Curriculum Support Administration is the first point of contact for parents/carers and outside agencies who have enquiries concerning curriculum support.

The LSA Team Leaders supports the students, LSA's and Director of Curriculum Support and Director of Behaviour for Learning.

The Learning Support Assistants (LSAs) are responsible for supporting students with SEND. LSAs support individual students, groups or whole classes as directed by the class teacher. They also provide support to individuals or small groups in the curriculum support base to address pupil passport outcomes.

Specialist Expertise:

The Appleton School has a Behaviour for Learning Unit on site, available to students on the school's roll. This is run by a specialist teacher for children with social, emotional and mental health difficulties (SEMH), NPSLBA National Professional Specialist Leader in Behaviour and Attendance.

The Director of Curriculum Support has an Advanced Diploma in Educational Studies specialising in SEND and an Advanced Certificate in Educational Research (ACER).

The school is committed to developing the skills of the learning support team and most LSAs hold accreditations in aspects of SEND. Accreditations include: supporting students with physical and neurological impairments, supporting students with Autistic Spectrum Conditions, advanced skills in supporting students with learning difficulties in Key Stages 3 and 4, English as an Additional Language.

Admission Arrangements:

The Governing Body has agreed with the Local Authority admissions criteria which do not discriminate against students with SEN or disabilities, and its admissions policy has due regard for the Guidance in the Code of Practice (2015) and the Disability Discrimination Act (1995).

Access:

The school has some difficulties with access which cannot be overcome by reasonable adjustments; therefore, students with physical difficulties who wish to attend the school are strongly encouraged to visit with their parents/carers so that a fully informed choice can be made before applying. The new Sixth Form building has increased accessibility for those with physical difficulties and with hearing and visual impairments than we are currently able to offer.

The school does have wide doorways, ramps into buildings, clearly marked steps and toilets for the disabled; the larger flights of stairs all have hand rails. Special arrangements are made for students with physical difficulties to move around the school safely either when the corridors are quiet or with assistance from a peer or LSA.

Resources:

There are a range of teaching resources available in school and these are located in D5, the curriculum support base. There is also a range of reference materials located in the Director of Curriculum Supports office and the Director of Behaviour for Learning's office.

Staffing for the support of students with SEND is revised termly and reflects the actual and predicted needs of students registered at The Appleton School. This includes the LA recommended percentage of the whole school budget, plus any additional funding generated by students whose Education, Health and Care Plan warrants additional support. The Director of Curriculum Support and LSA Team Leaders coordinate the allocation of support for individual students and groups of students (*see appendix B*).

Involving Students:

The positive involvement of students is crucial both for their self-esteem and the successful achievement of self-initiated and agreed targets. At The Appleton School we strongly believe in supporting all students with SEND to become independent learners and to this end students are always given responsibility in achieving targets and making progress with their learning and with their personal and social skills.

Students with an Education, Health and Care Plans are central to the Annual Review process and they are encouraged to share their views both through the completion of the student's views section of the Annual Review paperwork and through attendance at the meeting. Care is taken to ensure the student is fully aware of the process and the fact that they are the 'most important' person in the meeting; their views are listened to and their input is reflected in the paperwork. In this way they feel more involved in their own learning through target setting, planning, monitoring and evaluation.

Identification, Assessment and Review:

The process of identification and assessment of students' requirements involves:

- Primary school records, National Curriculum records and verbal information gathered during the transition process;
- Use of the Essex criteria to establish the level of need using The Provision Guidance
- Advice from outside agencies;

- Meetings with parents;
- In house testing, including reading and spelling assessments;
- Information from school staff;
- Implementing the model for identification, assessment and provision of special educational needs as outlined in the Code of Practice.

The identification of pupils with SEND involves allocating a level of concern (SEND level) and a main area of difficulty (category of need). There is a staged approach for the identification of need and the level of support this brings for the student. The Appleton School fulfils the requirements of the Code of Practice in ensuring all students receive their full entitlement for support.

The majority of students on the SEND Profile should be identified as being at Additional Needs. Students on this level of the Code of Practice require additional support to access the curriculum. The majority of this support should be in-class through good quality first teaching, specialist resources, differentiated teaching styles and materials. Targets for improvement are set termly by the Director of Curriculum Support in liaison with the LSAs, teachers, parents/carers and the student. Progress with these targets is reviewed termly by the Director of Curriculum Support. Should a student fail to make significant progress with support allocated at Additional Needs the student will be moved to Statutory Assessment. For these student's additional provision will also be made, which may include withdrawal for specialist intervention in the curriculum support department, there may also be a need to seek the involvement of professionals from outside agencies.

Progress with Pupil Passport outcomes are monitored informally by LSAs throughout the year and reported to the Director of Curriculum Support. At each review, the students SEND stage and category of need will also be reviewed. These reviews are timed to coincide with Consultative evenings to maximise the involvement of parents/carers. The Director of Curriculum Support uses multiple sources of information when preparing reviews including:

- Reports on progress made with last Pupil Passport outcomes from LSAs,
- Written reports from LSAs,
- Pupil profiles of identified strengths and development areas completed by all key workers,
- Written comments from class teachers,
- Progress reports,
- Results of assessments completed since the last review,
- Reports from outside agencies,
- Behaviour records.

At the Consultative evening the views of parents/carers and the student are also gathered and added to the review. In an effort to ensure all parents/carers are involved, should a parent/carer not meet with the Director of Curriculum Support at the Consultative evening, their views are sought in writing.

In addition to these reviews the Director of Curriculum Support is happy to meet with parents/carers by appointment to discuss progress and any concerns. Information may have to be gathered from colleagues in advance of these meetings to ensure an accurate review of progress can occur.

In exceptional circumstances, after significant intervention from the school and significant involvement of a range of professionals from outside agencies, it may be necessary to apply to the local authority for a Statutory Assessment of a student's needs. In these cases, the Director of

Curriculum Support will work closely with parents/carers and the student to ensure that the process is fully understood.

Once a Statutory Assessment is agreed by the Local Authority an Education, Health and Care Plan may be awarded to the student. An EHCP carries particular outcomes for improvement and a package of resources to ensure that the student makes educational progress. All students with an Education, Health and Care Plans must undergo a thorough Annual Review of their progress, which is sent to the local authority for monitoring. Parents/carers, the student, teachers, LSAs and relevant professionals from outside agencies are all invited to contribute to the Annual Review. This is in addition to termly reviews of progress carried out by the student's nominated Key Worker.

Dissemination:

The SEND Profile is a live document where the status of students is continually under review, therefore staff are encouraged to regularly review the Profile and note any changes. The SEND Profile is available to staff through Google Docs. Pupil Passports are available to staff through Google Docs, where they are organised by year group, and through the school's information management system (SIMS), where they are attached to each student's profile as a linked document. Each student on the SEND Profile has a paper record of relevant information which can be viewed by staff; these are located in the Curriculum Support Office. Pupil Passports reviews for students are held at Consultative evenings, following these meetings, the SEND Profile is up-dated and updated Pupil Passports are available on SIMS and Google Docs.

Urgent or important new information regarding a student may be circulated by:

- An announcement at morning briefing, the minutes of which are posted in the staff room for one week and then filed centrally,
- A memo from the Director of Curriculum Support to relevant staff,
- An entry into the notes section on a student's profile on the SIMS system,
- Staff email,
- Telephone calls to relevant staff.

Exam Dispensations:

As part of our support for students with SEND, teachers are periodically asked to identify those students who may need special arrangements to be able to manage examinations. These include:

- Reader,
- Scribe,
- Extra time,
- Prompt,
- Rest Breaks,
- Coloured papers,
- Enlargement of examination papers.

These students will have a range of skills assessed by the Director of Curriculum Support and, if they fall within the criteria as outlined by the Joint Council for Qualifications, applications will be completed by the Director of Curriculum Support and submitted to the exam boards for approval.

Broad and Balanced Curriculum:

Central to The Appleton School's ethos of education is the fact that all students are entitled to have access to a broad and balanced curriculum and that this right should include those with SEND.

All teachers at The Appleton School are responsible for students with SEND in their classrooms. All teachers are responsible for differentiating their lessons to ensure all learners can achieve and make progress. Teachers' planning takes into consideration the targets on Pupil Passports as it is envisioned that the majority of outcomes can be met through support within the classroom. Teachers plan for the role of additional adults within their classroom, maximising their effectiveness in ensuring the needs of all learners are addressed.

All staff are committed to the vision that education is more than academic performance; it is also about fostering qualities of independence, self-advocacy, positive self-esteem and a respect for others. To achieve this some students may need extra support beyond what is considered the normal level of provision. Supporting students who have a wide range of SEND requires a flexible use of support strategies, for example:

- Social skills groups,
- Peer support,
- Individual reading,
- Spelling skills groups,
- Homework support sessions,
- Use of safe person/place,
- Time out,
- Individual behaviour programmes,
- Small group sessions for intervention programmes to address basic literacy and numeracy skills.

Where it is identified that these interventions are needed consideration is given to the timing of such provision and disturbance to curriculum time is kept to a minimum.

Inclusion:

Students with SEND are encouraged to participate fully in the life of the school. All students, including those with SEND, are encouraged to participate in extracurricular clubs, school visits and social activities. LSAs accompany students on these activities, when required, to facilitate participation.

As part of the school's pathways curriculum, students in years 7 and 8 who are identified as working below functional levels in literacy and numeracy receive additional support with these basic skills by participating in small group literacy and numeracy interventions for 3 hours per week. This is achieved by disapplying these students from Modern Foreign Languages, therefore avoiding disruption to other curriculum areas.

In Key Stage 4 the school offers a wide variety of practical and vocational courses which are suited to the learning styles and skills of students with SEND. At the times when Option choices are made in years 8 and 9 the Director of Curriculum Support works closely with the Senior Managers responsible for Key Stage 4 to ensure that students with SEND are placed on appropriate courses.

Evaluation, Monitoring and Review of the Policy:

Monitoring and evaluating this policy is an ongoing process. The Director of Curriculum Support meets with the Link Governor and a report is submitted to the Governing Body on a termly basis. Parents/carers are informed as to the effectiveness of this policy through the Annual Governors Report.

This policy will be reviewed every three years or sooner if legislation demands. The appendices will be updated annually, at the start of each academic year.

Complaints Procedure:

Arrangements for considering complaints about special educational provision at The Appleton School are in compliance with the school's complaints procedure policy. Any complaints are dealt with at appropriate meetings convened by all concerned with the agreed consensus in respect of results and actions.

Staff Development:

Management of INSET is the responsibility of the staff CPD Co-ordinator, in line with school policy. Training is organised to address school priorities as identified in the School Development Plan and to address individual professional development as identified through the Performance Management Review process. The Director of Curriculum Support, LSA Team Leader and Director for Behaviour for Learning are involved in the induction training programme for all new members of staff and delivers other training relevant to SEND as appropriate.

The skills of the learning support team require continual development in response to the changing needs of the students currently on the SEND Profile. The team receive training in various ways, including:

- A thorough induction package delivered by the LSA Team Leader;
- Departmental INSET delivered either by the Director of Curriculum Support, by other members of the school staff or by outside agencies;
- The needs of individual LSAs, as identified in their performance management reviews, being addressed through access to county training programmes delivered by SENCAN;
- Access to other training as appropriate.

All in-house training sessions relevant to specific student needs are offered to other staff personnel as appropriate.

Outside Agencies:

The Appleton School is strongly committed to working in partnership with colleagues from outside agencies to address the needs of students. The school's Student Support and Guidance referral process (*see appendix C*) is the means by which staff make the Director of Curriculum Support aware of the need for outside agency involvement. If parents/carers wish to request additional support for their child, they can do so by contacting their child's Head of Year who will complete the SSG referral and pass it to the Director of Curriculum Support for action.

The school has strong working relationships with:

- The School Nurse Team,
- The Educational Welfare Service,
- Child Support Services
- Police Liaison,
- The Educational Psychology Service,
- The Specialist Teacher Team,
- EWMHS,
- The Lighthouse Centre.
- Great Oaks Clinic.
- Information, Advice and Guidance

Professionals from these services are regularly in school to work with students either individually or in small groups and provide advice to school staff. When their involvement is specifically to address the needs of individual student's parents/carers will be contacted in advance and permission requested. Parents/carers may be invited in at the request of the outside agency professional. Feedback is available to parents/carers either verbally or via written reports, which are forwarded to parents/carers, once received by the school.

At The Appleton School we also have a Behaviour for Learning Unit run by a specialist teacher; a school nurse; and a team of counsellors on the school staff. Regular volunteer mentors also come into the school to work with students.

Partnership with Parents:

Liaison with parents/carers is a key aspect of the school's policy and procedures are in place to enhance this partnership including The Appleton School website, newsletters and Consultative evenings. The following pertains for parents/carers of students with SEND.

Our aim is to actively involve parents/carers in line with need – some have weekly telephone calls with Key Workers, others receive information at Consultative evenings, some come for termly meetings with the Director of Curriculum Support and some have annual meetings with the Director of Curriculum Support. Most parents/carers will have intensive involvement at the initial stages or in times of difficulty and less when programmes are working well. In all cases it is recognised that parents/carers are pleased to share recognition of positive progress, to enter into dialogue with curriculum support staff and to receive prompt feedback on their concerns.

The Director of Curriculum Support is happy to meet with parents/carers and requests for appointments can be made by contacting the Curriculum Support Office. Phone calls and emails will be responded to within a maximum of 3 days; however the Director of Curriculum Support acknowledges that if a parent has concerns that warranted them initiating communication then a speedier response would be appreciated and therefore endeavours to respond to all emails and telephone calls as soon as possible.

Transition/Transfer:

The Director of Curriculum Support maintains strong links with SENCos from local primary and secondary schools by attending SENCo Cluster meetings.

Students with EHCP's consider their transition to secondary school in year 5 and students, parents/carers and staff from primary schools are welcome to tour the school at the annual open evening in September. The Director of Curriculum Support attends year 6 Annual Reviews for students with EHCP's, at the invitation of the primary school.

In the Summer term the Director of Curriculum Support or Director for Behaviour for Learning meet with the SENCo and class teachers from primary schools to discuss the needs of all transferring students with SEND. The school annually holds Year 6 days to prepare all students for transfer to the school, in addition the curriculum support department offers additional visits to address the needs of students with EHCP's and students with Additional Needs who are experiencing high anxiety about transferring schools. These arrangements are made based on the needs of and the number of transferring students; examples of arrangements are:

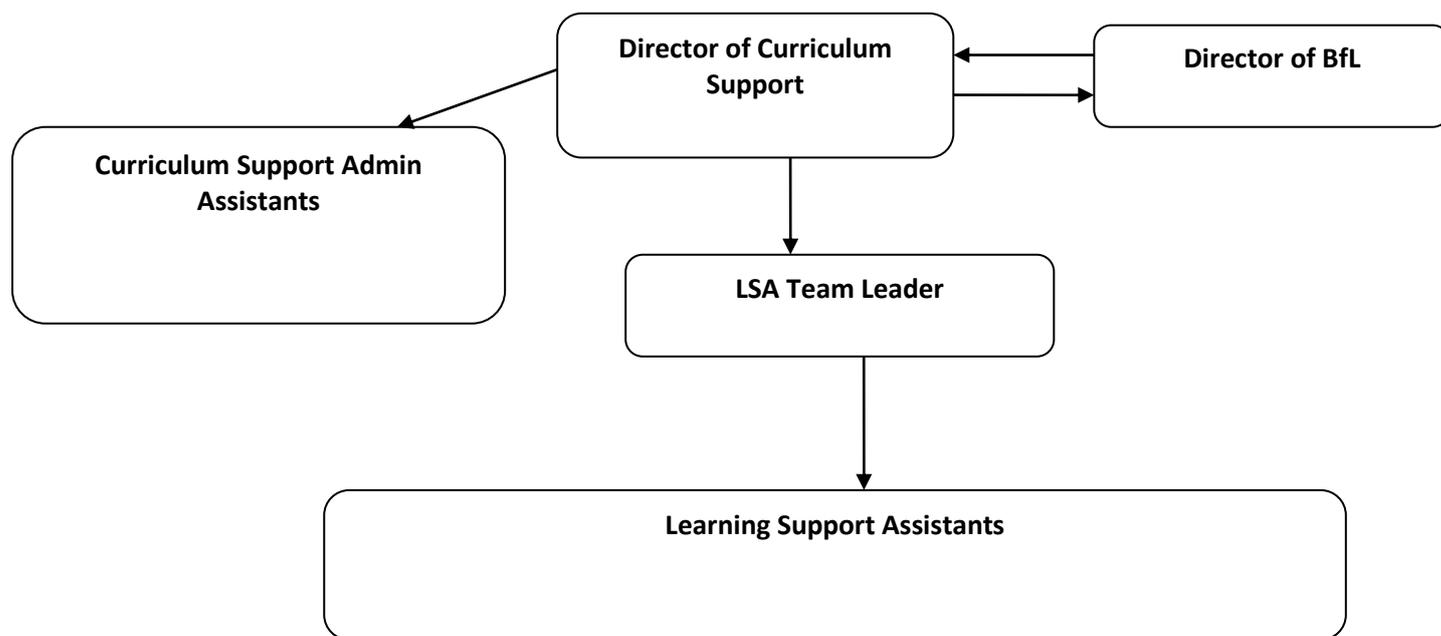
- Drop-in visits, accompanied by a member of staff from the primary school, where the student tours one department of the school each visit;
- Visits to the curriculum support department where school materials and routines are revisited and additional contact with key members of staff is arranged;

If students with SEND join the school during the academic year the Director of Curriculum Support will liaise with staff from the transferring school, organise provision and disseminate information to staff. Student records are shared with the Director of Curriculum Support once received by the school. If a student with SEND leaves the school during the academic year the Director of Curriculum Support will ensure all records are sent to the new school, to the attention of the SENCo, within 15 days of the student ceasing to be registered, as required under the Education (Student Information) Regulations 2000. The Director of Curriculum Support will usually discuss transferring students at the request of the new school; however, in exceptional circumstances the Director of Curriculum Support may initiate transition support for the student, in liaison with the new school, in advance of transfer.

When students leave the school at the end of year 11 or year 13 the Director of Curriculum Support completes any requests for transfer information sent from the learning support department of the incoming institution. A copy of the student's last Pupil Passport is sent for their information.

Organisational Chart 2017-2018

(updated April 2018)



Referral process for Support and Guidance

