

DARRICK WOOD SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY

Reviewed: June 2017

Agreed: June 2017

Next Review Due: March 2019

Person responsible: Ms C Wilson-Hooper

Customer Goal:

To provide, in consultation with pupils, and parents, appropriate levels and types of support to facilitate inclusion.

Curriculum Goal:

The school staff as a whole should provide suitable resources and adapt teaching styles in order to minimise the number of pupils needing to be described as having special educational needs; and to enable pupils with special educational needs to have access to the National Curriculum.

School Community Goal:

To create an environment in which differences are respected and where individuals can fulfil their potential.

Quality Goal:

To promote opportunities for pupils with differing needs to have as great a range of opportunities as possible to encourage them to attain their maximum potential.

SECTION 1:

1. Compliance

The policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's SENCo with the SEN Governor, in liaison with the SLT, School Governors, all staff and parents of pupils with SEN. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs should be treated as partners. The School also acknowledges that pupils with special educational needs have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education and so the School encourages them, where possible, to participate in the decision-making process.

The persons responsible for co-ordinating the day to day provision of education for pupils with special educational needs at the school is the SENCo: Mrs J Lancaster. There is liaison between the SENCo and the School's nominated SEN governor Mrs K Morris. The SENCo reports regularly to the line-manager, Deputy Head Teacher, Ms C Wilson-Hooper. The SENCo keeps SLT informed of changes to the national requirements and the School's responsive procedures.

2. Inclusion Statement

2.1 All pupils with SEND are accepted at Darrick Wood as long as they meet the entry criteria and that as a school their needs can be met and they meet the admissions criteria (see Admissions criteria statement).

2.2 The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies to ensure equal access to a balanced and appropriate curriculum for pupils with SEND.

2.3 The SENCo and Learning Support Faculty key responsibilities include:

- To identify at an early stage those pupils with SEND and co-ordinate provision for those pupils
- To encourage and assist pupils with SEND to reach their full potential
- To advise on the graduated approach to providing SEN support
- To identify at an early stage those pupils with low literacy and numeracy skills and provide strategies or provision for development.

2.4 Other policies to be read in conjunction with this Special Education Needs Policy include:

- Prevention of bullying
- Physical restraint
- Meeting medical needs
- Accessibility
- Child protection and safeguarding policy and procedures
- Assessment, Recording and Reporting

SECTION 2:

3. Aims

3.1 A principal School aim is for each SEN pupil to have their needs recognised and met and that they can access the curriculum at an appropriate level. We seek to raise expectations and aspirations socially, emotionally and morally for all SEN pupils with a focus on outcomes.

3.2 The Learning Support Faculty will ensure there is a whole school response to the Code of Practice for SEND making available appropriate resources for pupils with SEND to encourage and assist them to reach their full potential. All pupils will have access to a broad and balanced curriculum.

3.3 The Learning Support Faculty will work to ensure that all classroom teachers are aware of their responsibilities to cater for pupils of all abilities (as documented in the Code of Practice) providing high quality teaching, differentiated for individual pupils. They will promote the skills and support necessary to enable mainstream staff to cater for pupils of all abilities including those with SEND.

3.4 The Learning Support Faculty will ensure that there is a system of identifying, monitoring and assessing pupils' progress, which is appropriate to pupils with SEND, and that all staff are aware of the procedures

4. Objectives

These aims will be achieved through the following objectives:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs through Quality First Teaching
- To track progress and to identify any Special Educational Needs as they manifest
- To provide support, advice and training for all staff working with pupils who have special educational needs so that each individual pupil reaches their full potential.
- To assess and monitor all pupils that have specific needs and to involve the parents/carers

SECTION 3:

5. Identifying Special Educational Needs

5.1 We recognise the importance of early identification and aim to identify pupils' special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is what action the school needs to take. As part of this process the needs of the whole child will be considered.

5.2 The school also recognises that other factors may influence a pupil's progress and attainment, but do not necessarily mean that the pupil has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a pupil to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a looked after child
- Being a child of Service personnel or of traveller families

5.3 A rigorous system of progress monitoring across the school takes place on a regular basis throughout the year. This identifies pupils who are not making expected progress and may

include progress in areas other than attainment, such as social skills. Information on the standards and achievement of pupils with special educational needs is within Raiseonline.

5.4 Sometimes pupils present challenging behaviour. This is not necessarily because they have a special educational need, but should be seen as a form of communication or behaviour that needs to be addressed. All staff have a role to play in highlighting and identifying such possible needs; the pastoral system helps to deal with this challenging behaviour initiating a range of strategies appropriate to the needs of the pupil. Close liaison with the Learning Support Faculty may be required.

6. Promoting social, emotional and mental well-being:

Pupils need to feel valued, confident and secure to make maximum progress in their learning. Darrick Wood School is committed to promoting the social, emotional and mental well-being of our pupils through a range of activities including

- Pastoral programme, form and year activities
- Assemblies, year and whole school
- Social skills groups
- Clubs and extra-curricular activities
- Playground buddies
- Access to a Counsellor
- Mentoring and Supervised drop-in sessions.

SECTION 4:

7. A Graduated Response to SEN Support

7.1 All teachers are responsible and accountable for the progress and development of all the pupils in their classes.

7.2 High quality teaching QFT, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

7.3 Rates of progress against targets (set using FFT, MidYIS and Base Line assessment data) are reviewed for all pupils according to the School's Assessment and Data collection calendar.

7.4 For those pupils who are not making the expected progress a range of interventions can be employed following discussion with teachers on QFT strategies, advice from Learning Support Faculty staff, advice from teaching mentors, in-lesson support from designated staff (LSAs, Learning Mentors etc.) involvement of external agencies as appropriate.

7.5 The needs of all groups, including SEND pupils are highlighted as part of the Schools self evaluation and lesson observation protocols.

7.6 All teachers have access to a wide range of SEND support information on the shared drive of the School's computer network and additional help and advice can always be sought from the SENCo and Learning Support Faculty.

7.7 Before special educational provision is made, the SENCo and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014 (Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Sensory difficulties) with additional guidance for ASC and SpLD. This can also be used to identify appropriate strategies to meet the needs of the pupil. The SENCo may offer advice about effective teaching and learning strategies and interventions that may help to narrow the

gap or accelerate progress. The SEN Liaison Meeting provides a platform to share information and strategies across all departments. General advice from outside specialists may be sought.

7.8 Assess: If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENCo, may take place.

7.9 Plan: Interventions based on the outcome of assessment are planned.

7.10 Do: Delivered by appropriately trained staff. Support may take the form of additional in-class provision or an intervention group to address a particular need.

7.11 Review: the effectiveness of the intervention will be monitored regularly by the class teacher. Individual pupil targets will be reviewed as part of the school's cycle of progress monitoring.

7.12 If, despite support, pupils fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place pupils on the SEN register, in formal consultation with parents.

8. Managing Pupils on the SEN Register

8.1 Where longer term support is required or pupils have a diagnosis of need from an outside professional, parents will be formally informed that their child has been placed on the SEN Focus List. The SENCo, in consultation with the subject teacher, pupil and parents will draw up a support programme that will be implemented via the provision map.

8.2 For these pupils the school will follow the Assess; Plan: Do; Review Process.

8.3 Assess: Involves detailed formative assessment to identify individual barriers to learning. In specific cases this may involve assessment by an external agency.

8.4 Plan: Advice and recommendations incorporated into individual support plan provision map drawn up by the Learning Support Department in consultation with subject teachers and parents.

8.5 Do: Interventions put in place, following recommendations. These interventions will usually be time limited.

8.6 Review: Effectiveness monitored and intervention adapted to meet individual needs – further advice sought where necessary.

8.7 Initial interventions planned as part of QFT are monitored by the class teacher, subsequent interventions initiated through the Assess, Plan, Do, Review process are monitored by the SENCo, and records of interventions are kept through whole school, class and individual provision maps. The effectiveness of interventions is regularly monitored as set out in the Plan, or more frequently for certain interventions. Individual pupil targets are assessed as part of the School's cycle of progress monitoring.

8.8 SEND provision planning takes place and is seen as a whole School responsibility shared between Teachers, Departments and Faculties, the Pastoral team, SENCo and SLT

8.9 While the needs of the majority of pupils will be met from within the school's own resources, some pupils will have a higher level of need. Additional funding to support pupils is available from the LA High Needs Block. To receive additional funding, the school needs to provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Pupil Resource Agreement will involve the school's Educational Psychologist or Specialist Teacher, in consultation with parents and pupil. Thresholds for funding can be found in the Banded Funding Guide. The PRA will be requested by the school and if approved will be issued by the Borough.

8.10 Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

SECTION 5:

9. CRITERIA FOR EXITING THE SEN REGISTER

9.1 Having carried out the graduated approach using appropriate interventions, progress is reviewed. If sufficient progress has been maintained over a period of time, a pupil may be removed from the SEN Focus List if they no longer meet the criteria within the definition of SEND. This is guided by the Borough Banded Funding. Full involvement of parents and the pupil will be sought.

SECTION 6:

10. SUPPORTING PUPILS AND FAMILIES

10.1 Darrick Wood School's SEN Information Report (School Offer), School policy on managing medical conditions can be accessed via the School's website.

10.2 Pupil's needs cannot always be met by the resources available internally within the school, therefore support and advice may need to be sought from External Agencies that provide a specialist service. These will include:

- Educational Psychologist Service
- Social & Communication Difficulties Service
- Bromley Health and Wellbeing Service
- Speech and Language Therapy Service
- Sensory Support Services
- Educational Welfare Officer
- Behaviour Support Team
- Physiotherapy
- Occupational Therapy
- Traveller Support
- Local General Practitioners
- Local NHS Services

10.3 Admissions to Darrick Wood School are set out in in our Admissions Policy and Statement available on the School website. The Admissions Secretary is Mrs P Berry available on 01689 850271 ext.119.

10.4 Examination Access Arrangements are overseen by Mrs S Anderton and Mrs J Lancaster. If a pupils needs meet the stringent requirements as set out by JCQ they may be eligible for special access arrangements, parents are informed by letter if this is the case.

10.5 Transition arrangements are overseen by the SENCo and involve Heads of Department/Faculty and where appropriate the SENCo.

SECTION 7:

11. SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

11.1 The school recognises that pupils at school with medical conditions should be properly supported so that they can 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.

11.2 Some pupils may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

SECTION 8:

12. MONITORING AND EVALUATION OF SEND PROVISION

12.1 Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views.

12.2 The SEND Governor works closely with SENCo and Deputy Head attending meetings throughout the year where SEND issues and provision are discussed.

12.3 Training sessions for Learning Support Department staff will take place at least annually.

12.4 The school undergoes an active process of continual review and improvement of provision for all pupils.

SECTION 9:

13. Training and Resources

13.1 SEN is funded from the Notional SEN budget allocated to all schools, based on prior school attainment and free school meals. This allows for up to the national prescribed threshold of resources to be used for the support of any individual pupil. Additional funding is available from the LA high needs block where it can be demonstrated that a pupil requires a higher level of support.

13.2 The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

13.3 All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCo to explain the systems and structures in place around to the School's SEND provision and practice, and to discuss the needs of individual pupils.

13.4 The SENCo regularly attends the Local Authority SENCo Forums in order to keep up to date with local and national updates in SEND. The SENCo also attends local cluster group meetings to share good practice.

13.5 The school belongs to the following professional SEND organisations, NASEN, and Optimus Education

SECTION 10:

14. Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. Some responsibilities are more defined in accordance with the Code of Practice.

14.1 Head Teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the School's work. He keeps the Governing Body fully informed. At the same time, the Head teacher works closely with the member of SLT responsible for Teaching and Learning.

14.2 SLT Member

The SLT Member oversees the roles of the SENCo, Inclusion Co-Ordinators, and LSAs.

14.3 SENCo

The SENCo has responsibility for the day-to-day operation of the school's SEND Policy and for co-ordinating provision for pupils with SEND ensuring that information runs smoothly

between the Learning Support Faculty and the rest of the faculties in the school. The SENCo, in liaison with the SLT Member, line-manages the LSA team.

14.4 Teachers and Non-Teaching Staff

Teachers and non-teaching staff are fully aware of the School's procedures for identifying, assessing and making provision for pupils with SEND.

14.5 Governors

The Governing body, in co-operation with the Head Teacher, determines the school's general policy and approach to provision for pupils with SEND, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. The Governor with responsibility for SEND is Mrs K Morris.

14.6 Ms C Wilson-Hooper is the designated teacher with specific Safeguarding Responsibility.

14.7 Ms C Wilson-Hooper is the member of staff with responsibility for LAC funding.

14.8 Ms C Wilson-Hooper is the member of staff with responsibility for Pupil Premium.

14.9 Ms C Wilson-Hooper is the member of staff responsible for managing the School's responsibility for meeting the medical needs of pupils.

SECTION 11:

15. Storing and Managing Information

15.1 Documents are stored in the Learning Support Faculty in line with school practice with regard to maintaining confidentiality. Certain information is stored electronically for access by a wider audience of staff as appropriate.

SECTION 12:

16. Reviewing the Policy

16.1 The policy will be evaluated and updated bi-annually by the Governing Body, the Head Teacher and the SENCo.

SECTION 13:

17. Accessibility

17.1 Statutory Responsibilities: The DDA as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

17.2 Darrick Wood School's Disability Equality Action Plan is available on the School's website.

SECTION 14:

18. Dealing with Complaints

18.1 The procedure for complaints about SEND provision is as follows:

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|--------------|--|
| Stage One: | Contact the SENCo |
| Stage Two: | Contact the member of the SLT with responsibility for SEND |
| Stage Three: | Contact the Head Teacher |
| Stage Four: | Contact the Chair of Governors |

SECTION 15:

19. Bullying

19.1 The School's Prevention of Bullying Policy is available on the School's website.

SECTION 16:

20. Appendices

20.1 Further information including the Local SEND offer, school policies (including the Safeguarding Policy and Accessibility Plan) can be found on the School's website:

<http://www.darrickwood.bromley.sch.uk/>