

COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

SEND POLICY

COMMITTEE	Curriculum & Student Matters
NOMINATED GOVERNOR	To be confirmed
SLT RESPONSIBLE	Mr Geoff Turner, Head of Year 7 & SENCO
REVIEW	Every 3 Years, although it may need to be reviewed yearly in the current climate of statutory changes
REVIEW DUE	NOVEMBER 2017
APPROVED BY THE GOVERNING BODY	DECEMBER 2014

Colchester County High School for Girls

SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with Medical Conditions April 2014
- A3 Safeguarding Policy
- A10 Disability Equality Scheme & Accessibility Plan
- A5 Anti -bullying Policy
- Teachers Standards 2012.

This policy is available to be shared with all staff and parents of students with SEND and reflects the SEND Code of Practice 0 – 25 guidance (September 2014).

SECTION 1 PRINCIPLES

The School's approach to SEND operates with the following underlying principles:

- The School aims to give every student the opportunity to develop her potential to the full. It recognises too that all students have their own particular needs and seeks to ensure that each student is able to learn, experience success and feel valued in an environment free from obstacles and prejudice
- The School is committed to ensuring all students receive their full entitlement to a broad, balanced and relevant curriculum regardless of their needs or disabilities
- The school & all staff believe that every teacher is a teacher of every child or young person, including those with SEND.

The School has a designated Special Educational Needs Co-ordinator (SENCO) who is a member of the Senior Leadership Team. The SENCO will co-ordinate, implement and monitor SEND provision across the school to support students and staff. They will be able to communicate to the Headteacher relevant and current information on any student with special educational needs. The SENCO will ensure staff training needs are met. They will communicate staff strategies they need to employ to ensure students' needs are met. The SENCO is supported by a nominated Governor.

SECTION 2 AIMS & OBJECTIVES

The School is committed to:

- Promoting a positive learning environment that challenges, supports and celebrates every student's achievements through an inclusive academic and pastoral curriculum
- To enable all students to become part of our school community irrespective of their individual needs
- To recognise the value of each student and their potential to progress in all areas when individual needs are addressed
- To enable all students to develop personally, socially, morally and spiritually, in order to make a successful transition into adulthood, as well-rounded, confident individuals
- To maintaining high expectations by staff for all students and emphasising the involvement of all staff in responding to the needs of all students.

OBJECTIVES

1. To identify and provide for students who have special educational needs, additional needs or a disability.
2. To work within the guidance provide in the SEND Code of Practice, 2014.
3. To operate a "whole student, whole school" approach to the management and provision of support for special educational needs.
4. To provide support and advice for all staff working with special educational needs students.

SECTION 3: IDENTIFYING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The school recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and as defined in the SEND Code of Practice 2014. The school accepts that a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for use of others of the same age in mainstream schools or mainstream post 16 institutions.

There are four Broad Areas of Need (SEND Code of Practice 2014) for which the school is responsible for planning provision:

Communication & Interaction
Cognition & Learning
Social, Emotional & Mental Health Difficulties
Sensory and / or physical needs

The purpose of the identification of a SEN or Disability need is to establish what action the school needs to take to best support the student; it is not to fit a student into a category. The school identifies the needs of students by considering the needs of the whole student which include not just the special educational needs or disability of the student.

All teachers are responsible and accountable for the progress and development of all of the students in their class. High quality teaching, differentiated for individual students, is the first step in responding to

students who have or may have SEN or a disability. Additional intervention and support cannot compensate for a lack of good quality teaching.

The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement through its School Self Evaluation Process. Members of staff are formally observed every year & where problems are identified robust support is immediately put in place; many more informal observations happen throughout the academic year. Work scrutinies are regularly carried out as part of the quality assurance process in Departments and by SLT.

The school is committed to making certain all teachers are including all students in all lessons & differentiating where appropriate and necessary. Staff will be regularly up-dated on all SEND issues via Staff Meetings and Staff briefings. The SENCO will also up-date relevant staff directly in some cases. The SEND Register will be up-dated and circulated at least twice a year. CPD training around differentiation and other SEND training is regularly offered to staff & departments as part of a CPD programme.

SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

When the school decides to make special educational provision this decision is made with the consideration of teaching staff, the SENCO and the pastoral team. It is important to consider all of the information gathered from within the school about the student’s progress, alongside national data and expectations of progress.

The views and opinions of parents and students are crucial to decisions made about the SEN support put in place.

Stage of provision	Action involved	Who is involved
School Intervention	Provision within the normal differentiated curriculum Internal review within the progress check cycle.	All teachers
SEN Support Students who need Additional School Intervention & Support (SIMS code K)	Special educational interventions and provision provided beyond the normal differentiated curriculum Individual Education Profile and Plan in place with reviews of IEPPs termly and yearly To support this process, the school may ask for support from other agencies to help them with assessment and intervention for students at this stage.	SENCO

Stage of provision	Action involved	Who is involved
EHCP Formerly students with a Statement of SEN (SIMS code E)	LA issues EHCP based on evidence provided by above agencies and the school Individual Education Plans and reviews of IEPs Annual Review of the EHCP.	SENCO

The process by which the school will identify and manage students with SEND status is outlined below:

- Assess
- Plan
- Do
- Review

Assess:

A student may be identified as having a special educational need (SEN) or disability (D) at any stage during their education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention.

Information about a student’s needs may come from a number of sources including:

- Year 7 transition information from Primary School
- Cognitive Abilities Test data
- Screen tests e.g. for reading
- Progress Check and examination result reviews
- Observations and work scrutiny
- Teacher feedback
- Parental concern
- Student self-referral
- Form Tutor or Pastoral concern
- IEP Review.

Plan:

- Using the information acquired decisions are then made by the SENCO in liaison with colleagues regarding whether the provision in place needs to be adapted to allow the student to make better progress / achieve their full potential
- Strategies will be discussed with parents and the student and put into place
- A SEND Student Individual Education Profile and Plan (IEPP) will be formed which will outline strategies and individual targets which will be shared with all relevant teaching staff ensuring consistency of approach
- Changes are reported on the SEND register.

Do:

- All of the planning is in place & being actioned

- Teachers informed of updates/changes on the SEND register and IEP.

Review:

- Progress of all students including those on the SEND Support Register is monitored termly in line with school assessment procedures
- Progress of all students on the SEND Support Register is reviewed termly, or as frequently as necessary as part of a student's IEP
- Reviews are carried out in line with statutory guidance for reviews including seeking advice or information from the school, external agencies, the student and parents
- The decision to remove a student from the SEN register will be a joint one with the School, external agencies, the student and parents.

SECTION 5: SUPPORTING STUDENTS & FAMILIES

- Parents can view the school's SEND Information Report on the school website (Appendix I)
- Parents can view other available additional support services from Essex County Council via their online directory, including their 'Local Offer' (<http://www.essexlocaloffer.org.uk/>) or their appropriate county council.
- The school will endeavour to support all parents in their requests to find additional agencies who might be able to offer their family support outside of the school capacity.
- The school is a selective grammar school; admission arrangements can be found on the school web site
- Parents can contact the SENCO at any time to discuss concerns regarding their daughter, regardless of whether they have SEND status. The school is committed to supporting all parents and students with any SEND concerns.
- If SEND students require access arrangements to allow them to access examinations and assessments, these arrangements are put in place by the examinations officer under the instruction and guidance of the SENCO. The school is bound by the rules and restrictions of the examination boards and specific criteria must be met to allow any access arrangements to be facilitated. If parents wish to discuss any exam access arrangements they must speak to the SENCO.
- Information about SEND students is shared with all staff on the SEND Register; updates to the SEND register are issued to all members of staff
- If a SEND student transfers to a new school the SEND team will contact the new school or education provider to share all appropriate information prior to transition
- The Pastoral Team have a very good transition phase in place for the transition to Year 7; this includes contact and /or meetings with parents and students with SEND, primary school SENCOs and Year 6 teachers. The SENCO would be expected to attend the Annual Review for any Year 6 student due to join the school who has an EHCP.

SECTION 6: SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that students at the school with medical conditions should be properly supported so that they 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

- Some may also have special educational needs (SEN) and may have a statement or EHCP which brings together health and social needs as well as their special educational provision
- Students who have complex medical conditions are registered on the school's medical list & covered by the School Medical Policy.

SECTION 7: MONITORING & EVALUATION OF SEND

The school regularly and carefully monitors and evaluates the quality of provision we offer all students. This is achieved through sampling of parents, students and staff views and questionnaire surveys. Students from all year groups views are sought as part of Student Voice. The school hosts a Parental Voice meeting twice a year where parents can come and speak to the Headteacher or a member of SLT about matters they are concerned with. Parents are able to email the SENCO or Upper/Lower School Pastoral Assistants at any time, and contact them by phone during the hours of the school day.

The SEN Governor meets with the SENCO officially twice a year on Governor Link Days but informal contact is maintained throughout the course of the academic year.

Evaluation and monitoring arrangements as part of the School Self Evaluation Process promote an active process of continual review and improvement of provision for all students.

SECTION 8: TRAINING & RESOURCES

- The School will allocate resources to SEND students based on need, but in accordance with any funding via The School Funding Agreement with respect to students with an EHCP.
- The SEND training needs of all staff are arranged through the SENCO and the SLT member responsible for CPD. Needs are identified through changes at National Level, updates required and responses to staff requests for specific areas of training relevant to the context of identified SEND students
- When specific training is needed to support the needs of an individual student training is delivered to all members of staff who are involved with the student on a regular basis.
- Where possible the school involves the support of external providers to support training needs
- All new members of teaching staff & trainee teachers meet with the SENCO as part of their induction; this is to allow the SENCO opportunity to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students
- The school's SENCO regularly attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND
- The SENCO is part of a Secondary School SENCO network within the local area.

SECTION 9: ROLES & RESPONSIBILITIES

The role of the SEND Governor is to meet with the SENCO on a regular basis. The SEND Governor is able to challenge the SENCO on statistics and the progress of SEND students and request to see any documentation the SEND Governor would like to see to support information given.

The responsibilities of the SENCO include:

- liaising with and advising fellow teachers
- coordinating provision for students with SEND
- monitoring provision for students with SEND through regular feedback from colleagues and parents and meetings as necessary
- overseeing the records on all students with SEND
- liaising with parents of students with SEND
- contributing to the training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies

The Deputy Headteacher is the Designated Child Protection Officer and is also responsible for Looked After Children (LAC).

SECTION 10: STORING & MANAGING INFORMATION

The school recognises the importance of appropriately managing and storing documentation associated with SEND. Documents are managed in accordance with the Freedom of Information Policy A20.

APPENDICES

Appendix I SEN Information Report 2015-2016