



POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Approved by Governors	Autumn 2014	
Review Date:	Autumn 2015	
Review Date:	Autumn 2017	
Review Date	Autumn 2019	

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) 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 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Abbreviations used:

SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
TA	Teaching Assistant
EHC Plan	Education, Health and Care Plan

Section 1: Introduction

1.1 Aims:

George Pindar School believes that all children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

1.2 Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

The George Pindar School community believes that:

- All students are equally valued and the school has high aspirations for all;
- All students are the shared responsibility of all staff;
- All students are entitled to a broad and balanced curriculum which is personalised and focused on outcomes;
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement;
- Early and accurate identification is essential;
- There will be a flexible continuum of provision for pupils with SEND;
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs;
- Staff will be given appropriate training to allow them to meet a wide range of needs;
- Parents will be fully involved as partners in their child's education;
- Students will be encouraged to give their views on what learning is like for them;

- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy.

1.3 Definition of Special Educational Needs and Disability (SEND):

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them.

Students have *difficulty accessing the curriculum* if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents/Carers and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by the appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.4 Curriculum Support [Provision] is achieved by:

1. Identifying and assessing individual student's needs.
2. Reporting of students' needs to all members of school staff.
3. Providing an appropriate curriculum, taking into account National Curriculum and exam syllabuses.

4. Delivering an appropriate curriculum, taking into account:
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
5. Providing learning support through;
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET.
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.
9. Encouraging students with SEN/D to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.
10. Making regular reports to governors regarding SEN/D issues to raise awareness and to aid implementation of processes and procedures.
11. Teaching Assistants and teachers collaborate effectively.

Section 2: Structural Arrangements and Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEND provision is as follows:

2.1

SEND Co-ordinator:

Mrs J. Pettett

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SEND advocate:

Mr J. Cairns

Assistant Headteacher

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Assistant SENDCo:

Mr G. Dalton

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2.2 Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2015) guidelines and school job descriptions.

2.2.1 Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

2.2.2 The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Informing the Governing body.

2.2.3 SEND Coordinator:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Headteacher for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through training and Performance Management.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring One Page Profiles for those with SEND and others, as required.
- Monitoring faculty delivery of the SEND Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.

- Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies,
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Headteacher forwards to the Governors.

2.2.4 Heads of Faculty

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work.
- Ensuring appropriate teaching resources for students with SEND are purchased from Faculty capitation.
- Raising awareness of whole school responsibilities towards SEND.

2.2.5 Subject Teachers:

“All teachers are teachers of special needs”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Learning Support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring One Page Profiles are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school’s procedures for SEND.
- Raising individual concerns to SENDCo or a member of the Learning Support Team.

2.2.6 Learning Support Team Staff:

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets.

- Assist with drawing up One Page Profiles for students, as required.
- Contribute to the review meetings, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate. .
- Attend meetings as required.

2.3 Whole school approaches to meeting the needs of SEND students:

- All staff ensure that SEND strategies are implemented to ensure quality first teaching for all.
- Regular communication takes place between subject teachers, TAs, SENDCo, parents and students to ensure good progress.
- All staff have appropriate access to up to date information about pupils with additional needs.
- The SENDCo and Learning Support Team offer advice on differentiation for SEND to all staff.
- Students are supported alongside their peers whenever possible.
- All students are encouraged to join in extra-curricular activities.
- All students have individualised targets for each subject.
- Provision for students with SEND is reflected throughout school self-evaluation.
- The complaints procedure is transparent and easily available to parents.
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams.

2.4 Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated.
- Additional help will be sought appropriately from outside agencies and specialists.
- Some pupils will have individualised One Page Profiles, behaviour plans, risk assessments or health care plans; some pupils may be allocated a key worker.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need.
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.

- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.
- The school will follow the latest statutory guidance, currently the SEND Code of Practice, January 2015.

2.5 Admission Arrangements

Admission arrangements are outlined in the school prospectus.

2.6 Inclusion

At George Pindar School, all students, irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure and its assessment and rewards systems. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together.

2.7 Complaints Procedures

Initially, all complaints from parents or carers about their child's provision are made to the SENDCo, who follows these up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus may be followed.

Section 3: Identification, Assessment and Provision

3.1 Identification

The school uses the *graduated response* as outlined in The Code of Practice (2015). To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SENZONE and SIMS.

New Intake Students in Year 7.

a) Primary Liaison

Feeder primary schools are visited /contacted throughout the year prior to transfer. The LA notifies school about students who are transferring with EHC plans/Statements in the spring of their year 6. Where practicable, the SENCo attends their Annual Review to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2 tests
- Access Reading Test Interactive (ARTi), Cognitive Ability Tests (CATs)
- Tests undertaken by the SENDCo as identified

Screening in Other Year Groups

Other screening tests are administered when required.

Staff Observation/Referrals

- Members of staff consult with the SENDCo if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and /or additional intervention being undertaken.
- The SENDCo may then ask for additional assessment to be undertaken for other professionals.

Referrals by Parents or Carers

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.

3.2 Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at George Pindar School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCo but will be planned and delivered by teaching and support staff.

Graduated Response

Wave 1 – Quality First teaching by all teaching staff.

Wave 2 - Is initiated where students have failed to make adequate progress as identified by the SENDCo through the assessment arrangements.

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as Literacy and Numeracy
- Small group sessions.
- Appropriate teaching groups /sets with in-class support from a member of the Learning Support Team.
- Personalised curriculum at Key Stage 4.

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They may be requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

Education, Health and Care Plans/Statements

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SENDCo is responsible, on a daily basis, for providing support, allocates students with EHC Plans/statements a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved.

3.3 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by individual reviews, screening tests and through procedures described in the School's Assessment Policy.

3.4 Provision of an appropriate curriculum

It is the responsibility of individual faculties in partnership with the Learning Support Department at George Pindar School to ensure that the requirements of the National Curriculum are met for those students with SEND. For a small number of high need students, a personalised curriculum pathway may be developed

3.5 Provision of Curriculum Support

The Learning Support Department can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection /design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENDCo can assist by:

- Assisting with planning appropriate programmes of work.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support. The withdrawal of students is kept to an absolute minimum, in accordance with George Pindar School's inclusive ethos.

d) In-service Training

- The SENDCo meets with new staff at the school on Code of Practice procedures at George Pindar School.
- Individual faculties can ask for INSET from the SENDCo as required, for specific purposes or generic training.

- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

Section 4: Partnership

4.1 In school

- The SENDCo liaises with the Senior Leadership Team, Achievement Leader, Heads of Faculty and the Pastoral Team. Information and concerns are always discussed with the appropriate member of staff.
- School systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

4.2 Parents

George Pindar School actively seeks to work with parents /carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.
- New parents can attend Open Evenings in the academic year prior to transfer. The SENDCo is available at all Open Evenings and Parents' Evenings.

4.3 Students

George Pindar School acknowledges the student's role as a partner in his/her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the Review process and their views are valued and listened to.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by George Pindar School include (*this is not an exhaustive list*):

- The Educational Psychologist
- The Child and Adolescent Mental Health Service (CAMHS)
- The School Nurse
- The Educational Welfare Officer

- Occupational Therapy
- The SEND Information, Advice and Support Service
- The Pupil Referral Service
- The Enhanced Mainstream School Services for Autism and Specific Learning Difficulties.
- The Sensory, Physical and Medical Team.
- The Specialist Careers Advisor.
- The Prevent Team

4.5 Between Schools

The SENDCo liaises with other SENCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SENCO-network' meetings.
- On the transfer of a student with SEND.

4.6 Transfer Arrangements

- Documentation about special needs included in a student's record is transferred between schools. The SENDCo deals with specific enquiries.
- Additional induction days are arranged as required for all students with SEND and vulnerability factors.

Section 5: Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions;
- Forensic analysis of data examining the progress of different vulnerable groups;
- Learning walks, walkthroughs and pupil voice to evaluate the effectiveness of the strategies used;
- Completion of statutory functions by the SENDCo related to referral for education health care plans, termly meetings and annual reviews;
- Work scrutiny with selected pupil groups;
- Focused monitoring by the SENDCo;

- Attendance and exclusions analysis

The governing body evaluate the work of the school by:

- Appointing an SEND governor who is a champion for pupils with SEND;
- Monitoring data with respect to vulnerable groups;
- Undertaking learning walks in school with a focus on SEND
- Holding the school to account for its use of SEND funding.

Section 6: Links to Government Documentation

Appropriate links to Government documentation are:

<http://www.legislation.gov.uk/ukpga/2014/6/section/69/enacted>

<http://www.legislation.gov.uk/uksi/2014/1530/schedules/made>

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)