

Policy Essential Information

Title: Special Educational Needs and Disability Policy

Date Approved: January 2018

Last Reviewed: January 2018

Next Review: January 2019

Status: Statutory

Delegation: Headteacher

Review Frequency: Annually

Policy Locations: SharePoint

Version number:	2		Target Audience:	All staff / governors / parents and carers
Date authorised:	Jan 2018		Reason for version change:	Review cycle
Date of next review:	Jan 2019		Name of owner/author:	Jennie Smyth

Special Educational Needs and Disability Policy

Statement of intent

Pinner High School is committed to meeting the individual and unique needs of every one of its students so that they develop their full educational potential. We are committed to working in partnership with home schools and parents together with health and social services.

We believe that every teacher, and support staff should be equipped with the skills and expertise to effectively meet the needs of all groups of students. Our programme of CPD prioritises the development of a wide and effective range of practices and strategies so that all of our staff are supported to be innovators in this area.

Integral to our approach is both the curriculum design, and the organisation of teaching and learning, where a focus on 'good or better teaching first' places an emphasis on planning for progression through differentiated activities and resources to achieve often rapid and high levels of progress.

Objectives

Some students will require more support than others to achieve their full potential. A significant proportion will, permanently, or for a period of time, have special educational needs, which impact on their learning and emotional well-being. Pinner High School aims to provide all groups of students with strategies which fully meet their strengths and needs in a nurturing environment, in order to give them relevant and appropriate access to a broad and balanced curriculum, and to provide extra support designated as part of EHC Plans (Education, Health and Care Plans) when this is possible. Information about differentiation is provided through student profiles, and class inclusion profiles which are circulated to all staff and updated throughout the year.

Our school aims to:

- Have the highest expectations of all groups of students including those with SEND;
- Enable every young person to experience success;
- Recognise and celebrate the efforts and achievements of all students;
- Identify barriers to learning and participation, and provide appropriately a individualised which meets students' needs effectively.
- Ensure that all students, whatever their SEN or disability, receives appropriate educational provision through a curriculum that is relevant, differentiated and challenging, and that demonstrates coherence and progression in learning;
- Promote individual confidence and a positive attitude to learning;
- Give students with SEND equal opportunities to take part in all aspects of the school's provision as far as is appropriate;
- Ensure that students with SEND are enabled to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them;
- Identify, assess, record and consistently review the progress and needs of all group of students;
- Ensure that parents/carers are fully involved in planning and supporting the provision for their children;
- Work collaboratively with parents/carers and other professionals and support services to ensure the best outcome for students.

- Ensure that the responsibility held by all staff and Governors under the terms provisions recommended by the 'Children's and Families' Bill is implemented and maintained to the highest standard

Inclusion Team: Staffing

Inclusion Co-ordinator and SENCO
ASD Leader
SEND Governor
Other Adult Support
Therapeutic Approaches

Assistant Headteacher - Jennie Smyth
Maran Dhannie
Nasim Gani
Teaching Assistants
Counsellor/Mentors/External Services

Responsibility for co-ordination of inclusion and SEND provision

Provision for students with SEND is a whole school responsibility.

It is the responsibility of each **teacher** to:

- Plan and provide for students with SEND in their classes, and to be aware that these needs may manifest themselves in different ways in different learning situations;
- To meet the needs of students with SEND;
- Plan activities that enable students with SEND to make progress and experience successful learning outcomes;
- Follow and consistently implement the school's procedures and systems for identifying, assessing and making provision to meet those needs;
- Ensure that they consistently monitor and track the progress of students with SEND;
- Set and share realistic targets with students with SEND that enable them to make measurable steps of progress;
- Ensure that they regularly refer to the information provided by SENCO, and provide feedback when requested;
- Undertake regular training and development, and implement these new or modified practices in lesson planning and delivery to achieve continuous improvement.

The **Governing Body**, in co-operation with the **Headteacher** at Pinner High School will:

- Be responsible for reviewing the policy and provision for students with SEND, and ensure that these are implemented and reviewed;
- Ensure that provision for SEND is an integral part of the school development plan, and implement appropriate staffing and funding arrangements to provide for students with SEND;
- Monitor, evaluate and review provision as part of the school self-evaluation cycle, prioritising future action accordingly.

The Special Educational Needs Coordinator (SENCO) is responsible for;

- Effective liaison with previous schools so that all information about students with SEND is received in a timely fashion on entry and on exit;
- Overseeing the day to day full implementation of this policy;
- Ensuring that an agreed, consistent approach is adopted;
- Enabling staff to identify students with SEND; through publication of student profiles; and disseminating new information provided by health and social care services;
- Carrying out observations of students experiencing difficulties;
- Co-ordinating the provision for students with SEND;
- Supporting training and enabling staff to devise strategies, set targets appropriate to the needs of the students, advising on appropriate resources and materials, and on the effective use of resources and personnel in the classroom;

- Working closely with parents/carers, keeping them informed of provision, and how they can work in partnership with the school;
- Working in partnership with home schools, partners and commissioners, and with outside agencies, arranging meetings and providing a link between these agencies, staff and parents/carers;
- Maintaining the schools SEND register and records;
- Assisting in the monitoring and evaluation of students with SEND through the use of school assessment procedures and any additional assessment as may be required through the home school;
- Contributing to the in-service training of staff;
- Ensuring that all appropriate personnel in the school are aware of the needs of the students and the strategies that they should adopt to support them;
- Working in partnership with home schools to share strategies and best practice to ensure smooth transitions;
- Delivering CPD on pedagogy and strategies to ensure that through effective differentiation, innovative and creative teaching and learning, all groups of students including those with SEND make good or better progress.

Identification of need

Student needs are mainly identified prior to admission to the school. Other or new needs will arise and may be identified through assessments (for example, those conducted by subject teachers or through 'baseline' screening tests). The development of literacy skills is a high priority, and varied interventions, including targeted reading intervention programmes are utilised.

Assessment

- The whole school processes are used for all students including those with SEND.
- Additional assessment work may be carried out according to need.
- Eligibility for exam access arrangements is discussed with students and their families and tested; students found to be eligible are assessed for exam access arrangements, and are also supported in assessment situations leading up to this point.

Monitoring and review

- Progress is monitored through the data provided by the whole school and monitoring and tracking systems.
- Pinner High School places a high priority on the SENCO's role in monitoring and further enhancing classroom practice through involvement in school self-evaluation and joint-practice development (CPD) with staff.
- Provision is reviewed on an ongoing basis, and adjusted according to the needs of the students and the capacity of the school.

Access to the curriculum

- All students have full access to the curriculum, with support as appropriate;
- Some students have additional literacy or numeracy development lessons;
- Staff have access to information about student's needs, and are required to use data effectively to plan appropriately to include all groups of students in their lessons;
- Vulnerable students or those with very low levels of cognitive development have access to additional specific provision (developed around the needs of individual students).

Inclusion of vulnerable students, those with SEND, or those with a disability

- Staff are made fully aware of vulnerable students and those with SEND through the Student Profiles and the information on SIMS and additional information presented through the school's communication systems. It is the responsibility of all members of staff to refer to data to plan for, and to include, all groups of students with SEND in all lessons;
- All activities are available to all students. Additional provision of support is allocated to allow for this according to the needs of individual students;
- Some students may have an individual timetable or special arrangements to allow them to access school;
- The Pastoral team strongly supports vulnerable students and works closely with the SENCO and ASD Leader through weekly inclusion meeting.
- All students are expected to be fully involved in the life of the school, including in the 'Lesson 7' programmes.

Evaluating provision

- The Governing body with the SENCO and Headteacher is responsible for monitoring the effectiveness of the provision made for students with SEND through: the academic and social progress made by the students, the extent to which students develop independence, feedback from parents and students and the contribution to the school community made by the students.
- The school development plan will reflect the provision necessary to meet the needs of students with SEND

Links to support services

- The school works with a wide range of professionals, multi-agency partners and organisations to meet the needs, interests, aspirations and abilities of all students.
- Work with external agencies such as Speech and Language Therapists, Educational Psychologists and Advisory teachers will be discussed in advance with parents and will be allocated on a needs basis in line with the external agencies criteria and thresholds.

Working in partnership with parents/carers

Parents/carers:

- Will be expected to regularly discuss their child's academic learning and personal development;
- Are invited and will be expected to attend or request meetings to discuss provision for their child;
- Will be given advice and directed to other services as relevant;
- Are encouraged to work with their child at home and can be given strategies to help them in this.

Close liaison is maintained between home and school.

We will:

- Enable every student to experience success;
- Promote individual confidence and a positive attitude;
- Ensure that all groups of students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning;

- Give students with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- Ensure that children with SEND have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them;
- Identify, assess, record and regularly review students' progress and needs;
- Involve parents/carers in planning and supporting at all stages of their children's development;
- Work collaboratively with parents, other professionals and support services;
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

Roles and responsibilities of Headmaster, other staff and governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in his/her class to ensure their progress, and to be aware that their needs may be need addressing in different learning situations. All staff are responsible for meeting an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for students with SEND.

The **Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEND;
- Keeping the governing body informed about SEND issues;
- Working closely with the SEND personnel within the school;
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Link Governor** for special educational needs (SEN) will:

- Understand the governing board's responsibilities under the special educational needs and disability (SEND) Code of Practice
- Monitor all aspects of SEN and disability provision and report back to the governing board on these
- Monitor the progress of pupils with SEN and report back to the governing board on these
- Make sure the school ensures that the necessary special educational provision is made for any pupil with SEN
- Make sure that all pupils with SEN join in with the everyday activities of the school together with the children without SEN
- Ensure the governing board is up to date about issues related to SEN and disability
- Make sure the school has a suitable and up-to-date SEN information report and policy and that this is published on the website
- Ensure the school has appointed a SENCO and they have received appropriate training

- Meet regularly with the SENCO to discuss the school's SEN provision, budget and resources
- Ensure that the school is meeting the needs of pupils with SEN and disabilities
- Ensure the school is making reasonable adjustments in line with the Equality Act 2010
- Making sure SEN is considered in any budget discussions
- Attend training on the role of the SEN governor, as appropriate

The **Special Educational Needs co-ordinator** (SENCO) is responsible for:

- Overseeing provision for students with current SEN statements, and future Education, Health and Care Plans (EHC Plans);
- Keeping abreast of the developments on the guidelines from Harrow LA on the change from SEN statements to EHC plans;
- Overseeing the smooth transition of students with EHC plans from KS2-3, KS3 – KS4, and KS4 – KS5;
- Training, developing, supporting and holding teachers accountable for utilising their knowledge and skills to innovate a practice, which ensures that all students with SEND make good progress from their individual starting points;
- Overseeing the day-to-day operation of this policy;
- Ensuring that an agreed, consistent approach is adopted;
- Liaising with and advising other staff;
- Helping staff to identify students with SEND through sharing the student personal profiles and relevant information provided by health and social services;
- Actioning detailed assessments and observations of students with specific learning needs;
- Co-ordinating the provision for students with SEND, including administering reading test;
- Supporting class teachers in devising strategies when necessary, assisting in the drawing up of personal student profiles (PSPs), setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students with SEND, and on the effective use of such materials and personnel in the classroom;
- Liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process;
- Liaising with outside agencies, including Educational psychologists, Speech and Language therapists, Visual and Hearing Impairment specialists; arranging meetings, and providing a link between these agencies, class teachers and parents;
- Maintaining the school's SEND register and records;
- Assisting in the monitoring and evaluation of progress of students with SEND through the use of school assessment information, e.g. class-based assessments/records and so on;
- Contributing to the in-service training of staff;
- Liaising with the SENCOs in local schools to help provide a smooth transition;
- Work in partnership with home and other schools within HCTSA to review and share good practice;

Class teachers are responsible for:

- The progress of students with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion;
- Making themselves aware of this policy, and the procedures for identifying, monitoring, supporting, and ensuring the progress of, students with SEND;
- Giving feedback to parents of students with SEND.

Learning support staff should:

- Be fully aware of this policy and the procedures for identifying, assessing, making provision, and ensuring the progress of, students with SEND;
- Use the school's procedures for giving feedback to teachers about students' progress and responses to tasks and strategies.

Arrangements for complaints

Should students or parents/carers be dissatisfied with any aspect of provision, they should discuss the problem with the SENCO and follow the complaints procedure.

Arrangements for monitoring and evaluation

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities, such as:

- Monitoring of classroom practice by the SENCO and subject co-ordinators;
- Analysis of student tracking data and test results for individual students and cohorts;
- Value-added data for students on the inclusion register;
- Termly monitoring of procedures and practice by the SEND governor;
- Annual SEN/EHC plan reviews, evaluations of the success of the school's approach, and other parent/carers feedback.