



SEND Policy

This policy is written in line with the requirements of:-

- Keeping Children Safe in Education 2016
- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies:

Behaviour/Discipline Policy, Assessment Policy, Safeguarding Policy, Homework Policy, Complaints Policy and Accessibility Plan

This policy was developed with parents/carers, representatives from the governing body and parents of children with special educational needs and will be reviewed annually.

Definition of SEN

The Special Educational Needs Code of Practice 2014 states that a child, or young person, has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

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

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to, or different from this. This is special educational provision under Section 21 of the Children and

Families Act 2014. We use their best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

1 The kinds of special educational need for which provision is made at SOUTHBOROUGH HIGH SCHOOL

Southborough High School is an Academy that caters for boys aged 11-16, and also has a mixed 6th form, in the south of the borough of Kingston.
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

At Southborough we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need:

- Learning difficulties including students with specific learning difficulties such as Dyslexia and Dyspraxia and Dyscalculia those students with global learning difficulties with slow processing and cognitive difficulties.
- Students who have had speech language and communication difficulties affecting both receptive or expressive language development and those students including those with Autistic spectrum disorders such as full blown Autism and those who are higher functioning with Asperger's syndrome.
- Students who have had emotional behavioural difficulties either caused by a mental health disorder or by their particular social circumstances or the fact they have been traumatised in early childhood and have been emotionally damaged or have severe attachment disorders.
- Students with physical and or sensory difficulties such as visual impairment, hearing impairment or sensory impairment.
- Those students who have chromosomal disorders causing them to have physical disorders such as Downs syndrome of dystonic muscles.
- Students who may have been starved of Oxygen at birth and/or have suffered a stroke with a right or left sided hemiplegia

- Students with mild cerebral palsy or with muscular dystrophy causing them to be in a wheel chair.
- Students with complex needs who may have learning physical behavioural and emotional needs on top of learning difficulties.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs/Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

2 Information about the policy for identification and assessment of pupils with SEN

At SOUTHBOROUGH all subject teachers monitor the progress of all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points such as Cognitive Assessment Tests (CATS), Young's parallel spelling age, NFER and STAR reading comprehension ages/ reading age, all used in years 7-9 . Edinburgh reading 4 and the Wide range Reading Assessment WRATT4 from year 9 and above. At least four times a year students are assessed in all subjects using National Curriculum Criteria.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are; Reading programmes in year 7 & 8, paired reading with a 6th form mentor, Extra Maths session with the Maths Department, Pupil Premium Catch-up, Accelerated Reading groups, Dyslexia Strategy for spelling, organisation and writing, 1:1 Mentoring. All provision is based on student need

Despite high quality targeted teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined/revised if necessary. At this point, because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Students are regularly reviewed by their Heads of Year, subject teachers in liaison with the teaching Assistants and the SENCO.

Where necessary the school will support the parent with their child from help with homework to accessing other agencies through the Common Assessment Framework. Where the school has tried many strategies and they have not worked the child may be referred to the Educational Psychologist or the speech and language therapist or to FASS or FACT which are Child and Adolescent Mental health professionals. All of these measures to help work with parents to ensure that their child receives the help that they may need.

3a How we evaluate the effectiveness of the provision made for pupils with special education needs with or without a statement of special educational needs/ Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with or without a statement of special educational needs/ Education, Health and Care Plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked at least four times a year. In addition to this, some pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

3c The school's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

***'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'* (CoP 6.34)**

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring /precision teaching/mentoring, small group teaching, use of ICT software learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The subject teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

In each year we have a Head of Year who is a teacher and a Pastoral Support Officer (PSO) who supports the Head of Year. The Head of Year and the PSO support the student ensuring that their organisation of learning is in place and that they are making progress term on term. The Head of Year will deal with all pastoral issues and ensure that students are behaving and doing as

we would wish them too. All students regardless of their needs are expected to follow the school's behavioural code.

Students with medical needs are on a register and those with significant medical issues have an individual plan with a named person who knows all about their condition and what to do and who to call in an emergency. The school has a policy where ALL medicines have to be handed into reception and they keep spare epi pens and inhalers for individual students in a safe place. All students who require personal care have plans with named adults as responsible carers. All parties are aware of their roles within this.

The school has a clear behaviour policy and this is led by the Assistant Headteacher, attendance and behaviour. In each class there is a clear procedure for behaviour and all students are quickly made aware of the expectations of the school. All teachers and support staff are clear as to their roles and follow the same procedure.

Exclusions in school have been significantly reduced due to the pastoral and inclusion support available within the school. Attendance has long been an outstanding feature of the school and is well above the national average.

3d How the school adapts the curriculum and learning environment for pupils with special educational needs

At Southborough High School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs/ Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

Identifying SEN in schools

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements:

Buildings

A new canopied dining area

Free Wi-Fi
 New windows
 Climbing wall
 High quality basketball hoops
 High quality football goals
 Table Tennis tables
 The Courtyard Garden
 New artwork
 Room refurbishments
 New lighting
 Security fencing
 New desktop computers
 Astroturf and cricket nets

The curriculum

Training of middle leaders
 A group of staff were trained to be student learning mentors in order to raise levels
 TA training is ongoing

The identified aspects of the school that need to be need to be improved during 2014-2015 - continued refurbishment of classrooms and a new heating system

The five curriculum areas for this year will be under the following headings

Curriculum
 Leadership (including middle management)
 Assessment Feedback /Marking
 Achievement
 Progress

Training

There will be ongoing training this year related to the above school priorities. All TAs are taking part in an Assessment for Learning initiative in which they will work closely with a subject teacher in order to maximise student outcomes.

3e Additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEN pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEN and

evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the young person lives.

The Headteacher has the final say in the use of the personal budget within the school.

3f Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at Southborough High School are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

A vast range of extra-curricular activities take place every day of the school week ranging from a wide variety of sports activities both during the school day and after on every day of the week. This is the same for Art, Drama, Music, Science and Technology activities. There are also a wide variety of activities that provide a level of social integration and support for more vulnerable students. All students with needs including those with SEN are encouraged to take part in all activities. There are a few clubs available especially for the more needy students who find life on the playground intimidating.

3g Support that is available for improving the emotional and social development of pupils with special educational needs

At Southborough High School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, SEAL, tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following e.g. access to counsellor, mentor time with member of senior leadership team, external referral to CAMHs, time-out space for pupil to use when upset or agitated etc.

Pupils with emotional and social needs, because of their special educational needs, will be supported to enable them to develop and mature appropriately. We are interested in hearing parents/carers and pupils' views.

We often seek pupil's views about their support and the impact they feel it is having on their work. Student's opinions are solicited through individual evaluations to representation at the student council meetings. We have a bullying procedure laid down and it is revisited with both victim and perpetrator at regular interval up to three months after the incident has taken place.

Children and young people with SEN are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. Peer support systems are in place in addressing bullying behaviour, as well as raising awareness of SEN for everyone in the school community.

4 The name and contact details of the SEN Co-ordinator

The SENCO at Southborough High School is **Jenni Lee-Potter**, who is a qualified teacher and has been a SENCO continuously since before 1 Sept 2009 and is not required to undertake the National Award for SEN Co-ordination. She has 15 years of experience of having worked in the special school sector with adolescents and also holds the following qualifications: - Cert Ed Music, Ad Dip CDT, BDA part one, Ad Dip SEN in Specific learning difficulties and Assessment, Testing and Management in SEN and an MA in professional studies SEN, with the focus being on students with Autistic Spectrum disorders, Emotional Behavioural difficulties and the Development of reading skills for all students with learning, language and communication difficulties .

Jenni Lee-Potter is available on [0208-391 4324 x 25](tel:0208-3914324) or jleepotter@southborough.kingston.sch.uk

The best times of contact are from 8am to 8.20am, 12.30pm to 1.15pm or after 3.05pm, except on Mondays. She is available at others times in the day but these are not guaranteed. Please leave a message on the phone and she will get back to you as soon as possible

5 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training

INSET given by the SENCO about year 7 students with needs (annually)

INSET on students with literacy issues (twice yearly).

INSET from outside agencies on some aspect of special needs (Yearly) Access to the schools, enhanced Inclusion register and INSET on how to use it (annually)

SENCo visits Department clusters

SENCO class observations

Strategy on individual students through e mail and staff bulletins. (Please note that as the school staff intake is very small staff have a good deal of expertise)

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are; St Phillips and Bedelsford School , Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, Teaching and Learning Advisors etc.

6 How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Southborough are invited to discuss the progress of their children on a number of occasions a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN/Education, Health and Care Plan will be invited to contribute to and attend an annual review which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in their education

When a pupil has been identified as having special educational needs, because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at Southborough High School are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the Class teacher/or the Head of Department or the Inclusion Policy SEND Jan 2020

Manager and if the issue is unable to be resolved the Head of Attendance and Safety, then the Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. (See the Complaints Policy on the school website.)

10 How the Governing Body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service for x days per year
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services/Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service, etc (Dyslexia consultants?)
- Membership of professional networks for SENCO e.g. NASEN, SENCO forum, etc
- School Nurse

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services).

EnhanceAble, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

They can be contacted on:

HELPLINE: 020 8547 6200

Website: www.enhanceable.org

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

The school enjoys good relationships between local feeder primary schools. Teachers and pupils are encouraged to enjoy taster experiences from year 4 onwards and some students in year 6 enjoy coming to the school on an extended basis in order to gain expertise in subjects such as Maths, Art, Science and Music. We also encourage year 6 parents to come to a friendship day normally in April so that they can experience the school first hand. All students are encouraged to attend including those with needs. At Southborough High School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The Head of year 7 and the SENCO visit all students in year 6 prior to them coming to school and those who need extra visits to quell their anxiety or because it takes them longer to familiarise themselves because of their special need are encouraged to do so in order that they recognise a friendly face for their taster day in July. Students with needs are encouraged to take part in summer school, again with a key member of the year 7 staff in order to familiarise themselves with staff and the building. The SENCO usually having visited the Primary school will often have met separately with parents, seen them on open day, attended the local authority's handover day and talked over with the primary school teacher/ SENCO the needs of the child. This then translates into the first day back when she gives INSET to the whole staff on the needs of the new year 7 students. In the first couple of weeks all students are supported by the TAs to ensure that they have as good a start as possible.

If a student with needs enters school partway through a term, they are assigned to a group with a level of support that they can access and the TAs liaise with classroom teachers /SENCO to ensure that the student is correctly placed in the right class. The SENCO may ask the child to carry out a Reading/Spelling /aptitude to Dyslexia test dependant on the transfer records of the student.

We also contribute information to a pupils' onward destination by providing information to the next setting. When a student reaches year 11, once they have decided on the next route things such as the student records/SEN file, Access arrangements are shared with the SEN staff of the next educational destination and often both a verbal and written handover conversation takes place. This procedure also happens if the student moves school.

If a student reaches a transition stage and they are not sure about what they want to do, then a TAC meeting is called and the youth careers service

engaged to help the student find a suitable placement if not staying at school.

13 Information on where the Local Authority's local offer is published

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The Local Authority's local offer is published on their website and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

We will publish information on our website about the implementation of the SEND policy. The information published **will** be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.

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Policy – reviewed annually

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