



Idsall School

Special Educational Needs

and

Disability (SEND)

Policy

Reviewed and updated Sept 2017

C. Cork

IDSALL SCHOOL SEND PRINCIPLES

As defined in the SEND Code of Practice 2014, a pupil has SEND

‘Where their learning or disability calls for special educational provision, namely different from or additional to that normally available to pupils of the same age’ (6.15)

Idsall monitors the progress of all students and will identify students whose progress is:

- ‘significantly slower than that of their peers starting from the same baseline’
 - ‘fails to match or better the child’s previous rate of progress’
 - ‘fails to close the attainment gap between the individual student and their peers’
 - ‘widens the attainment gap’
- (6.17)

In particular we endeavour to monitor all students who are not making adequate progress in the four areas specified in the Code.

- Communication & Interaction (6.28/6.29)
- Cognition & Learning (6.30/6.31)
- Social, Emotional & Mental Health(6.32/6.33)
- Sensory and/or Physical Needs(6.34/6.35)

We believe in the principles of inclusive education and the vast majority of students are fully integrated into all mainstream classes.

We believe that all practitioners are teachers of students with SEND and that the majority of student needs can be met within the classroom through high quality teaching and appropriate differentiation and in-class intervention.

Idsall recognises the right of the student with SEND to access a broad and balanced curriculum and that teachers set high expectations of every student, however it also recognises that a small number of pupils, whose needs are exceptional, will still benefit from access to a more specialist environment either in school or out.

We believe in equality of opportunity for all and understand we must make reasonable adjustments to meet the physical, emotional and intellectual needs of all students under the duties outlined in the Equality Act 2010.

We work closely with all parents to listen to their views so as to build on students’ previous experiences, knowledge, understanding and skills so that their child can develop in all aspects of the curriculum.

In addition we work with the students to develop their own picture of their needs and the support that they find most beneficial.

Students with SEND are fully integrated into the life of the school and the curriculum; we recognise the strengths of every individual as well as any areas for development. We aim to ensure that all students contribute to the social and cultural activities of the school.

The persons responsible for SEND at Idsall are:

- All staff
- Ms C. Cork – SENDCO/Assistant Headteacher
- Mr P. Bourton – Headteacher
- Mr D Brammer – Governor

1. AIM

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and set challenging targets for all our students. We deliver a broad and balanced curriculum for all students enabling them to aspire for the best opportunities as they enter adulthood. We focus on the outcomes of our students and not solely on hours of provision and support.

How will we achieve our aims?

- We will identify through the Whole School Monitoring system and individual staff feedback, the students whose progress is inadequate or insufficient
- We will work within the guidance provided in the SEND Code of Practice 2014
- We will operate a Whole School approach to the management and provision of support for special educational needs – always considering the ‘pupil as a whole’
- We will provide support and advice for all staff working with special educational needs
- We will work in partnership with students and parents to enable all students to aspire to achieve their best

2. IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Idsall School endeavours to monitor all students who are not making adequate progression in the four areas specified in the SEND Code of Practice 2014:

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

This policy should also be read alongside ‘The Idsall Local Offer’ which demonstrates how we identify, assess and support these areas of difficulty appropriately and effectively.

We recognise individual strengths and look to use well-evidenced interventions to allow our students to grow.

Our partnership with parents is key in the development of interventions to meet the need of the 'whole child' to enable their child to achieve their best, become confident individuals and make a successful transition into adulthood.

We also recognise that consideration needs to be given to other factors which may impact on progress and attainment but are not SEN

- Disability – the school will make 'reasonable adjustments' as defined under Disability Equality Legislation
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium funding
- Being a Looked After Child
- Being a Child of Servicemen/women

3. A GRADUATED APPROACH TO SEN SUPPORT

- At Idsall we provide high quality teaching. This is regularly reviewed by Senior staff and Middle Leaders
- The class teacher is the first step in identifying students who are at risk of not making adequate progress. Teachers are responsible and accountable for the progress and development of pupils in their class – those pupils who are at risk of underachievement should, in the first instance, be receiving appropriate interventions/differentiation and good quality personalised teaching. This is 'Quality First Teaching'
- Through staff appraisal and a proactive approach towards Teaching & Learning at Idsall we look to provide staff with appropriate opportunities to improve their understanding of strategies to identify and support vulnerable students and knowledge of the areas of SEN frequently encountered
- In considering whether a student needs special educational provision we will look at the overall desired outcomes – the teacher and SENDCo considering all the information within school, National data and expectations of progress. This will then determine whether something *different or additional is required*.
- Classroom teachers, where progress is not being made at the expected level, will be working on a graduated cycle of **ASSESS** – Assessments of students, **PLAN** – Planning for any additional in-class intervention, **DO** – Implementing intervention and then **REVIEW** – Reviewing the impact of the in-class work before a student should be identified as SEN

4. THE SEND LIST

- The SEND List is reviewed termly following the completion of the Whole School assessment and monitoring progress
- Parents are informed of consideration to changes of the level of input (increase or decrease) their child will receive - a discussion with the parent and child will be key in this process
- Students with Education, Health & Care Plans will have a Pupil Plan – The Plan, in agreement with parents and students, will agree what the students (and parents) feels supports them and suggests strategies for use in the classroom by the teacher
- The Pupil Plan will have termly targets specifically looking at the identified areas of difficulty; progress will be against the expected outcomes. This review will take place by the Support for Learning Team and teaching staff as appropriate.
- Students at SEN Support also have Pupil Plans – these students may receive additional input through external services
- Idsall works effectively and proactively with a wide range of services when it is felt specialist advice is required. These services include:
 - Educational Psychologist
 - Learning Support Advisory Team
 - Private Dyslexia Assessor
 - ENHANCE
 - Targeted Youth Service
 - Sensory Inclusion Service – visually and hearing impaired students
 - Behaviour Support
 - Occupational Therapy Service
 - Speech, Language & Communication Service
 - CAMHS
 - Autism West Midlands
 - Family Information Service
 - Lifelines (Bereavement Service)
 - Independent Careers Adviser
 - FutureFocus (Telford & Wrekin Careers service)
 - Early Help Team/COMPASS

- Child in Need Team
 - Diabetic & Epilepsy Nurses
 - Shropshire Carers
 - Woodlands School
 - Education Welfare Officer
 - Family Support Worker
 - Looked After Children Teams (Virtual schools)
 - Multi Cultural Service
- Many of these services are now 'traded' and the school has a Service Level Agreement in place for some services who we use more regularly. Service Level Agreements are arranged by the School Business Manager, Mrs V. Hulme
 - The School Business Manager manages all aspects of the School Budget including that of Special Educational Needs
 - The school engages some multi agencies through the Webstar and ECINS system for Shropshire or via the CAF/TAC process and the Early Help Hubs for Telford
 - Parents/students have the opportunity to discuss the completion of a Webstar, CAF/TAC to ensure the request for service and intervention meets the individual needs of the student

5. PARENTS INFORMATION

- Idsall has a 'Special Educational Needs and Disabilities' section on the school website and it provides links for parents to our:
 - SEND Information Report
 - Idsall 'Local Offer'
 - SEND Policy
- Parents can also access other school policies including our Admissions Policy via our website
- Idsall School Examination Officer is Mrs A.M. Evans and the senior member of staff leading on Whole School Monitoring and Assessment is Mr D. Crichton, Deputy Headteacher

6. MANAGING AND SUPPORTING STUDENTS WITH MEDICAL CONDITIONS AT IDSALL

- The school recognises that pupils at 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 make 'reasonable adjustments' to comply with its duties under the Equality Act 2010
- Some students may also have special educational needs and may have a Education, Health and Care Plan (EHCP) which brings together health and social care needs
- The policy for supporting students with identified medical needs is available to parents and was drawn up by our Lead First Aider, Mrs K. Lorimer, in consultation with relevant health professionals and relevant parents – it is available on the school website. Health Care plans are retained at the school office with specific individual student advice.

7. MONITORING AND EVALUATION OF SEND

- Monitoring and evaluation of SEND is through regular contact with parents
- The SEND Policy is subject to annual review and should be read alongside other school policies
 - Teaching & Learning Policy
 - Monitoring & Assessment Policy
 - Behaviour Policy
 - Anti-Bullying
 - SRE (ID) Policy
 - Child Protection Policy
- The Link Governor completes an annual SEND report
- There is at least an annual visit from the SEND Governor

8. WIDER ROLES AND RESPONSIBILITIES

- Mrs Z. Wright – Support for Learning Co-ordinator
- Mrs J Laing – SEND Examination Access Arrangements
- Ms C. Cork – Designated Child Protection Officer/Designated LAC Lead
- Mrs E. Stevenson – Pupil Premium & LAC Funding
- Mr D Crichton – Whole School Assessment and Monitoring
- Mrs V Hulme – Business Manager
- Mrs K. Lorimer – Medical Needs
- Mrs A.M. Evans – Examinations

9. REVIEWING THE SEND POLICY

- The SEND policy is subject to a regular cycle of monitoring evaluation and review
- The SEND policy should also be read alongside the Behaviour and Equal Opportunities/Accessibility policies
- The Governors receive an amended/updated policy annually
- All appropriate records should be kept, available for parents and will provide information to new teachers, schools or further educational establishments

10. ACCESSIBILITY

- Idsall has a duty under the Equality Act 2010 to increase its accessibility for disabled pupils
- Idsall has an Accessibility Plan which outlines its strategies
- We endeavour to offer all curriculum opportunities and activities available to all students and make reasonable adjustments where necessary to ensure Idsall's ethos of being an inclusive environment is sustained
- In September 2014 a new 'ramped' area to enable an easier access to the science/technology area was installed – there is an ongoing building development programme to 'ramp' further areas/doorways around the school
- In September 2016 there were some site adaptations to improve access for students and visitors with visual impairment
- Staff receive input from the Hearing and Sensory (Visual) Team to enable them to adapt their teaching methods and confidently use hearing monitors and adapt materials or the learning environment to support students with visual impairment
- Parents of students with disabilities receive information through letter, web-site, text and e-mail and sometimes through a follow up telephone call depending often on their preferred method of communication

11. PROCEDURES FOR CONCERNS

We endeavour to do our best for all students but if there are any concerns we encourage those concerned to approach, in the first instance, the Support for Learning Department directly and then if unresolved, the Headteacher. A response will be made as soon as possible.

Parents/carers are informed about IASS (Information, Advice & Support Service) so that they can obtain support, advice and information if they wish.