



# The Stourport High School & VI<sup>th</sup> Form College

## Special Educational Needs & Disability (SEND) Policy

### Philosophy

The Special Educational Needs and Disability Code of Practice 2015 states that a child or young person has Special Educational Need (SEN) if they have learning difficulty or a disability which calls for special educational provision to be made. This may be when a young person has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions.

The updated Code of Practice (January 2015) recognises that many children and young people with SEN may have a disability under the Equality Act 2010. The Act defines a disability as '*...a physical or mental impairment which has a long-term and substantial adverse effect of their ability to carry out normal day to day activities*'. 'Long-term' is defined specifically as one year or more. This definition includes sensory impairments, long-term health conditions such as asthma, epilepsy or diabetes. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The revised Code of Practice (2015), states that '*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.*'

### Principles

We have high aspirations and expectations for all learners, including students with SEN and/or disabilities. All learners are entitled to an appropriate education, appropriate to their needs, delivered with high standards and enabling them to fulfil their potential.

Our aim for all students is inclusion, ensuring that they have access to a broad and balanced mainstream education, personalised and adapted at Wave 2 (Intervention via 1:1 or small group work within and outside of the classroom) and Wave 3 (where outside agencies are involved with a child) as appropriate in order for each student to achieve success.

We recognise that appropriate support and intervention will enable all students with additional educational needs to experience and enjoy positive achievement. We aim to:

- ensure that all students, whatever their special educational needs or disability receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated.

- identify students with special educational needs and disabilities in order to ensure that their needs are met.
- work, teaching methods and resources will be provided to suit the individual needs of students.
- ensure the students with special educational needs and disabilities have access to all the activities of the school.
- ensure parents/carers are informed of their child's special needs and there is effective communication between parents/carers and school.
- ensure learners express their views and are fully involved in decisions which affect their education.
- promote effective partnership and involve outside agencies where appropriate. Students will receive appropriate careers guidance and transition support.
- ensure that staff will be trained and supported to maintain a high standard of SEN provision.
- provide regular evaluation and review of the SEND provision.

## **Practice**

It is the responsibility of all teachers to meet the needs of students with additional learning needs, through Quality First Teaching in the classroom and a whole school approach to SEND:

- All teachers are teachers of students with SEND. Teaching such students is therefore a whole school responsibility, requiring a whole school response.
- The Special Educational Needs & Disability Policy provides for integration of students with SEND throughout the school and for their right of access to the curriculum.
- All teaching and non-teaching staff should be fully aware of the school's procedure for identifying, assessing and making provision for students with SEND.
- All teachers should be aware of the range of needs that might arise in their classroom.
- All teachers should be responsible for the appropriate differentiation of materials used in their lesson.

To achieve the above, all teachers will have access to specialist help from the SEND Department in order to:

- develop assessment strategies;
- create appropriate materials;
- support students with Special Educational Needs.

Wave 2 interventions are coordinated by the SENCo and are offered through the LLC (Literacy Learning Centre), NLC (Numeracy Learning Centre), through the Nurture unit, Focus and through Alternative Curriculum provisions. Wave 2 interventions also includes Learning Support Assistant (LSA) provision within lessons and/or breaks, lunches and to support extra-curricular clubs.

Wave 3 interventions, involving external specialists, are coordinated by the SENCo. The type of intervention will be determined by the specific individual needs of students.

The following staffing structure is in place:

- SENCo and Alternative Curriculum Manager
- Assistant SENCo KS3/4 and Numeracy Learning Centre (NLC) Teacher
- Assistant SENCo KS5
- Nurture Teacher
- Access Learning Strand Teacher
- Literacy Learning Manager (LLC)
- Alternative Curriculum Lead LSA
- Learning Support Assistants

In addition, the following staffing structures are in place across the school:

- School Counsellor
- Student Support Intervention Co-ordinators (delivering SEAL and other social, emotional interventions)

## **Procedures**

### **Role of SENCo:**

- Overall responsibility for the successful running of the Department - all aspects of SEND and Alternative Curriculum;
- Liaises with outside agencies and providers of Wave 3 interventions;
- Liaises with Directors of Learning (DoLs) and Senior Leadership Team (SLT) to identify/monitor students with SEND and to support the provision of tracking and monitoring data;
- Ensure that Annual Reviews of Statements, Educational Healthcare Transfers and all statutory progress reviews are carried out in accordance with the SEND Code of Practice;
- Make applications for statutory assessment where required;

- Ensure that SEND students' provision is identified and that targets are reviewed via Individual Educational Plan's (IEPs);
- Ensure that the necessary access arrangements for examinations are made for those who need them.

### **Role of the Alternative Curriculum Manager:**

- Responsible for raising standards and narrowing the gap, the delivery of the Key Stage 4 (KS4) Access Course for SEND students;
- Responsible for organising Alternative Curriculum outside of school as appropriate;
- Liaises with outside agencies as appropriate.

### **Role of Access Learning Strand & Nurture Teachers:**

- Raise standards and close the gap for all identified students with SEND;
- Liaise and work with core Faculties to ensure appropriate curriculum is provided for SEND students;
- Identify students who are not able to access mainstream lessons/make progress despite support and/or differentiation;
- Liaise with LRC classroom teacher to deliver appropriate short-term intervention programmes for the above students;
- Deliver aspects of the KS4 Access Course;
- 'Nurture' tutor group for students with coping difficulties.

### **Role of LLC & NLC Teachers:**

- Raise standards of literacy and numeracy by closing the gap for all identified SEND students who attend the LLC and/or NLC;
- Provide individual numeracy, reading, spelling and writing programmes for students in Key Stage 3 (KS3) and 4 (KS4);
- Monitor progress of students against entry baseline testing;
- Communicate effectively with all parents/carers;
- Communicate effectively with staff in the English and Mathematics Departments;
- Train staff on up to date numeracy, reading, spelling and writing strategies.

### **Role of Alternative Curriculum Provision (outside school provision) LSA:**

- Monitor the achievements and success of SEND students completing offsite courses;

- Liaise with the ContinU Plus Academy to consider additional alternative curriculum provisions that could benefit SEND students.

### **Roles of Grade 3 LSAs:**

- Deliver individual/group programmes to improve literacy and numeracy by raising standards and narrowing the gap;
- Organise and monitor in class support.

### **Roles of LSA Team:**

- Use subject knowledge and skills to improve access for identified SEND students by raising standards and closing the gap;
- Monitor progress and set challenges to improve achievement;
- Assist with planning and differentiation as appropriate.

### **Performance will be judged by:**

The effectiveness of the Special Educational Needs & Disability Policy will be monitored and reviewed through:

- Formal assessment procedures e.g. school Progress Checks and by Raiseonline data;
- Annual reviews of Statements and Educational Health Care Plans;
- Informal reviews and contact with students, parents/carers, etc.;
- Feedback from LSAs and teachers;
- Internal and/or external department review as part of the school monitoring cycle;
- Year Group, War Cabinet and Progress Meetings.