

Batley Girls' High School – Visual Arts College

Policy Document

***SEN/D Policy***

Produced by: GEH/MKi

Date: May 2016

Date of review: May 2017



**Policy Name: SEN/D**

**Person Responsible: Mrs Michelle Kilburn**

<b>Policy Type:</b>	<b>Statutory/Advisory: Statutory</b>	
	<b>Signature</b>	<b>Date</b>
<b>Assessed against Equalities Act 2010 by:</b>	Michelle Kilburn:  Gillian Hughes:	10 <sup>th</sup> May 2016
<b>Signature of Chair of Governors:</b>		
<b>Signature of Co-Heads:</b>		
<b>Next Review Due:</b>	May 2017	

**Policy Written in Consultation with: Tick as appropriate**

<b>Staff</b>	<input checked="" type="checkbox"/>	<b>Unions</b>	<input type="checkbox"/>	<b>Students</b>	<input checked="" type="checkbox"/>	<b>Parents</b>	<input checked="" type="checkbox"/>	<b>Other</b>	<input checked="" type="checkbox"/>
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**Comment:**  
 In reviewing and amending this policy we have taken into account comments made by students, parents and outside agencies during review and other meetings. The 'other' input/advice has come from outside agencies such as Educational Psychologists, SENACT, members of the Visually Impaired and Hearing Impaired Services.  
 We have also sought to consider best practice in other organisations.

**We believe that every child and young person has the right to expect a good education and the support they need to become independent adults and succeed in life.**

## **Information about the school**

Ofsted states that:

- The school is a larger than average sized secondary school.
- A larger proportion of disabled students and those with special educational needs are supported through school action than found nationally. The proportion of students supported through SEN support or with a Education Health Care Plan (EHCP)/ statement of special educational needs is below average (see Appendix ii)

As a school, we firmly believe that every teacher should be a teacher of special needs and disabilities and anticipate that our positive whole school approach means that a wide range of needs will be met.

## **Definition of Special Educational Needs**

The SEN and Disability Code of Practice (2014) defines special educational need in the following terms:

*A child has a SEN/D if he or she has a learning difficulty or disability which calls for educational provisions to be made for him or her.*

*A child has a learning difficulty or disability if she has a significantly greater difficulty in learning than the majority of children her age or she has a disability which prevents or hinders him making use of facilities of a kind generally provided for others the same age.*

## **1) AIMS OF THE SEN/D POLICY**

The aims are

- To ensure that all students have access to a broad and balanced curriculum
- To ensure students receive a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all students requiring SEN/D provision as early as possible in their school career and ensure that the effectiveness of this provision is tracked and assessed regularly.
- To ensure that students with SEN/D take as full a part as possible in all school activities
- To ensure that parents of students with SEN/D are kept informed of and involved in their child's progress and attainment through open and positive lines of communication and annual review meetings.
- To ensure that students with SEN/D are involved, where practicable, in decisions affecting their future SEN/D provision

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties. As a school we believe that it is important to have high expectations of all students, including those with special needs and disabilities. We passionately believe in our responsibility to prepare our students for life beyond Batley Girls' High School and post 16 Education.

We agree with Ofsted (2006, *Inclusion: Does it matter where pupils are taught?*) that what makes most difference to higher outcomes for students with SEN/D is effective teaching, effective feedback, target-setting and tracking by their class and subject teachers. We have therefore tried, wherever possible, to support students with SEN/D through our regular whole-school systems for setting targets for all students, and monitoring their progress. Much of the evidence of the impact of our support for students with SEN/D, and the systems that support that impact, is therefore located within regular school systems such as:

- a) Tracking data on student progress for all students
- b) Differentiated curriculum planning and Quality First Teaching
- c) Personal academic targets shared between staff and students
- d) Tracking of academic interventions for each student (such as reading interventions, speech and language groups)

**2) In addition, the following specific SEN/D systems support students:**

- a) Provision mapping for each year group
- b) Evaluations of the impact of each provision
- c) Regularly reviewed My Support Plans shared between students, associate and teaching staff based on advice from outside experts, parents and the students themselves.
- d) Strategy sheets and information for teaching staff with tips and strategies they can use for the main types of SEN/D
- e) Self-Evaluation, review and action plans for SEN/D teaching and feedback
- f) If a SEN/D student is identified as under achieving she will be assigned a mentor from the SEN/D support team who will meet with the student regularly. This will involve looking at the student's attendance, behaviour and progress in order to put into practice an effective and holistic plan.
- g) Professional development and performance management of teaching assistants is based on student outcomes.

### **3) Children's needs are identified:**

The earlier that students are identified as having additional needs, the earlier that we can work to support these needs. Effective transition and close links with our partner primary schools ensures that we gain a clear understanding of the individual student's needs before the beginning of her high school career.

- a) Subject teachers track student progress closely and identify students requiring support.. On entry to the school each student's abilities are assessed using Cognitive Ability Tests, in order to identify those who require additional support The SEN/D team and Progress Leaders identify any students who are working below national average or at risk of underachievement and look at offering effective support plans or further testing.
- b) The further testing consists of assessing the student's reading and spelling age. If the reading and/or spelling age is lower than their chronological age they are screened for Dyslexia and Dyscalculia to enable staff to remove any further barriers to learning.
- c) Parents and students are encouraged to discuss any concerns with the SENCo if they believe there are SEN/D issues that have not been previously identified. Teachers are encouraged to express any concerns using the school's SEND referral form (see appendix iii) and via the half termly Additional Needs team meetings held for each year group as well as via the weekly Team Around the Child meetings.

### **4) Staff Training:**

A detailed and comprehensive training programme has been developed and delivered to both teaching and associate staff as part of the school's ongoing CPD programme. This has included specialised delivery from outside agencies as well as our SENCo and team.

### **5. Outside agencies:**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN/D students. When it is considered necessary, colleagues from the following support services will be involved with SEN/D students:

- i) Educational psychologists
- ii) Medical officers
- iii) Speech therapists
- iv) Physiotherapists
- v) Specialist outreach services
- (vi) Child and Adolescent Mental Health Service

## **5) Transition**

The school works closely with both primary and post 16 settings to ensure a smooth transition. Details around a student's special needs are discussed in depth and, very often, additional transition visits and meetings are put in place to support the student and parents. Where a child has a statement or 'Education and Health Care Plan' the SENCo will attend their Year 6 review. The school currently also has access to a specialist careers advisor for students with SEN/D to support transition to post 16 settings.

## **6) The Current model of SEN/D support in school can be understood as follows:**

- a) Students receive quality first, well differentiated teaching. Where students do not make expected progress, teachers will try various strategies and interventions to address this.
- b) Where these strategies are not having sufficient impact students will be added to the SEN register as 'SEN Support'. One trigger for this is if students reading age more than three years below their chronological reading age. At SEN support the school will make further efforts, using various interventions, to close the gap.
- c) If these strategies do not have the necessary impact on progress, the school will look to involving outside agencies such as the Education Psychologist with a view towards moving to an EHCP.
- d) An Education Health and Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to a Statement/EHCP

## **7) Supporting students at school with medical conditions**

- a) The school recognises that students 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 have a disability and where this is the case the school will comply with its duties under the Equality Act 2010.
- b) A student's medical needs are also supported by the qualified staff at the school's onsite Well Being Centre, where care plans are put into place and maintained.
- c) The school's Accessibility Policy (See Appendix i) prioritises the accessibility to those with mobility difficulties.

### **8). Supporting students with social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. This behaviour may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms.

The SEN/D team work closely with the wellbeing team and pastoral teams to ensure effective communication of concerns and timely interventions.

### **8) Complaints Procedure**

Parents who are dissatisfied with the schools provision for the special educational needs and disabilities of their child should, in the first instance, contact the Head Teachers (Mrs J Haigh & Mrs A McCall) or the SEN Co-ordinator (Mrs M Kilburn) to try and resolve difficulties informally. A formal complaint should follow the procedure outlined in the Complaints Policy, copies of which are available on the school's website

### **9) Reviewing the policy**

The SEN/D policy, along with the Accessibility Policy will be reviewed annually by the SENCo, Headteachers and governors to identify any improvements and updates that can be made.

### **10) Appendices**

- I. Accessibility Policy
- II. Ofsted Report, October 2013
- III. Equality Information and Objectives Statement
- IV. SEN/D Referral Form