



Highlands School

SEND POLICY

Date of Last Review	February 2017
Next Review Due	February 2019
Governors Committee	School Priorities

Highlands School Special Educational Needs and Disability (SEND) Policy

Introduction

The Governing Body at Highlands Secondary School ensures that the Highlands Special Educational Needs and Disability (SEND) policy works within the guidelines of the Special Educational Needs (Code of Practice 2014), the Local Authority (LA) and other policies current within the school.

At Highlands we believe that all children have an equal right to a broad and balanced education which will enable them to achieve their full potential. We endeavour to ensure that children with Special Educational Needs (SEND) receive provision that is 'additional to and different from' that provided within the curriculum for all students according to their needs. We provide for all the four categories of need within the resources available:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Additionally, Health Care Provision and Social Care Provision is to be treated as special educational provision. (Code of Practice 2014.)

Because the general level of ability within our school is high, we recognise that some children may feel disadvantaged working alongside high achieving children and as a result they may be offered additional support, through small group work or 1:1 activities, in order to boost their skills and level of confidence.

This SEND policy details how, in Highlands, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs or disability and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with SEND, allowing them, with reasonable adjustments, to join in all school activities together with pupils who do not have special educational needs and disability.

Aims and Objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents'/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

- To ensure support for pupils with medical conditions and with reasonable adjustments facilitate full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in cooperation and productive partnerships with the Local Authority (LA) and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age ability, disability and social circumstances.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school, the Governing Body, the School's Head teacher, the SENCO and all other members of staff. "All teachers are teachers of children with special educational needs and disability."

The school will assess each child's current levels of attainment upon entry. If the child already has an identified special educational need, this information will be transferred from partners in their primary school and the SENCO will use this information to:

- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences. This will form the basis for planning the next steps of the child's learning.

The Role of the SENCO

The Special Educational Needs Coordinator (SENCO) is accountable for:

- Overseeing the day to day operation of the school's SEND policy.
- Coordinating provision for children with SEND.
- Liaising with and advising teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff
- Liaising with local primary schools so that support is provided at Year 6 transfer and where necessary, liaison from Year 5.
- Liaising with external agencies for example the Local Authority's (LA's) support and educational psychology services (EPS), health and social services and voluntary bodies.
- Overseeing interventions and monitoring progress of target groups.
- Analysing data to inform practice

Managing the SEND Register

Reasons for a child being added to the SEND register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.

- Shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- Present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress.

A child may be taken off the register after regular reviews which indicate that he/she is making good progress within the normal differentiated curriculum without the need for a 'different or additional' provision being made.

Partnership with Parents and Pupils

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared views of a child's needs. All parents of children with SEND will be treated as partners and given support to play an active role in their child's education.

The school website contains details of our policy for SEND, the Special Educational Needs Information Report, including the arrangements made for children in our school with SEND.

At all stages of the special needs process, the school keeps parents and pupils fully informed and involved and take account of their wishes, feelings and knowledge.

Parents have access to the SENCO through the school's email address and may phone or make an appointment for a face to face discussion as needed.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations by the school. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly.

School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

A request will be made by the school to the Local Authority (LA) if the child has demonstrated significant cause for concern. The Local Authority (LA) will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

- Views of the parents.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Information about every child's SEND is shared with teaching staff who are responsible for differentiating the learning activity to suit each individual student.

Allocation of resources

The SENCO is responsible for the day to day operational management of the specified resources for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care Plans within the allocated resources.

The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Head Teacher and the SENCO meet regularly to discuss the provision of SEND and how this is met within allocated resources.

The Role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The SENCO at Highlands Secondary School is Mrs. Selina Adu and the named Governor responsible for SEND is Mrs. Susan Cross.

DATE: February 2017

REVIEW DATE: February 2019