



Highlands School

**Special
Educational
Needs and
Disability (SEND)
Policy**

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| Date of Last Review | May 2021 |
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| Governors Committee | School Priorities |

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

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|--|---|
| 1. Introduction | 2 |
| 2. What Are Special Educational Needs? | 2 |
| 3. Aims and Objectives | 3 |
| 4. Equal Opportunities and Inclusion | 3 |
| 5. Identification, Assessment and Provision | 3 |
| 6. The Role of the SENCO | 4 |
| 7. Managing the SEND Register | 4 |
| 8. Partnership with Parents and Students | 4 |
| 9. The Use of Outside Agencies | 5 |
| 10. School Request for Statutory Assessment or Education Health and Care Plans | 5 |
| 11. Access to the Curriculum | 5 |
| 12. Allocation of Resources | 5 |
| 13. The Role of the Governing Body | 5 |

1. 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 students have an equal right to a broad and balanced education which will enable them to achieve their full potential. We endeavour to ensure that students 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

2. What Are Special Educational Needs?

A student has special educational needs if there is a learning difficulty or disability which calls for special educational provision to be made. A learning difficulty or disability is a significantly greater difficulty in learning than most 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.)

This SEND policy details how, in Highlands, we will do our best to ensure that the necessary provision is made for any student 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 students with SEND, allowing them, with reasonable adjustments, to join in all school activities together with students who do not have special educational needs and disability.

3. Aims and Objectives

The aims of this policy are:

- a. To create an environment that meets the special educational needs of each student in order that they can achieve their learning potential and engage in activities alongside students who do not have SEND.
- b. To request, monitor and respond to parents'/carers' and students' views in order to evidence high levels of confidence and partnership.
- c. To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
- d. To ensure support for students with medical conditions and with reasonable adjustments facilitate full inclusion in all school activities by ensuring consultation with health and social care professionals.
- e. 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.

4. 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.

5. Identification, Assessment and Provision

Provision for students 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 students with special educational needs and disability."

The school will assess each student's current levels of attainment upon entry. If the student 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 student within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the student's achievements and experiences. This will form the basis for planning the next steps of the student's learning.

6. The Role of the SENCO

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

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

7. Managing the SEND Register

Reasons for a student being added to the SEND register may include:

- a. Making little or no progress, even when teaching approaches are targeted particularly in a student's identified area of weakness.
- b. Showing signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- c. Persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- d. Sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- e. Communication and/or interaction difficulties and continues to make little or no progress.

A student may be taken off the register after regular reviews which indicate good progress being made within the normal differentiated curriculum without the need for a 'different or additional' provision.

8. Partnership with Parents and Students

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

At all stages of the special needs process, the school keeps parents and students 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 school website contains details of our policy for SEND, the SEND Information Report, including the arrangements made for students in our school with SEND.

9. The Use of Outside Agencies

These services may become involved if a student continues to make little or no progress despite considerable input and adaptations by the school. They will use the student'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 student directly.

10. School Request for Statutory Assessment or Education Health and Care Plans

A request will be made by the school to the Local Authority (LA) if the student has demonstrated significant cause for concern. The Local Authority (LA) will be given information about the student's progress over time and will also receive documentation in relation to the student'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 student'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.

11. Access to the Curriculum

All students 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 student's SEND is shared with teaching staff who are responsible for differentiating the learning activity to suit each individual student.

12. 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 students 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 used.

The Deputy Head teacher in charge of Inclusion and the SENCO meet regularly to discuss the provision of SEND and how this is met within allocated resources.

13. The Role of the Governing Body

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

The SENCOs at Highlands School are Ms Becky Edwards and Dr Vicky Tsoni.

The named governor responsible for SEND is Mrs. Susan Cross.