



# CLAREMONT HIGH SCHOOL ACADEMY TRUST

## SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Policy: SEND

Legal Status:

**Statutory**

Updated:

**May 2016**

Adopted:

**Nov 2016**

Next Review:

**2017**

Responsible SLT:

**PGA**

# Special Education Needs and Disability Policy

## 1. OBJECTIVES

The objectives of our Special Educational Needs and Disability Policy for the Academy include:

- helping pupils with SEND to fulfil their potential;
- ensuring equality of opportunity by providing full access to the National Curriculum;
- ensuring that every pupil with literacy problems becomes functionally literate;
- helping pupils with SEND to become independent in their learning;
- helping each teacher to fulfil their potential by helping them to meet their full range of responsibilities. Every teacher works with pupils who have special needs. It should not be felt that teaching these pupils requires approaches, methods and techniques not available to or outside the repertoire of every teacher.

## 2. COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 years (2014) and has been written with reference to the following guidance and documents:

- the Code of Practice for SEN 0-25 years (2014)
- the Equality Act (2010)
- Schools SEN Information Report Regulations (2014),
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Teachers Standards 2012

This policy was created by the school's SENCO in liaison with the Senior Leadership Team advocate for SEND and the designated school Governor for SEND. Parents were invited to take part via the Academy's website.

This policy should be read in conjunction with the SEND Information Report.

### Duties in relation to students with SEND

a) Our designated SEND Governor is Ms Louisy, contactable using the Academy's general email address: [admin@claremont-high.org.uk](mailto:admin@claremont-high.org.uk), marked for her attention.

b) Our Designated SENCO is Mr Page (National SENCO Award 2015), who can be contacted through the main Academy telephone number or by email to [andrew.page@claremont-high.org.uk](mailto:andrew.page@claremont-high.org.uk), or by using the Academy's general email address: [admin@claremont-high.org.uk](mailto:admin@claremont-high.org.uk).

c) The Senior Leadership Team advocate for SEND is Ms Aspinall – Senior Deputy Headteacher, who can be contacted as above or by email to [gill.aspinall@claremont-high.org.uk](mailto:gill.aspinall@claremont-high.org.uk).

d) The Governors of Claremont High School Academy:

- use their best endeavours to secure the special educational provision which the student's learning difficulty calls for;

- ensure that, where the responsible person has been informed by the Local Authority that a registered student has special educational needs, those needs are made known to all who are likely to teach the student;
- ensure that the teachers in the school are aware of the importance of identifying, and providing for, those registered students who have special educational needs; and
- consult the Local Authority and the Governing Bodies of other schools in the area, to the extent that this is necessary for co-ordinating provision for students with SEND.

e) Where a child who has special educational needs is being educated in Claremont High School Academy, those concerned with making special educational provision for the child shall ensure, so far as is reasonably practicable and is compatible with:

(i) the child receiving the special educational provision which his/her learning difficulty calls for,

(ii) the provision of efficient education for the children with whom he/she will be educated,

(iii) the efficient use of resources and

(iv) that the child engages in the activities of the school together with children who do not have SEND.

### **3. IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

For the purposes of this policy, a child is considered to have a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to or different from that made generally for other young people of the same age in our school.

#### **The Code of Practice 0-25 years (2014) defines 4 areas of SEND need:**

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

The purpose of identification is to decide what action the school needs to take, not to fit a student into a category. We will look at every young person holistically.

#### **The following needs are not SEN but may impact on progress and attainment:**

- Disability ( the Code of Practice (2014) outlines the “reasonable adjustment “ duty for schools provided under current Disability Equality legislation (2010) – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare

- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Students who are placed on the SEND Profile have at least 2 scores on standardised tests that are below a standardised score of 84 or who may have other needs.

**Students who do well and who improve are removed from the SEND Profile of Need after discussion with student and parent/carer.**

### **Identification, provision and assessment**

The Academy is informed about any pupils with Statements or Education, Health and Care Plans (EHCP) entering Year 7 while they are in Year 6 and the Learning Support team attend Year 6 Annual Reviews when notified by primary schools.

Initial identification of non-statemented pupils usually occurs in the Summer term when visits to primary schools take place and information is collected from school records and meetings with Year 6 teachers. However, parents often attend Open Evenings in the Autumn term of Year 6 to discuss their children's needs.

Information about SEND pupils is also collected from parents and pupils themselves at the new intake interviews, which take place in the Summer term.

Standardised tests (Cognitive Ability Tests and reading tests) and observations within the mainstream lessons are used to identify pupils with SEND in the Autumn term. Key Stage 2 data about students starting in year 7 is used to highlight pupils for 1:1 reading tests. These tests will help identify areas of potential weakness, such as difficulties with reading, literal understanding, comprehension or clarity of writing.

Late entrants to the Claremont in other year groups are tested on arrival.

All staff are able to refer pupils at any time as needs arise via their PPM or DTL. Inclusion Referral forms are available for this purpose outlining concerns and strategies already tried. Pupils with SEND are added to the SEND register following testing or referral and discussion with the child and their parents/carers.

## **4. MANAGING STUDENTS ON THE SEND PROFILE**

### **Arrangements for co-ordinating provision for pupils with SEND**

The Learning Support team consists of the SENCO, and a full-time teacher. In addition there is a team of Learning Assistants paid for by additional SEN funding as well as occasional volunteers. The number of Learning Support staff varies from year to year according to the need. The SENCO reports directly on a regular basis to the Deputy Head Teacher Inclusion and through her to the Head Teacher and Governing Body.

There is a dedicated teaching area for Learning Support in the main block. These rooms are mainly used for intensive support lessons, Option Support, paired reading and spelling, meetings with parents and staff, lunchtime provision, the homework club, student quiet/study area and so that pupils can have access to the resources and ICT equipment during lessons. There is a range of ICT equipment, including PCs and a printer; tape recorders, text and reading books and other materials.

### **Resources**

Dedicated funds based on the number of SEND pupils are allocated to the Academy and are used to make provision for pupils (without Statements or EHCP) identified as having SEND. Depending on the amount of money allocated, it may be used to pay for additional teaching support for the named pupils, or to purchase equipment and resources to be used by these pupils or to create smaller teaching groups.

Funds delegated to meet the needs of Statemented pupils are allocated according to the provision that is specified in their statements (e.g. 0.1 teaching support and/or 0.5 Teaching Assistant support, or equivalent).

In addition, capitation is allocated to the Learning Support Team (the amount varies each year). The money is used to buy texts, equipment and resources, which will assist in increasing access to the curriculum for pupils with SEND.

### **Provision**

The amount of support allocated to a pupil depends on the nature of the need and what stage they are at according to the criteria set out in the Code of Practice.

Teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.

Before a student is placed on the SEND Register teacher intervention takes place within a cycle of assess, plan, do and review. Following the graduated approach, most pupils' needs are mainly met in mainstream lessons through inclusive teaching. If teacher intervention does not work then there is further discussion with the SENCO, and, if appropriate, testing using standardised tests for reading, spelling or comprehension, before a student is placed on the SEND Register. They are monitored and may receive in class support and/or paired reading. Information is collected from teachers, previous school records, any external agencies involved with the child, parents and pupils. Some of these pupils may receive intensive support in a small group if this is deemed appropriate for a fixed period of time. Targeted plans may be drawn up if necessary for these pupils based on their needs and the information gathered. External advice (e.g. Educational Psychology Service) may also be sought for one-off or occasional advice on strategies. Students are only identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.

The key purpose of our SEND approach is, wherever possible, to assist young people in accessing the curriculum without support and to develop independence. All students are valued equally and are entitled to fully access a broad, balanced and relevant curriculum, including the National Curriculum and the enrichment programme. Therefore, all students with SEND are taught together with their peers for as much time as possible. Students may, however, be withdrawn from the mainstream curriculum to be given special and separate instruction if this approach best equips them to be able to take a full and unsupported part in the curriculum.

### **Access to the curriculum**

A range of teaching strategies approaches and alternative modes of response are used in order to provide increased access to the curriculum for pupils with SEND.

Current provision includes:

- in class support

- intensive support in small groups
- curriculum development/development of alternative teaching and learning strategies and resources
- paired reading and spelling with 6<sup>th</sup> Form volunteers at least twice a week
- lunch time homework club when staff are available to help with work
- assisting / advising pupils on a one to one basis
- access arrangements for some pupils for internal and external exams
- provision of diagnostic assessments
- provision of materials / resources for use in mainstream lessons
- consultation with subject teachers, pupils, parents and outside agencies to produce and review targeted plans and other relevant support plans
- INSET for all staff
- advice to all and individual members of staff
- regular liaison with other departments and faculties
- access to alternative education provisions

Learning Assistant timetables are planned thoroughly taking into account the individual needs of students.

Reading ability is one of the main criteria used when allocating support because it is essential that pupils can read to a certain level if they are to have full access to the National Curriculum.

Intensive support in small groups occurs in Years 7 – 9. This increases access to the curriculum for pupils with SEND by improving basic literacy and language skills. They are usually withdrawn from an English or literacy lesson, although a small number each year are withdrawn from MFL or other lessons. They practise reading, spelling and comprehension skills in the small group. Part of the lesson may also be used to assist pupils with class and homework from other subjects and this also helps to improve reading and confidence.

Option Support is arranged for a number of pupils in Years 10 and 11. They do one less option and receive assistance in both core subjects and their options. The objective is to assist these pupils to achieve more highly in their GCSE studies than they might have done if they had selected the full range of options.

### **External Support Services**

The school has formed links with many external support services. The Learning Support Team co-ordinates any additional provision, meetings or visits. External agencies with whom links have been formed include:

The LA Educational Psychology Service; CAMHS; the Pupil Referral Units; the Inclusion Support team; Brent Visual Impairment Service; Brent Hearing Impairment Service; Learning Support Staff in other schools; the Specialist Careers Officer; the EWO; the Speech and Language Service, Social Services; CAF; Brent Outreach Autism Team; Connexions; local FE Colleges and Woodfield Special School.

The arrangements for securing access to external support services for pupils with SEN vary according to individual circumstances. Such arrangements are co-ordinated by the Learning Support Team and/or Pastoral Team.

### **Links with other schools and arrangements for transition beyond school**

Where a pupil is to be integrated from a Special School/PRU, a structured programme is devised to ensure smooth transition. The nature of the programme depends on the needs of the

individual but the usual arrangements for integration would follow a pattern similar to that outlined below:

A preliminary visit is arranged for the child, the parents, a teacher from the Special School/PRU the SENCO, the PPM and staff from other agencies as required. At this meeting, arrangements for the integration are discussed.

Depending on what has been agreed at the preliminary meeting, the child may join his/her class for a few morning sessions each week, supported by a teacher from the Special School and/or a member of the Learning Support Team. Intensive support in a small group is sometimes arranged.

After a period of time, which varies depending on the individual; but is usually anything from a few weeks to half a term, there is further discussion with the child, other agencies, the PPM, the Head of Inclusion and/or the SENCO. The amount of time the child spends in school may be increased. The child's parents are informed.

The amount of time the child spends in the school is gradually increased with full consultation until she/he is attending full time.

The Academy has formed links with other local secondary schools' SEND departments, the College of North West London, Harrow College, Careers Services and Connexions Service. The Learning Support Team liaises regularly with Connexions advisers to find suitable courses and careers and to identify appropriate work experience placements for pupils with SEN. Connexions advisers are invited to Annual Reviews for Statemented pupils in years 9, 10 and 11.

## **5. WORKING WITH PARENTS AND CARERS**

### **Partnership with parents**

New intake interviews are held in the summer term each year. Pupils who are joining the Academy in the September and their parents attend these interviews to meet teachers and collect further information about the Academy.

A member of the Learning Support Team is available to answer questions about SEND provision and to record parents' views of their children's needs and abilities.

Parents are informed if their child is identified as having SEND. In the majority of cases, parents are already aware of their child's difficulties and meet with the PPM and the SENCO when their child joins the Academy. In the case of Year 7 pupils, this may be done at the first Parents' Consultation Evening in the Autumn Term. In the case of pupils in other year groups, or who join late, parents are informed of the provision to be made at interview or via communication with pastoral or Learning Support staff.

Although Parents' Consultation Evenings, and School Reports are the main links with home, in the case of pupils with SEND, more frequent contact is arranged e.g. Annual Reviews and Termly Planning Meetings. Parents are invited to contribute when a targeted plan is to be drawn up or reviewed. This can be done in school or by other modes of communication.

Parents can contact the SENCO or Pupil Progress Manager, in person or by telephone, at any time to discuss their child's progress or any other concerns.

When a pupil receives intensive support parents are welcome to come in and see the work being carried out in intensive support lessons. This can help parents to support their children at

home. In addition, parents are also provided with suggested strategies to help their child at home.

## **6. SUPPORTING STUDENTS WITH MEDICAL CONDITIONS**

The school recognises that students with medical conditions at school should be supported so that they have full access to the curriculum, whilst making sure that we meet both their emotional and physical needs. Students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the student themselves.

Some students with medical conditions may be disabled. Where this is the case, we will comply with the duties outlined in the Equality Act 2010.

If a student with medical conditions has a Statement or an Education, Health and Care Plan the SEND Code of Practice 0-25 years (2014) is followed.

For further information please see the SEND Information Report.

In accordance with the principles behind Every Child Matters (DfES 2004), Clarendon High School Academy will apply the principles and practice above to any barrier which is likely to prevent a student from:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being.

### **Facilities for students with SEND and who are disabled**

- Lifts in main block and the Business Studies block
- Disabled toilets in the main block, Business block and library block
- Learning Support area

### **Links with the Health Service, Social Services and Voluntary Organisations**

The SENCO and/or the PPM liaise with Health Services, Social Services and Voluntary Organisations in individual cases. Therefore arrangements for liaison and information exchange between the SENCO and Designated Officers of the relevant Health Authority and Social Services vary according to individual circumstances.

The SENCO and the school's Welfare Officer liaise regularly to make arrangements for the visits of medical support (e.g. physiotherapists) and to maintain an up to date record of students with disabilities.

The SENCO, Pupil Progress Manager or Welfare Officer liaise with Hospital Teaching Staff or Home Tutors if a pupil is to be hospitalised or at home for a long period. They co-ordinate the work for pupils receiving hospital or home tuition or who are excluded.

## **7. MONITORING AND EVALUATION OF SEND**

### **Monitoring and Assessment**

The performance of pupils on the SEND register in all year groups is monitored at least bi-annually using any of standardised reading tests, school attainment grades and internal reports from subject teachers; and annually using levels in English, Maths and Science. This information is recorded in the SEND Register and/or SIMS/Go 4 Schools.



The progress of SEND students is also tracked on a Termly basis via the school database and any issues of concern raised with relevant staff and in Inclusion Team meetings.

External agencies or specialist staff may also be involved in monitoring pupils and providing input into relevant plans. PPMs, other staff and members of the Inclusion Team may also be involved.

The SENCO meets regularly with PPMs to discuss students who have significant barriers to learning and identify strategies and action points to help meet their needs, including referrals to outside agencies.

In addition to the SEND register, individual records are kept on each pupil. Departmental records include information obtained from previous schools, test results, samples of written work, referrals from other members of staff, copies of targeted plans and their reviews, letters home to parents and any other relevant information.

At all stages, pupils are also regularly monitored in supported lessons and relevant information is recorded in their files. There are regular Learning Support Team meetings at which specific students are discussed and actions agreed.

Reading test results are recorded and made available to staff via the school database or directly from the Learning Support department.

### **Evaluating success**

The effectiveness of the school's learning support policy is monitored in various ways, which include:

- monitoring reading test scores
- monitoring internal and external exam results
- monitoring pupils' school attainment grades
- monitoring movement between sets
- termly progress tracking via the school database, Go 4 Schools
- effort monitoring
- targeted support plan reviews
- annual reviews of pupils with a Statement or EHCP
- regular meetings with PPMs
- inclusion team meetings
- feedback from external agencies
- feedback from parents and pupils
- learning walks

## **8. ROLES AND RESPONSIBILITIES**

### **The Special Educational Needs Co-ordinator**

Mr Page is responsible for coordinating the day-to-day provision of education for students with SEND. This includes:

- overseeing the day-to-day operation of the school's SEND Policy
- liaising with and advising fellow teachers and support staff
- managing the SEND team of teaching assistants
- coordinating provision for students with SEND
- overseeing records on all students with SEND
- liaising with parents of students with SEND
- contributing to the in-service training of staff
- to ensure that where appropriate Access Arrangements are in place

- liaising with external agencies including those who may be giving advice or support to families or students. This may include the Local Authority, health, social care, and independent or voluntary bodies.

### **Teaching Assistants**

The line manager for teaching assistants is Mr Page (SENCO).

Teaching assistants may do the following:

- provide support in class
- run homework club before and after school, and at lunch time
- act as a reader or a scribe in tests or exams
- run small group intervention for reading, spelling, numeracy or social skills
- be a keyworker for pupils
- liaise with parents of students with SEND

## **9. ADMISSIONS**

### **Admissions arrangements for pupils with SEND**

Admission arrangements are the same for pupils with SEN and disabilities as others. The Academy has a full mixed ability intake. Pupils with SEN or disabilities are not discriminated against in our admission policy.

## **10. REVIEW**

This Policy will be reviewed annually by parents, students, staff and Governors.

### **Glossary of Acronyms:**

SEND	Special Educational Needs and Disabilities
EHCP	Education, Health and Care Plan
SENCO	SEN Co-Ordinator
PPM	Pupil Progress Manager
DTL	Director of Teaching and Learning
MFL	Modern Foreign Languages
EP	Educational Psychologist
NQT	Newly Qualified Teacher
BT	Beginning Teacher
INSET	In Service Training
TA	Teaching Assistant
ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Services
EWO	Educational Welfare Officer
CAF	Common Assessment Framework
PRU	Pupil referral Unit