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SEND POLICY

Document Control

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INTRODUCTION

Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

Definition of Special Educational Needs and Disability (SEND)

Students have special educational needs if they have a *difficulty accessing the curriculum*, temporary or more long-term, which calls for *special educational provision* to be made for them. - Students have *difficulty accessing the curriculum* if they: - Have significant difficulties in learning in comparison with the majority of children of the same age. - Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

The definition from the revised SEN Code of Practice 2015 states:

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

Additional needs

Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made. * Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers. See 'definition of disability' at end of this policy.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.

- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment. - Poor communication or interaction, requiring specific interactions and adaptations to access learning.

SEN Provision is achieved by:

- Identifying and assessing individual student's needs.
- Reporting of students' needs to all members of school staff.
- Providing an appropriate curriculum, taking into account;
- National Curriculum and examination syllabuses
- Continuity and progression
- Departmental development plans.

Delivering an appropriate curriculum, taking into account:

- Suitable teaching materials
- Effective, differentiated teaching strategies
- A supportive learning environment
- Encouraging a positive self-image.

Providing learning support through:

- Curriculum development
- Support teaching
- Bespoke training
- INSET.

Using outside agencies where necessary and appropriate.

Monitoring individual progress and making revisions where necessary.

Ensuring that parents / carers understand the process and involving them in the support of their child's learning.

Encouraging students with SEND to actively participate in all decision-making processes and contributing to the assessment of their needs, meetings and transition process.

Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.

Teaching Assistants and teachers collaborate effectively.

Structural Arrangements

The SEND team

Roles and Responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2015) guidelines and school job descriptions.

Governing Body:

- In partnership with the Head teacher, the Governors have a responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Head teacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.

The Head teacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

The SENCO as SEND Coordinator:

- Disseminating information and raising awareness of SEND issues throughout the school.
- Is responsible to the Head teacher for the management of SEND provision and the day-to-day operation of the policy.
- Managing and developing the roles of Teaching Assistants, through training and PM.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Student Passports for those with SEND and others, as required.
- Monitoring departmental delivery of the Curriculum Support Policy.
- Recruiting and deploying the School's SEND and learning support team, which includes Teaching Assistants, Speech therapists, Educational Psychologists and Counsellor.
- Being responsible and accountable for the whole school SEND resources and sharing with the Head teacher and School Business Manager responsibility for the allocation of funding devolved directly from the LA.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder education ;providers and specialist settings.
- Liaising with other SENCOs, both locally and nationally.
- Liaising with outside agencies.
- Contributing to in-service training and external training (as appropriate).
- Being involved in preparing the SEND report, which the Head teacher forwards to the Governors.
- Managing and supervising Trainee and Apprentice TA's to the Academy.

Subject Leaders:

- Departmental Practice to include the use of student passports to support planning according to the school's SEND Policy. - Ensuring appropriate curriculum provision and delivery for SEND students clearly stated in their schemes of work. - Ensuring appropriate teaching resources for students with SEND are purchased from Academy capitation. - Raising awareness, of Academy responsibilities towards SEND issues through a representative, Teaching Assistant or Faculty Champion.

Other Staff (including SLT, Lead Practitioners, Pastoral leaders):

“All teachers are teachers of special needs”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the SEND team
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Pupil Passports are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school's procedures for SEND.
- Raising individual concerns to the SEND team

Teaching Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using Pupil Passports and through Daily Record Sheets.
- Assist with drawing up individual plans for students and supporting Passport development, as required.
- Contribute to the review process of Provision Plans for students accessing SEN support
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Work with individual students or small groups in The LINK under the direction of the SEND Lead
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate and relevant.
- We are all champions of **SEND!** - Communicate SEND issues to and from the Academy.
- Raise awareness of SEND issues at Departmental/Faculty/Academy meetings.
- Keep departmental documentation up to date.
- Attend meetings and specifically, SEND/Academy Meetings as required.

Admission Arrangements

Admission arrangements are outlined in the school prospectus.

SEND Specialisms

The school:

- Is a designated school for students with physical disabilities.
- Has specific provision within The LINK for the vulnerable students at transition. (*Further detailed information available from the SENCO as required*).
- The Heights Burnley has established a partnership with St Peters Centre in Burnley developing mainstream SALT provision, for students with significant SALT needs.
- We also have a working partnership with ACORNS education to assist with SEMH (Social, Mental and Emotional Health Needs)

Special Facilities

The school is fully accessible to students with physical disabilities and those with learning and behavioural needs. The school caters for students with emotional difficulties through 1:1 support in 'The LINK'. The school supports students who have more specific 'low incidence needs' and has a particular expertise with regard to including student with SALT in mainstream provision.

Inclusion

Within The Heights Burnley , all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education, work placement and Academy arrangements. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice; - the family and community should work together.

Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the SENCO, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus may be followed.

Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings. - Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests

and other assessments carried out where appropriate and examination results. - Evidence of planning and targeted expenditure for SEND by the school.

In association with the Head teacher, the Faculty produces an annual report which is included in the Governor's annual report to parents and carers.

Identification, Assessment and Provision

Identification

The school uses the graduated response as outlined in "The Code of Practice (2015)". To help with this process a variety of screening procedures are used Curriculum Leaders and Lead Practitioners have copies of assessment scores, which are then disseminated to teaching staff.

New Intake Students

In year transfer

Feeder schools are visited/contacted throughout the year. Any student identified as having a "learning difficulty" and who has previously been on School Action or School Action Plus is referred to the SEND team. Contact is regular through the means of a Communication Panel, run by the SEND team and feeder schools.

Initial Screening results

Relevant information is disseminated to teaching staff before transfer via the Pupil Passport.

Staff Observation

- Members of staff consult with the SENCO if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and / or additional intervention being undertaken.
- The SENCO may then ask for additional diagnostic assessment to be undertaken for other professionals.

Referrals by Parents or Carers

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at The Heights Burnley learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

Graduated Response

a) SEN support is initiated where students have failed to make adequate progress as identified by the SENCO through the assessment arrangements as in 3.1. An Individual Education Provision Plan may be drawn up. Criteria for SEN support includes:

- low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Feeder school staff comments
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. Interventions may include:

- Additional learning programmes such as Literacy and Numeracy targeted sessions are commissioned through The LINK
- 1:1 and small group sessions focusing on SEMH and sensory needs are delivered in The LINK
- Attendance at out of lesson-time clubs.
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- KS3 Numeracy, Literacy and science booster classes, where appropriate, in year 9.
- Additional staff training ongoing through CPD

b) At SEN Support the school may seek advice and involvement from external support services. They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Pupil Passport of students accessing SEN support are revised termly and new strategies are put in place following the involvement of student and parents.

Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

c) Statutory Assessment / Education Health Care Plans If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and / or a parent / carer may decide to request that

the LA undertakes a statutory assessment. This may lead to the student being provided with an Educational Health Care Plan.

The SEND team is responsible, on a daily basis, for providing support and mentoring which allocates students with EHCP a specified amount of support. The process of target setting, monitoring and reviewing remains the same as at School Action and Teaching Assistants are fully involved.

Pupil Passports and Reviews

The strategies that will be employed at SEN Support and for students with an EHCP are recorded in the Student Passport reflecting provision that is additional to, or different from, normal differentiated provision.

Contents of the Passport include:

- Access Arrangement information
- Teaching strategies to be used
- Student written targets
- Additional provision to be put in place
- Along with data referring to attainment and specific needs.

The Passport is communicated to all staff who support the student's learning, and to the parents or carers and the student.

SEN support passports are constantly reviewed and updated each term, but also form part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the completed target sheet to the SENCO:

- Outlining the steps, they have taken to help students achieve their targets
- Current assessment information
- Observations
- How well the targets have been achieved
- Future concerns / targets

Interviews are arranged with individual students to discuss staff comments, any concerns raised, find their opinions of their progress and to set new targets. A revised Passport is then drawn up and parents / carers are sent a copy with an invitation to meet with the SENCO if required. On an annual basis there is a formal review in which all concerned are invited to participate.

Continuous monitoring of individual progress.

Monitoring of individual progress is completed rigorously by Academy's and individual reviews, screening tests and through procedures described in the School's Assessment Policy.

Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with SEN statements, provision for students with SEND is regularly reviewed and revised. It is the responsibility of individual Academy's to

ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SEND Faculty.

Provision of Curriculum Support

The SEND team can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.
- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENCO can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with The Heights Burnley's inclusive ethos.

d) In-service Training

- The SENCO provides INSET for NQT's and other new staff at the school on Code of Practice procedures at The Heights Burnley.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEND through:

- Deprivation and underachievement factors based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

Partnership

In school

- The SENCO liaises closely with our individual feeder schools, Curriculum Leaders, Pastoral Leaders, and works closely with SLT. Information and concerns are always discussed with the appropriate staff.
- Academy systems and procedures provide the mechanism through which SEND issues are discussed and disseminated.

Parents

The Heights Burnley actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child in many ways, for example: hearing their child read and learning spellings. Information sheets have been produced that may be helpful.
- Parents are encouraged to attend Parents' Consultation days where their child's progress is discussed with subject teachers, intervention staff and the SEND Team .
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.

Students

The Heights Burnley acknowledges the student's role as a partner in his / her own education. Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets. Student views are recorded as part of the Review process and their views are valued and listened to.

External Support

The Academy aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Coal Clough include (*this is not an exhaustive list*):

- The Educational Psychologist from Waite Psychology Ltd
- Free flow counselling
- St Peters Centre for Speech and Language
- Burnley College
- ACERS
- Senior school improvement advisor for SEND
- LA IDSS service
- YPS for Young People
- The School Nurse
- The Attendance Officer
- Ad-action
- Sensory Support Service for hearing impaired students
- Occupational Therapy
- Child and Family Wellbeing Service

Between Schools

The SENCO liaises with other SENCOs:

- Attending SEND Cluster meetings between the schools within the Educational Partnership Trust
- At SEND Local Area Partnership Meetings From local secondary schools to discuss local and national SEND issues.
- At LA run 'Senco cluster' meetings.
- On the transfer of a student with SEND.
- Through the national DfE hosted 'Senco-forum' mailing system and Advisory Group.

Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENCO deals with specific enquiries. Additional induction days are arranged as required for all students with SEND / vulnerability factors.

The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to Post 16 placements.

Definition of SEN & Disability

- Discrete SEN Mild dyslexia Emotional Behavioural Difficulties (EBD – social factors) Mild Dyspraxia Minor speech impairment Mild learning difficulties
- Long-term motor
- Asthma impairment
- Diabetes Learning difficulties
- Cancer recovery Hearing impairment /
- Mental health issues deaf
- Disfigurement Visual impairment /
- Eating disorders blind
- Loss or lack of limbs Incontinence
- Sickle cell anaemia Significant dyslexia
- Gross obesity Epilepsy
- Dwarfism Non-verbal ADHD Autism EBD (other factors – medical / mental health)