



Special Educational Needs Policy

Review cycle: Annually

Approval level: Governing body

Tier: 1

SLT Responsible for review: SEN Lead

Approved: 27 September 2023

Next review: 27 September 2024

Special Educational Needs Policy

1X:\5. Whole School Documents\8. School Policies and Procedures\1. Approved policies

Compliance

This Policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25 September 2014 and has been written with reference to the following guidance documents.

- Equality Act 2010 advice for schools DfE Feb 2013 (updated June 2015)
- SEND Code of Practice 0 – 25 September 2014 (updated June 2020)
- Part 3 of the Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- School's SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions Sept 2014 (updated August 2017)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2012
- Mental Health and Behaviour in Schools June 2014 (updated November 2018)

Core Values

At Todmorden High School we believe in supporting all individuals to unlock their unique potential and believe all students have the right to achieve their best, become confident individuals who go on to live fulfilling lives and make successful transition into adulthood. Through relentless focus on our core values of ambition, respect, care and honesty we strive to ensure all students are included fully in the life of the school. As teachers we strive to remove potential barriers to learning and achievement through teaching that is personalised to the individual needs of students yet challenges them to exceed their potential. No child will be refused admission to Todmorden High School as a result of a Special Educational Needs or Disability.

1: Aims and Objectives

Aims

At Todmorden High School we strongly believe that education holds the key to the life chances of our young people and that all deserve the opportunity to succeed. We have high aspirations and expectations for all our students including those with special educational needs and disabilities and it is these aspirations that drive teachers to deliver challenging yet accessible lessons to all groups of students. The key aims of this policy are as follows:

1. Raise standards of educational achievement for all pupils identified as having Special Educational Needs
2. To ensure full entitlement and access for SEND students to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they achieve their potential.

3. To educate students with SEND, wherever possible, alongside their peers within the mainstream school curriculum after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
4. To ensure students with SEND leave high school with the skills they need for later life and are prepared for adulthood.
5. To identify and assess students with SEND as early and thoroughly as possible.
6. To expect all students to gain from, and contribute positively, to school life and to enter society secure in their own worth and with respect for and empathy with others.
7. To expect the active participation of parents in making decisions that affect a student's educational provision.
8. To ensure effective transition for students between all Key Stages.

Objectives

In order to deliver our aims we will:

- Provide support and advice for all staff working with students with special educational needs and disabilities to ensure staff are equipped with the necessary skills and information to remove potential barriers to learning in their lessons.
- Ensure all staff have ambitious expectations for all students with SEND
- Ensure rigorous tracking of pupil progress to ensure underperformance is identified early.
- Designate a teacher to be responsible for coordinating SEND provision (SENCO)
- Work closely with other professionals to ensure students with SEND receive the specialist support they may need.
- Use our best endeavours to make sure that a child with SEND gets the support they need in all aspects of school life.
- Ensure all children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designate a School Governor to oversee the school's arrangements for SEN and Disability
- Deliver targeted interventions focused upon the outcomes for young people.
- Inform parents when any Special Educational Provision is being made for their child.
- Publish the School's SEND Information report on the school website

2. Roles and Responsibilities

SENCO

- Gemma Cooper – Assistant Headteacher (NASENCo Award)
Email g.cooper@todhigh.co.uk

Deputy SENCO

- Jen Pitchforth
Email j.pitchforth@todhigh.co.uk

Senior Leadership Team SEN Link

- Emily Rawlinson – Deputy Headteacher

SEN Governor

- Mary Carrigan

Responsibility of the SENCO

The Special Educational Needs Coordinator (SENCO) has responsibility for coordinating the day to day provision and the overall strategy for students who require SEND Provision. The SENCO works with staff both in school and outside of school to ensure information is shared effectively in order for students to have a valuable learning experience in every lesson. A Deputy SENCO supports the day to day operations of this role and the coordination of provisions and communications for students.

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

3: Identifying Special Educational Needs

Early Identification of Special Educational Needs

A pupil has Special Educational Needs when their learning difficulty or disability requires special educational provision, namely provision different from or additional to that normally available to students of the same age. (SEND Code of Practice 0 -25; 6.15)

Rigorous tracking of student progress is used to identify students who are making less than expected progress given their age and individual circumstances. This can be categorised as progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

In this situation it is possible that the slow rate of progress may be due to a Special Educational Need or Disability and it is at this point that further assessments will be made. Other triggers for further SEN Assessments include:

- Subject teacher's request;
- Student self-request;
- Parental request;
- Following information from previous school (e.g. SAT's results from primary school);
- Following diagnostic tests;
- Following a SENCO/Teaching Assistant tracking and observing individual students in lessons;
- Other possible indicators of Special Educational Needs such as poor attendance or poor behaviour may also trigger further assessments to identify any potential barriers to learning.

The Special Educational Needs and Disabilities Code of Practice 0-25 categorises the different barriers to learning into three broad areas of need, these are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

4: A Graduated Approach to SEN Support

Process of Identification of SEN

A pupil has SEN when their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to students the same age. High quality teaching, adapted for individual pupils is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Teaching and Learning

At Todmorden High School challenging, 'adaptive' teaching is at the forefront of teachers' and leaders' minds and is recognised as a key strategy to ensure progress for all groups of students in lessons. Quality Assurance processes ensure the progress and provision for SEND students across all subjects is monitored closely by both middle and senior leaders. Staff training highlights key teaching and learning strategies that staff can use to support students with a variety of specific needs within their classrooms. Alongside this, teachers have access to the relevant information for individual student needs through Pupil Passports, external assessment information and where appropriate Education Health Care Plans. These documents are regularly updated by to ensure good practice is shared and provision remains appropriate to the needs of the student.

Where students are continuing to make slow progress despite these classroom interventions we follow the graduated approach to planning targeted intervention and support for individual pupils.

Assess

We have a variety of assessments in school which we are able to conduct to identify specific barriers to learning. Alongside in-school assessments we work closely with other professional agencies such as the Educational Psychologist and the Child and Adolescent Mental Health Service (CAMHS) to ensure we have all the information needed to support students effectively in school.

Plan

Once these assessments are received we have a skilled Student Learning and Progress Team who work alongside the SENCO and other professionals (where necessary) to support the planning of appropriate support for individual students both in the mainstream classroom environment and also through targeted intervention programmes. This is then communicated with parents/carers so that they are fully aware of any additional support their child is receiving.

Do

Once the outcomes for the planned support are decided the support is actioned. This may involve specialist literacy or maths support, some in-class support or support in our nurture facility. It may also involve the adaptation or provision of specialist resources which support the progress of students. Teachers are responsible for the direction and work of TAs within the classroom and must

have clear expectations and outcomes for the students they direct these staff members to work with in lessons.

Review

In the planning phase of the process a review date is set with clear impact measures recorded. The progress towards the identified outcomes and the impact of this specialist support is used to inform the planning for the next cycle of support when required or the removal of it.

SEN Register

When students are receiving additional special educational provision they will be placed on the SEND register. If specialist provision is no longer necessary as the student is able to make expected progress without such intervention, students will be removed from the register. We will continue to monitor the progress of students removed from the register through the whole school tracking systems.

5: Managing Pupils' Needs on the SEN register

Students on our SEND register fall into one of two categories.

- Education Health and Care Plans
- SEN Support

This is in line with the code on the SEND Code of Practice 0-25 – September 2014.

As stated earlier students are only placed on the SEND register if they are receiving specialist educational provision and we are keen to ensure that this document is constantly reviewed to ensure all students on it require such support. Any student who no longer requires this will be removed after a careful assessment of their needs.

Provision Mapping

All additional provision students receive is recorded centrally on our school provision map. This system allows easy monitoring of individual student interventions, and it also allows the information to be shared easily with parents and teaching staff. This programme links directly to Class Charts, our behaviour monitoring system in school and ensures teachers also have easy access to pupil passports to support their planning for SEND students within their classes.

Provision Mapping provides a mechanism of ensuring we are getting value for money from our SEN budget whilst also meeting our statutory obligations with regards to the specialist support allocated to individual students via statements and Educational Health Care (EHC) plans.

6: Supporting pupils and Families

Communication

At Todmorden High School we value and encourage the involvement of parents and families. Parents are kept up to date with the provision and support their child receives via letters, text, phone calls, emails and face to face meetings. All information regarding assessments and intervention is shared

with parents so that they are fully aware of the support their son or daughter is receiving at any one time.

The graduated approach to planning intervention ensures parents and families are involved at each stage and our school communication protocol published on the school website ensures parents have clear guidance on who to contact for specific issues including Special Educational Needs.

Staff at Todmorden High School recognise students with Special Educational Needs are often more vulnerable to child on child abuse. Staff are trained to support our SEND students to ensure any concerns are reported so that students feel safe in school.

Transition

During periods of transition between Key Stages parents are involved to ensure the choices made for their children are part of a collaborative process, focusing on the outcomes for students. Parents are notified if their child is identified by their primary school as having SEND and the SENCO or Deputy SENCO is available to meet with parents at parents' evenings and also via individual meetings in school. We work closely with feeder primary schools to identify SEND students early so that we can design transition programmes focused on individual needs. They may include additional visits to the high school, early identification of a key worker and observations in the primary setting where required.

At GCSE all students including those with an identified Special Educational Need have access to an ambitious broad and balanced curriculum. The information, advice and guidance students with SEND receive ensures they make ambitious choices for their GCSE options and they are given the same opportunities for success as other students. They have access to the same courses and qualifications as other students in school and we tailor support to ensure this is possible. This is considered from the moment students join us, where possible we aim to support students to follow their areas of strength and avoid removing students for intervention from subjects we know they have a particular strength in. All interventions are short term and designed to make the maximum impact in as short space of time as possible to ensure disruption to their curriculum is minimal.

The SENCO and Deputy SENCO will also be involved in the transition from GCSE to Post-16 ensuring students and families are able to make informed choices about their education through expert advice and guidance. During transition to post-16 we also involve the Careers Service who are able to give specific advice on the options available to students at this phase including advice on A Level study, Vocational Courses, College placements and Apprenticeships.

7: Supporting pupils at school with medical conditions

At Todmorden High School our Medical Needs Policy is written with due regard to the government guidance 'Supporting pupils at school with medical conditions August 2017'. The school Medical policy can be found on the school website and details the support offered in school for children with additional medical needs.

If a student is disabled the school's Equality Policy states that:

Todmorden High School will adhere to the requirements of the Equality Act 2010 by proactively promoting equality and taking reasonable actions to avoid discriminating against learners, staff, volunteers or anyone involved in external agencies that the organisation may be working with on the grounds of the following protected characteristics:

- sex, race, disability, religion or belief, sexual orientation, gender re-assignment, or, marriage & civil partnership.

In addition, the school would like to extend the scope of this policy to the following;

- pregnant females or new mothers
- learners due to the behaviour of their parents and/or siblings'

Where a child has a disability and Special Educational Needs they may have a statement or Education Health and Care Plan through which additional support and provision will be agreed in order to achieve specified outcomes for the young person.

8: Monitoring and Evaluation of SEND

Teaching and Learning

At Todmorden High School teachers are responsible for ensuring the needs of students with SEND are being met in the classroom. It is the role of the SENCO and all school leaders to monitor this provision to ensure that all SEND students have the opportunity to learn effectively in all subjects. In order to do this the SENCO will track individual students, sample student work and perform regular 'drop ins' to lessons to ensure information included on student passports is being used effectively in lessons.

Data tracking

Alongside this Senior and Middle Leaders will monitor the progress of SEND students through the whole school tracking systems ensuring early identification of slow or below expected progress. This information will then be used to challenge teaching staff and plan effective interventions for these students.

Specialist Provision

The impact of additional provision is also monitored through reading ages, GL Assessments, PASS assessments, strengths and difficulties questionnaires and Boxall profiles. This specialist data is used alongside behaviour and attendance data to ensure all aspects are taken into consideration when identifying potential barriers to learning for individual students.

Pupil Voice

At Todmorden High School we believe it to be vitally important that our SEND students develop their self-advocacy skills in preparation for later life. Pupil Passports are a crucial tool which enables students to advocate for their own individual needs in lessons. Teaching staff are expected to adhere to the guidance included on passports and the ownership pupils have for these documents is critical

in ensuring their effectiveness. SEND students are proportionally represented within the whole school student voice systems and their views are pivotal to influencing change and development within school.

Parent Voice

At Todmorden High School we recognise that having a child with special educational needs can add to the anxieties parents face regarding their child's education. It is with this in mind that we seek to involve parents in the planning and development of pupil passports for their son/daughter and encourage parents to contact school if they have any questions or queries in relation to SEND provision at THS.

9. Roles and Responsibilities

SEN Governor

- Mary Carrigan

SLT Link

- Emily Rawlinson – Deputy Headteacher

SENCO

- Gemma Cooper – Assistant Headteacher

Deputy SENCO

- Jen Pitchforth

Safeguarding

- Emily Rawlinson – Deputy Headteacher (DSL)
- Gill Shirt – Headteacher (DSL trained)
- Sharon Pickles – Safeguarding manager (DSL trained)
- Alice Coates – Deputy Headteacher (DSL trained)
- Andrew Nalborczyk – Assistant Headteacher (DSL trained)
- Gemma Cooper – Assistant Headteacher (DSL trained)

Teacher in charge of Children in Local Authority Care

- Gemma Cooper – Assistant Headteacher
- Jen Pitchforth – Deputy SENCO

10. Complaints

Any parent/carer who has concerns regarding the support their child is receiving in school for the SEND should contact the SENCO directly in the first instance. If this concern is not suitably addressed and you wish to make an official complaint this will be passed to the Deputy Head Teacher responsible for SEND.

If a child has a statement of Special Educational Needs or and Education Health and Care Plan parents may seek advice from Calderdale's SEN Team who will offer advice to parents and may suggest an interim review in school to discuss any concerns.

Alternatively, parents can seek independent advice from SENDIASS