

IES BRECKLAND

Learner's with Special Educational Needs and Disability (SEND) Policy

Approved by the Governing Body, Chair of Governors:



Reviewed October 2015

IES Breckland is a school for the community, where children are treated as individuals and high standards are expected from all. IES Breckland provides a secure environment for teaching and learning, where teachers can teach and students can learn. This policy and any associated procedures are based on this vision and set of values.

The Vision of the SEND Department:

At IES Breckland we believe in providing every possible opportunity to develop the full potential of every child. We believe that at the end of their time with us, our children, irrespective of their needs, will develop into complete individuals, armed with the skills necessary to be a contributing member of society who can make a positive difference in this world.

At IES Breckland we expect every child will be able to reach their true potential. Every effort will be made to help our children identify their strengths and use them as a strategy for successful learning and not use their areas of weakness as a reason for not being able to reach their true potential. Students are expected to keep up with the high standards set for attendance, punctuality, positive behaviour expected in the school and make it an integral part of his/her life.

At IES Breckland we believe every child is special with unique learning needs. With this belief, the doors of the SEND Department will be open to every child. At IES Breckland we will actively promote positive attitudes towards staff and students with disabilities, special and additional educational needs. Regular workshops for students, staff and members of the local community will be organised to raise awareness about disability and other issues which affect society.

All our children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that every child with special educational needs participates in activities compatible with the efficient education of other children and the efficient use of resources.

Overview:

At the beginning of their time at IES Breckland every child will be screened in order to develop a profile of their strengths and weaknesses. If it is thought that the student needs a boost, there are a number of options on offer. These include tutorials, in-class support from teaching assistants, mentoring and various clubs. The progress of these students will be closely monitored by the SEND Department throughout their time at IES Breckland, pupil progress will be reviewed regularly and every effort made to ensure consistent progress between the students' expected levels and current levels. Welfare is an area of prime importance, hence mentoring will be an integral part of the SEND department. Depending on the need of the child and bearing in mind the drive to ensure all students acquire basic academic skills it may be necessary to set or stream some students for some lessons and additional support arrangements will be made. Children will work with the Learning Support teachers and Teaching Assistants to build up their confidence in literacy and numeracy. Educational games and appropriate technologies will be an integral part of the programme we deliver to develop their key skills. The strategies given to children will help them across the curriculum. For students who need a little more help with their learning we will operate an open house policy. Mentoring, games and reading clubs will be organised by the SEND Department to encourage team-work, appropriate interaction between peers, and personality development. Exam and revision techniques will be also discussed with students.

Teachers and staff responsible for aiding students' learning shall be made aware of the needs of these children and regular support will be offered through the SEND Department in order to ensure a successful and effective teaching learning situation. Regular training sessions will be arranged for staff in order to help them understand the needs of these children and ensure successful differentiation of work. Should it not be possible or appropriate to differentiate material, In-class support shall be provided for students with statements of special educational needs and those without a statement, but with significant needs.

At IES Breckland we recognise the importance of working in partnership with the parents / carers. The SEND Department encourages parents to remain closely in touch with the school to monitor their child's progress. The SEND Department will also arrange regular workshops for parents to arm them with knowledge and skills to support their child's needs at home.

1.1. All staff and the governing body are committed to:

Ensuring that all students with SEND have access to a broad, balanced and relevant academic and social curriculum, consistent with the IES Breckland curriculum policy to ensure their progress.

Ensuring that special educational needs of students are identified and addressed through an early diagnosis of learning needs. This includes contact with feeder school and parents, student self-report, routine screening, specialized testing, classroom observation and liaison with subject teachers, outside agencies and specialists and the School counsellor (if appropriate). This information is used to shape both curriculum and pastoral planning for the student.

The School is committed to educational and social inclusion. Students with special educational needs are fully involved in the life of IES Breckland including extra – curricular activities.

Ensuring that provision for students with SEND matches the nature of their individual needs. The key to meeting the needs of all students lies in the teacher's knowledge of each student's skills and abilities and the teacher's ability to match this knowledge by identifying and providing appropriate ways of accessing the curriculum for every student.

Ensuring all staff demonstrate commitment to the SEND policy by ensuring that learning for all students is given equal priority and that available resources are used to maximum effect.

Each Lead Practitioner in each subject area is responsible for monitoring the progress of students and appropriate resources within their subject area who will then liaise with the SEN Team.

Ensuring that statutory assessments are requested when the student has demonstrated an appropriate cause for concern. This includes evidence from the school that any action implemented for the student has continued for a reasonable period of time without success and that alternatives have been tried at SEN Support of the Code of Practice.

Ensuring continuity of provision within and between schools. Liaison takes place with primary schools to arrange induction programmes for transferring students in the summer term. Where possible the specialist teacher for SEND will attend Year 6 transition reviews of statemented students to ensure a smooth transition and appropriate planning of the teaching and learning context.

Promoting the full involvement of parents in meeting the needs of students with SEND. Parents are given opportunities to review their child's progress at staged reviews and parents' evenings. There is a school intranet service available to parents. This can be used to track students daily and raise concerns with teaching staff.

1.2. We ensure that all statutory reviews of statemented students are held in accordance with the Code of Practice. This includes liaison with the Careers Advisor in relation to transition planning in years 7-11.

2. Arrangements for coordinating provision:

2.1. The SENDCO is responsible for:

- Ensuring the SEN and Disability Act and relevant Codes of Practice and guidance are Implemented effectively across the school
- The day-to-day implementation of the SEND policy
- Managing the Learning Support team
- Ensuring appropriate provision for students identified as having a special Educational need or disability.
- Analysing the effectiveness of the provision on the progress of students with SEND and taking appropriate action.
- Contributing to the professional development of staff to support the teaching and provision for students with SEND
- Liaison with external agencies for provision of students with SEND

2.2. SEND Specialism or Special Units:

- In IES Breckland supports students with SEND through its own specialist teachers which include the School counsellor (if appropriate) and through using teaching assistants in class and for small group work.
- Whenever required IES Breckland will use outreach support for students with autistic spectrum disorders, mental health problems, language or sensory difficulties.

2.3. Admission arrangements:

Students with SEND are considered for admission to the School on exactly the same basis as all other students.

As a free school our intake encompasses the full ability range found in comprehensive schools. All students are welcomed to the school regardless of race, class, ability or religion.

2.4. Facilities for students with SEND, which increase access:

IES Breckland has a designated Academic Support Area. This serves as a base for the specialist teaching of students with SEND and for support services that are accessed by the school and provide a withdrawal area for 1:1 or small group work when necessary and a staffed area for students who need time out.

3. Information about IES Breckland's practice for the identification, assessment and provision for all students with SEND:

3.1. Allocation of resources to and amongst students

SEND funding to the school, is determined by a range of formula factors. Resources are allocated to and amongst students with SEND according to identified need. Behaviour management data is discussed in weekly SLT meetings and in collaboration with the specialist support team.

The provision map is analysed at the end of each term to ensure effective allocation of resources.

There is an annual analysis of income and expenditure to check and demonstrate that budgetary provision for pupils with SEND is appropriate and that interventions are providing value for money.

3.2. Students requiring SEN support are likely to receive the following additional support:

- planning for students on school action remains with the class teacher in consultation with the SENDCO
- SEND department is involved in assessment and planning
- Provision is monitored and adjusted as necessary using provision map
- Access to some adult support in class from TA and class teacher
- Specialist teachers or education psychologists may be involved in providing advice on strategies

3.3. Students requiring SEN support are likely to receive the following support:

- Appropriate provision potentially involving specialist services contributing to the planning, monitoring and reviewing of the students' progress
- SEND department is involved in assessment and planning
- Provision is monitored and adjusted as necessary using provision map reviewed termly.
- Specialist teachers or educational psychologists will be involved in providing advice on strategies, specialised assessment or direct work with the student
- Individual or small group tuition (withdrawal) may be provided by SEND department for some students, but this will be short term and will not exclude students from their full entitlement to the National Curriculum
- A small number of students will be given a differentiated behaviour plan as deemed necessary

3.4. Students with Statements of SEN or Education, Health and Care Plans (EHCP) are likely to receive the following support:

- Students with a statement of SEN or EHCP will have all the arrangements for SEN support and additional support using funds made available through the statement
- SEND department involved in assessment and planning
- Provision monitored and adjusted as necessary using provision map, and annual statement review
- Access to adult support in class from LSA and subject teacher
- Specialist teachers or education psychologists will be involved in providing advice on strategies
- Individual or small group tuition (withdrawal) provided by SEND department for some students, but this will be short term and will not exclude students from their full entitlement to the National Curriculum
- A small number of students who are unable to manage a behaviour plan based on consequences will be given a differentiated behaviour plan

3.5 Identification and assessment of students with SEND:

- The SENDCO will work with primary colleagues to address transfer issues and to ensure a continuity of provision, meeting the SEND students and where possible their parents prior to transfer.
- Primary SEND records are collected by the SENDCO at the end of the summer term prior to transfer.
- Students with SEND are identified from admission records (including non- routine admissions)

3.6. Use is made of screening and assessment tools:

- Key Stage tests at Key Stages 2, the individual student's performance against the level descriptions of the National Curriculum at the end of a Key Stage.
- All Year 7 students are assessed in reading, spelling and numeracy at the start of the School year.
- In June each year targeted students in Year 8-9 will be assessed in reading, spelling and writing to measure their progress.
- At the beginning of their time in IES Breckland all the students are tested their reading-comprehension, spelling and writing to get a baseline data on their Reading and Spelling Age.
- Cognitive Abilities Test results should be available for all year 7 students and CAT tests will be undertaken where this information is missing
- Teacher referrals
- Expression of parent or student concern.

3.7. All of the above is within the context of the Code of Practice and in line with the "Every Child Matters" Policy.

3.8. Students' additional educational needs will be recorded on our inclusion profile and monitored using our provision mapping documents. These documents record action taken, costs and the outcomes.

3.9 SEN register will be maintained outlining the needs of all students with SEND, EAL needs and those are receiving support from the nurture group and anybody with any medical needs.

4. How students' needs are determined:

4.1. Literacy

- Students with a reading age below 10:6 years will receive SEN support. This is in addition to support from the weekly literacy programme in tutor time.

4.2. Numeracy

Data from primary colleagues and CAT Quantitative data is used to inform setting and support in mathematics.

4.3. Challenging Behaviour

- Students who present with challenging behaviours and have failed to respond to the rewards and sanctions deployed by the School, receive School Action support from Advisors, the SENDCO. Advice may also be sought from the educational psychologist and the specialist teacher for emotional and behavioural difficulties. This provision will be outlined on a Pastoral Support Programme (PSP) and recorded on the provision map. A range of sanctions is also applied as appropriate (see Discipline and Behaviour Policy).
- Students who have social emotional and mental health difficulties which substantially and regularly interfere with their own learning or that of a group, despite having an individualised behaviour management programme receive support. This may include support from the educational psychologist, specialist teacher or referral to the Student Support Centre for emotional and mental health difficulties.

4.4. Cognitive difficulties

Students having such difficulties and performing at levels substantially below that expected of students of a similar age are assessed by our SENDCO and then if necessary for assessment by the educational psychologist. The school will implement an individual learning programme based on the advice received.

4.5. Speech and Language Needs

Students identified as having speech and language difficulties will receive support in line with advice received from the Speech and Language therapist. Students suspected of having needs in this area will be referred for specialist assessment. An individual learning plan will be implemented in line with advice received.

4.6. Students with a low or high incidence Statement of Special Educational Needs/EHCP

These students will continue to have all the provision as outlined in the Statement/EHCP using the funds available through the Statement.

5. The role of the review process:

The SEND team reviews every student on the inclusion profile with statements at least twice a year in order to support the students' needs. Subject teachers, parents and students views are sought to support this process.

Every additional provision is reviewed termly to assess impact and adjusted as necessary.

6. Arrangements for access to a broad and balanced curriculum, including National Curriculum:

All departments are required to differentiate their curriculum and to facilitate access for all students. Opportunities may exist for specific reinforcement or skill development activities. These may include reference to literacy, numeracy and ICT.

Where appropriate, students are further helped to access the curriculum through in-class support by learning support assistants, teaching assistants and /or small group work. They may also be withdrawn for small group work.

Special arrangements are made for internal and external examinations to enable SEND students to access examination papers appropriate to their ability.

This may include:

A Reader

A Scribe

Extra time

Enlarged papers

Use of word processor

Supervised rest break

Prompts

ICT support

Students with coordination difficulties or severe dyslexia may be given access to a laptop to support their learning.

KS4 classes are grouped by ability and subject so that the lower ability groups are smaller and students are given the extra support they require to achieve. The effectiveness of each strategy is monitored and evaluated through lesson observations and observations of LSA's and TAs to assure effective support by the LSA's and TA's and their deployment. We will also collect and analyse data, including student and parental views.

7. Integration of SEND students into other School activities

Students with SEND are encouraged by their teachers to take part in a wide range of School activities. The tutors and subject coordinators will carry out the monitoring of participation. This is then forwarded to the SENDCO for inclusion in departmental and student reviews.

All students at Key Stage 4 follow examination courses.

8. Criteria for evaluating the success of the policy.

The SEND team and SLT use RAISE online /FFT and internal data to check the effectiveness of interventions and individual progress of all students with SEND. The Education Committee of the Governing Body receives appropriate data on SEND practice and its impact. The Governor for SEND makes planned visits to act as a critical friend to the SEND Department.

8.1 EAL and SEND

EAL and SEND department to work closely in order to ensure the progress of the student with limited language skill. EAL and SEND department will work closely in order to promote the awareness amongst the staff, students and wider community that having limited language skill does not necessarily imply learning difficulty or vice versa.

8.2 Objectives

- To be able to assess the skills and needs of pupils with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor pupils with EAL.
- To monitor pupils' progress systematically and use the data to inform classroom management, curriculum planning and the setting of targets.
- To maintain pupils' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

8.3 Strategies

There will be a positive and effective language ethos:

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a pupil's mother tongue. Appreciating and acknowledging a pupil's ability in her/his own culture is crucial for her/his self-esteem.
- The language development of all students is the responsibility of all teachers and teaching support staff.
- There will be liaison between mainstream and support departments to discuss language development within the structure of the lesson.
- Diversity will be valued and classrooms will be socially and intellectually inclusive.

- Teachers will be knowledgeable about pupils' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and pupil grouping.
- Support will be provided in various forms, including induction classes for complete beginners in English; the provision of in-class support and work in small groups where appropriate.

9. Arrangements for dealing with complaints from parents regarding SEND provision

Parents are encouraged to share any concerns at an early stage. Complaints from parents of students with SEND are dealt with in accordance with the School's Complaints procedure. Any such complaints are investigated and acted upon by the Principal.

Information about Parent Partnership is made available to all parents of students with SEND.

10. Information about IES Breckland's staffing policies and partnership with bodies beyond the School:

10.1. Arrangements for staff Continued Professional Development (CPD):

- All new staff have an induction session on the needs of students with SEND and strategies for meeting specific needs.
- The SEND team is responsible for identifying staff development needs in this field with the SLT, organising school based CPD and attending relevant CPD courses, following liaison with the SLT.

10.2. Use made of teachers and facilities from outside the School including visiting teachers:

Outreach and external agency support is accessed through PBR and IPM as required within the limits of School and Learning Trust resources.

The SENDCO liaises frequently with a number of outside agencies, for example:

- Social services
- Educational psychology
- School nurse/doctor
- Speech and language therapy

Parents and carers are informed if any outside agency is involved.

11. Arrangements for partnership with parents:

- IES Breckland recognises that the relationship between parents of students with SEND and the school has a crucial bearing on the students' educational progress.
- The school works closely with parents incorporating parents' views in assessment and subsequent reviews and making arrangements to ensure that parents are fully informed about the school's procedures.
- There are many voluntary organisations supporting SEN. The SENDCO maintains an up to date list. Information from such organisations will be posted on the parents/carers notice board.
- Regular meeting is organised with the parents is held.

- Training sessions are conducted with parents in order to help them understand the needs of their child and support it at home. This is of paramount importance, as this will ensure consistent approach, which is essential for ensuring the child's progress.

12. Transition arrangements:

- The SENDCO liaise with the Careers Advisor and other relevant professionals to discuss the needs of statemented students and other students with SEND where appropriate.

13. Links with Health services, Social Services and Educational Welfare Services and other organisations:

The Vice Principal attends IPM and PBR meetings to discuss students on the Inclusion profile with various agencies. A regular meeting of WKLF In Year Fair Access Panel is attended by a member of the Senior Leadership team.

14. Review of the policy:

The SENDCO reports regularly to the Principal on:

- The number of students on the inclusion profile
- Any measurable targets related to students with SEND
- Details of statutory assessments that are requested
- Statutory review meetings held
- Support that is being offered and how it is allocated
- Costings for SEND provision
- Progress against the SEND development plan
- Matters arising from the above.