

POLICY NAME	Special Educational Needs and Disability (SEND) Policy 2018-19
IN CHARGE:	Ruth Robinson
REVIEWED (Date):	Oct 18
PUPILS CONSULTED (Yes or N/A):	N/A
HOW:	
PARENTS CONSULTED (Yes or N/A):	N/A
HOW:	
STAFF CONSULTED (Yes or N/A):	N/A
HOW:	
GOVERNORS CONSULTED (Yes or N/A):	Yes
HOW:	For Approval FGB Dec 18
WHERE IS POLICY ADVERTISED:	
Notes.	
1. This sheet should be at the front of each policy in the School Handbook	
2. If it is not appropriate to consult with any of the above parties write 'N/A' rather than No.	

## **Special Educational Needs and Disability (SEND) Policy 2018-19**

The school's Special Educational Needs Coordinator (SENCo) is Miss Ruth Robinson.

Email: [rrobinson@chantry.worcs.sch.uk](mailto:rrobinson@chantry.worcs.sch.uk) Telephone: 01886 889303

The Governor responsible for SEND is Mrs Pat Owen.

This policy pays due regard to the following legislation: Equality Act 2010, Children and Families Act 2014 and The SEND Code of Practice 2015.

All teachers at The Chantry School use their best endeavours to make sure that young people with SEND get the support they need – this means that they do everything they can to meet young people's SEND through quality first teaching. The school will also ensure that young people with SEND engage in the activities of the school alongside pupils who do not have SEND. Heads of Year and the SENCo will monitor academic progress as well as emotional well-being and participation in the daily life of the school.

The school will inform parents/carers when they are making special educational provision for a pupil and review the provision through the SEND passport process bi-annually. Pupils and parents/carers will be given the opportunity to attend a meeting to review the provisions in place with the SENCo or another appropriate member of staff. Due to the number of reviews scheduled, unfortunately timings cannot always be rescheduled.

### **Identification and monitoring**

A pupil is considered to have special educational needs when they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND Code of Practice 2015).

A child of compulsory school age or a young person has 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 or mainstream post-16 institutions

However, slow progress and low attainment do not necessarily mean that a child/young person has SEND and should not automatically lead to a pupil being recorded as having SEND.

SEND and provision can be considered as falling under four broad areas. Some pupils' needs can span two or more areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

More detail as to the above needs can be found in the SEND Code of Practice 2015: Chapter 6 (page 94-97).

If a pupil has been identified as having learning difficulties before they arrive at The Chantry School, information will be requested from the primary or secondary school they have moved from and contact will be made with the Primary School's SENCo and or class teacher to discuss current strategies, appropriate intervention and level of need. A visit or phone call will take place before transfer from the Primary phase. In the case of pupils with an Education Health and Care Plan (EHCP), the SENCo will attend the Year 6 Annual Review, when requested.

The SENCo will communicate all relevant information to staff by the schools SEND register, additional needs register and the dedicated SEND folder, provided to each member of teaching staff. Pupils' SEN passports and recommendations made by specialists will be shared with all staff to keep them informed and updated. At times meetings are held to convey an individual's needs to their teachers to ensure commonality of approach and the sharing of successful teaching strategies.

The needs of pupils are met using three levels of intervention described as 'Waves of Support', which support access to the curriculum.

**Wave 1** describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom.

**Wave 2** describes specific, additional and time-limited interventions provided for some pupils who need to help accelerate their progress to enable them to work at or above age- related expectations. This often involves work with a targeted group of pupils with similar needs.

**Wave 3** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children/young people to achieve their potential.

The school uses a 'Graduated Response' in line with the SEN code of practice following the cycle of 'Assess, Plan, Do, Review' in responding to the needs of SEND pupils. Provision for SEND pupils will be reviewed termly, bi-annually with pupils and parents.

An SEND register, which is regularly updated, lists all pupils in the school according to their barrier to learning. Teaching pupils with a need for additional support is recognised as a whole school responsibility, requiring a whole school response. Some pupils may be recorded as having an 'additional need', their needs can usually be catered for through Wave 1 intervention.

Continual assessment throughout the school will identify pupils who have individual needs. This may be highlighted by pupils seen to be struggling by a lack of progress against their targets within the National Curriculum or as a result of standardised assessments organised by the SENCo.

Alternatively, staff with a pastoral responsibility (AHT, year heads, form tutors and learning mentors) may monitor an individual for whom staff have collectively reported concerns about their emotional state or patterns of behaviour.

The class/ subject teacher remains responsible for working with the child/young person on a daily basis. Central to the work of every subject and every teacher in the school is the planning of learning, with differentiated tasks. The effectiveness in meeting these needs are monitored and evaluated through lesson observations, pupil voice and progress meetings. Teaching Assistants (TAs) facilitate this learning with individuals and groups alongside the teacher in the classroom.

Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They should work closely with any TAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in effective learning; they will then consult with the SENCo to consider what else may be done. The starting point will always be a review of the strategies being used and the way in which these may be developed. It may lead to the conclusion that the pupil needs support over and above that which is normally available within the classroom situation.

The school also monitors progress of SEN pupils using results from reading comprehension (accelerated reader), spelling and writing speed tests.

### **Deployment of Teaching Assistants**

There are currently six TAs working with our pupils who have SEND. Two TAs have dedicated roles in core subject areas, with Mrs Cant attached to maths and Mrs Barnett attached to English.

The majority of TAs are assigned to pupils with EHCPs or pupils with high level needs and therefore support across a range of subjects giving a consistent support for the pupil. Core subjects are targeted for support first but the views of pupils and parents/carers are considered when allocating the support.

TAs have high expectations of all pupils, and use their knowledge to enable all pupils to achieve the learning objectives set in lessons. Teaching staff plan lessons to make effective use of TAs either to assist individual pupils, take small groups, or assist the whole class.

At present we have TAs trained to deliver our Wave 3 literacy intervention **Fresh Start** – a specialised multi-sensory learning programme which is used to improve reading and spelling ages. Most TAs have been trained to deliver the **Literacy Progress Units**, to develop specific literacy skills at KS3. Bespoke **Phonics/Spelling** intervention programmes are offered on a one-to-one basis as well as the use of ‘precision teaching’ to develop pupils’ skills. We have a **Touch-Typing** course that uses Englishtype software to support those pupils’ who plan to/make use of laptops in lessons and exams. Ms Pickering leads a **Social Skills** course that uses the ‘talk about programme’ to develop pupils knowledge and application of social skills. All TAs have undertaken training in supporting handwriting in the school supported by Morells Handwriting Company. Mrs Sue Palmer (TA) leads and runs **Handwriting Intervention** sessions in school, which is delivered through drop-ins into lessons and or specific lessons on handwriting technique. TAs have been trained and support the schools **Accelerated Reader** programme that is delivered in lessons and registration time in Year 7 and 8. TAs provide one-to-one **Study Skills** intervention sessions, helping our pupils with SEND to become more confident independent learners when withdrawn from a subject/option. Currently **Numeracy Intervention** is provided by Mrs Cant and Mrs Fouweather. Mrs Pickering is working with pupils on **Narrative skills** using recommended resources from BlackSheepPress, which improves pupils’ ability to understand, tell and write stories.

TAs meet regularly to discuss pupils, strategies and progress with the SENCo. Information from the meetings are circulated to the appropriate staff on a need to know basis. The SENCo meets weekly with the Heads of Year, learning mentor and the Assistant Headteacher (Mr Lake) to discuss pupil needs.

#### SEND Staff list 2018- 19

Dolly Cant	Maths Specialist Teaching Assistant
Kerry Barnett	English Department Teaching Assistant & Teacher
Julie Conyers	Teaching Assistant
Lynne Fouweather	Teaching Assistant
Sue Palmer	Teaching Assistant
Leah Pickering	Teaching Assistant
Cheryl Clarke-Phillips	Admin support

#### **Links with outside agencies**

The Chantry School has collaborative partnerships with many different agencies. This means that a plan can be developed to meet your child's needs, both in and out of school.

We hold regular meetings to monitor pupil welfare and progress. The SENCo meets weekly with the Heads of Year to discuss individual cases and to plan appropriate support and interventions in conjunction with the Assistant Head teacher (Mr Lake) and learning mentors (Lisa Richardson and Dave Lewis).

Listed below are some of the outside agencies with whom we work collaboratively:

Chadsgrove Learning Support Team	Speech and Language Therapists
Chadsgrove Autism/Complex Communication Team	Occupational Health
Child and Adolescent Mental Health Service (CAMHS)	Medical Education Team (MET)
Visual Impairment Team	Social Services
Hearing Impairment Team	Virtual School
Educational Psychologists (EPs)	Early Help / Family Front door
Health Professionals	Looking Ahead
	Careers Guidance

All pupils have access to independent careers guidance at The Chantry School. Careers guidance is an integral part of the CPSE sessions run from Years 7-11 and includes links with outside speakers, colleges and businesses to prepare young people for transition to post 16 Education. Those pupils with an EHCP will actively plan from Year 9 onwards their transition to post 16. Pupil and parental/carer contributions will be central to development of the plan.

## Equality

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff. We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Disability Equality Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all and the 2001 Equality Act.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all young people to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
  - creating effective learning environments;
  - securing their motivation and concentration;
  - providing equality of opportunity through teaching approaches;
  - using appropriate assessment approaches;
  - Setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school has had an Accessibility Plan in place since 2007 and this is reviewed yearly as part of the Disability Equality Scheme. The school has the following facilities:

### In the Main Building

- Lift designed for independent user access.
- Ramps
- Availability of 'Evac' Chairs for use in emergency.
- Rise and fall benches in Science and Design specialist rooms.
- Rise and fall tables in the new library resource area.
- Adapted disabled toilets.
- Rise and fall sink in DT Food
- Rise and fall cooker in DT Food
- Spare wheelchairs.
- Shower facilities.
- Hoist in medical room/ disabled toilet.

### In Sports centre

- Adapted bathroom shower area with tracking/hoists
- Disabled toilet

Only the upper floor of the Science block and the drama studio/ room 20 is inaccessible to pupils with a wheel chair and those pupil's timetables are adapted accordingly to ensure no disadvantage.

## Curriculum Adaptation

The school responds to the needs of individual pupils using the resources available within the school making reasonable adaptations to timetables and the curriculum. While there is not an SEN route the school does offer an alternative in Years 10 and 11 that provides pupils with opportunities to accelerate their progress in English and maths as well as build up skills and qualifications in addition to GCSE's such as First Aid, Food & Hygiene, Finance and the Employability Award.

## **Medical Conditions**

The school acknowledges the duty of the Children and Families Act 2014 to support pupils with medical conditions. Individual Health Care Plans (IHCPs) will be drawn up in line with the schools medical policy and the latest guidelines. These will be reviewed by school annually and updated as and when school receives updates from parents/carers and health professionals.