

Chadwick High School

SEN Policy

2016-17

Review September 2017

**SEN Policy for Chadwick High School**

**2016-2017**

**Special Educational Needs Co-ordinator:**

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**Skerton Learning Centre**

**Mainway**

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**Role of SENCO in schools SEND Code of Practice, 6.89:**

**Lizzie Holland (SENCO) is a member of the Senior Leadership Team**

**This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014)3.65 and has been written with reference to the following guidance and documents:**

* **Equality Act 2010:advice for schools Department for Education February 2013**
* **SEND Code of Practice 0-25(July 2014) Schools SEN Information Report Regulations (2014)**
* **Statutory Guidance on Supporting Pupils at school with medical conditions April 2014**
* **The National Curriculum in England Key Stage 1 and 2 framework document September 2013**
* **Safeguarding Policy**
* **Accessibility Plan**

This policy has been created by the SENCO in liaison with the SEN Governor, Senior Leadership Team, School Staff and parents of pupils with SEND.

The school accommodation is split between two neighbouring sites. One building is wheelchair accessible, has an accessible parking space and accessible toilet facilities. The access to the lower floor of the New building is accessible.

All pupils at the Chadwick High School are here because they need support above that which a mainstream school is able to provide. As a result they are all considered to have SEN and are placed at School support plan on the **school’s** SEN register, unless they arrive at the school with a statement of SEN already in place or an EHCP.

Class sizes are small and the majority of lessons are supported by a teaching assistant. If pupils still find accessing the curriculum difficult they may be offered 1:1 support with a teaching assistant, or be given the opportunity to work with a range of alternative providers.

**AIM**

The purpose of Chadwick High School’s approach to SEN is to raise the aspirations of and expectations for all pupils with SEN, providing a focus on outcomes for children and young people and not just hours of provision/support.

**OBJECTIVES**

* To work within the guidance provided in the SEND Code of Practice, 2014.
* To ensure early identification of and relevant provision for all pupils who have Special Educational Needs (SEN) and additional needs.
* To ensure that pupils with SEN and additional needs are involved in decisions affecting their future provision and aspirations
* To ensure that parents of SEN pupils are kept fully informed of their child’s progress, attainment and learning outcomes.
* To provide support and advice for all staff working with pupils who have special educational needs and additional needs.
* To operate a “whole pupil, whole school “approach to the management and provision of support for special educational needs.
* To support pupils with SEN in moving between phases of education and preparing for adulthood.
* To use a variety of teaching styles and cater for different learning styles to allow students with SEND to access a full learning experience
* To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN policy.

**IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

Early identification of students with SEN is a priority. At Chadwick High School the following identification strategies are used:

All pupils are assessed on entry to give a measure of their cognitive ability and, where appropriate, of their social, emotional and learning needs. This is supplemented by information gathered from their most recent school. Over the first half-term, pupils are also assessed for their levels of academic attainment and once they are better known to staff further assessments such as a Boxall profile may be undertaken as appropriate. Where necessary pupils are referred to an Educational Psychologist or a Specialist Teacher for further assessment and advice.

The purpose of identification is to work out what action needs to be taken, not to fit a student into a category. A detailed assessment of need should ensure that the full range of an individual’s needs is identified, not simply the primary need.

Special education provision should be matched to the student’s identified SEN. According to the SEND Code of Practice, 2014, children’s SEN are generally thought of in four broad areas of need and support. These needs can cut across all four areas and their needs may change over time.

The four broad areas of need and support are:

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

These four broad areas give an overview of the range of needs that should be planned for.

We also identify the needs of pupils by considering the needs of the whole child which may include needs that are NOT SEN but may impact upon progress and attainment.

* Disability (the code of practice outlines the “reasonable adjustment” duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
* Attendance and Punctuality
* English as an Additional Language
* Health and Welfare
* In receipt of Pupil Premium Grant
* Being a child of a serviceman / woman
* Being a Child Looked After

According to SEND Code of Practice 2014, identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person’s behaviour should be described as an underlying response to a need which providers will be able to recognise and identify clearly.

**A GRADUATED APPROACH TO SEN SUPPORT**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

* Closes the attainment gap between student and peers
* Prevents the attainment gap widening
* Is equivalent to that of peers starting from the same baseline but less than the majority of peers
* Equals or improves upon the student’s previous rate of progress
* Shows an improvement in self-help and social or personal skills

The code of practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching that a setting can provide.

**WHOLE PUPIL, WHOLE SCHOOL**

* Teachers are responsible and accountable for the progress and development of the pupils on their class, including where pupils access support from teaching assistants or specialist staff.

The school operates a system of regular reviews to share pupil progress with parents / carers. Each pupil has a key worker who will keep in touch with parents by telephone on a weekly basis or who will report any significant developments to parents / carers as and when they occur.

Pupils’ academic progress and the effectiveness of any provision recorded on the whole school or individual provision maps is considered during these reviews and new provision and targets are agreed.

The discussions held during reviews inform the formal annual reviews for pupils with Statements or Education, Health and Care Plans. Where necessary reviews of Statements or Education, Health and Care Plans may be called early so that the aims and provision can be adjusted to better match pupils’ needs.

Formal reports are written annually.

The whole school provision map is used to match pupils and groups to different interventions and to identify gaps in the provision that the school can offer. After each intervention the effectiveness of it is evaluated and over time this can inform decisions about which provisions will be maintained or developed.

* High quality teaching and differentiation for individual pupils is the first step in responding to pupils who have or may have SEN as additional intervention and support cannot compensate for lack of good quality teaching.
* Staff have extensive experience of working with pupils with SEN, especially those with Medical, Social and Emotional or Literacy difficulties

* In deciding whether to make special educational provision, the teacher and the SENCO should consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
* For a higher level of need more specialised assessments from external agencies and professionals will be called upon**.**

**CRITERIA FOR EXITING THE SEN SUPPORT PLAN**

Pupils will remain on the SEN support plan until they transfer to either a mainstream or special school.

**SUPPORT FOR PUPILS AND FAMILIES**

The SEND reforms place a statutory requirement on schools from September 2014 to make information available to parents about how the school supports children and young people with SEN.

This information will form the main basis for the school’s Local Offer which is published on the school’s website: [www.chadwickhigh.co.uk](http://www.chadwickhigh.co.uk)

**The Special Educational Needs and Disability Regulations 2014 (Part 4)**

‘Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.’

Lancashire’s Education Authority Local Offer can be found at the following website:

[**http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/what-you-can-do-if-you-think-your-child-has-additional-needs.aspx**](http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/what-you-can-do-if-you-think-your-child-has-additional-needs.aspx)

**TRANSITION**

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| Pupils at Chadwick High School rarely transition directly from Year 6. Most often pupils have spent some time in a mainstream secondary school before transferring to this school. However, no matter the route by which pupils arrive at school the transition is supported by a telephone conversation followed up with a home visit and an admission meeting with parents / carers where the pupils are also shown around the school. If necessary additional visits can be arranged to help pupils get to know the school before they start attending. When pupils start at school they are assigned a key worker to support them with settling in and any on-going issues.  Some pupils remain in school until the end of year 11 and in this case they are supported with transition to post-16 provision, both by key workers and by Young People’s Services (YPS) who provide careers guidance, support visits to college and help to identify apprenticeships. A named YPS worker will do their best to ensure that the pupils have Key Stage 5 provision in place and continue their support into Year 12 if necessary.  Many pupils however, return to their mainstream school, move to a new mainstream school or transfer to a special school. Where appropriate this move may follow statutory assessment and therefore be supported by a statement of special educational needs or EHC plan.  Where returning to their previous mainstream school is a possible outcome then contact is maintained by inviting staff from that school to pupil review meetings. Before returning to their mainstream school pupils would attend a meeting at that school with parents to discuss their start there and any adjustments that may be made to their timetable or any additional support that may be available.  For pupils who move to a new mainstream, staff from that school are invited to reviews (if the school can be identified sufficiently in advance). Pupils will be offered visits and an admissions meeting prior to transition. Where it may be beneficial key-workers can support transition by accompanying pupils on their first day (or for longer if necessary) or by being available for key-worker sessions from time to time. As pupils build relationships in their new schools this support will gradually be withdrawn.  For pupils moving to special school, visits are arranged via Inclusion and Disability Support Services. This can be supported by SENDIAS officers or by staff from Chadwick High School.  Family workers can support parents / carers with advice about further education, employment, independent living and participation or refer families to other agencies or voluntary groups if they are in a better position to provide that guidance. |

**EXAM ACCESS ARRANGEMENTS**

Exams officer- Debbie McGuiness.

Some pupils with SEN will come with exam access arrangements already in place from their mainstream school. For those pupils who do not have access arrangements in place Chadwick High School will arrange for assessment of pupils for access arrangements.

**LINKS WITH EXTERNAL AGENCIES**

Where internal school support and provision is unable to meet pupil

SEN and additional needs, the SENCO/HEADTEACHER in conjunction

with key members of staff will contact external agencies to support the

family and pupil. Some examples are – Children’s Social Care, CAMHS,

Birchall Trust. Referrals are made via the Well Being, Early Help and Prevention Service.

**ADMISSIONS**

The School is responsible for the education of the following groups of

pupils:

* Permanently excluded from school
* Early intervention support
* Non-school attenders with three prosecutions
* Pupils who are not able to attend mainstream school due to their

Medical needs

In exceptional circumstances consideration will be given to:

* pupils new to area as part of an integration plan
* children in LA Care as part of a care plan
* YOT pupils as part of an Education Plan.

**SUPPORTING PUPILS WITH MEDICAL CONDITIONS**

Chadwick High School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils maybe be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision though the SEND Code of Practice(2014)

All medication is kept under lock and key in the school office. For the

safety of all the community, students are not allowed to carry

medicines in school. The drawer is locked and designated staff have

access to the key.

**MONITORING AND EVALUATION OF SEND**

At Chadwick High School the progress of each pupil is reviewed at individual half-termly meetings. Parents / carers are invited to review meetings and, as appropriate, staff from pupils’ referring schools / prospective schools, educational psychologists and other professionals may attend.

Pupils’ academic progress and the effectiveness of any provision recorded on the whole school or individual provision maps is considered during these reviews and new provision and targets are agreed.

The discussions held during reviews inform the formal annual reviews for pupils with Statements or Education, Health and Care Plans. Where necessary reviews of Statements or Education, Health and Care Plans may be called early so that the aims and provision can be adjusted to better match pupils’ needs.

The whole school provision map is used to match pupils and groups to different interventions and to identify gaps in the provision that the centre can offer. After each intervention the effectiveness of it is evaluated and over time this can inform decisions about which provisions will be maintained or developed.

Judgements of effectiveness could be based on subjective criteria, such as observation of pupils, but are also based on the outcomes of assessment, such as changes to scores on the Strengths and Difficulties Questionnaire, PASS or reading assessments. Progress in academic subjects is also tracked and where pupils are not making expected progress then their provision will be reviewed and appropriate interventions put in place.

**TRAINING AND RESOURCES**

The school’s SENCO regularly attends the Local Authority’s SENCO Network meetings and Secondary Cluster meetings.

**ROLES AND RESPONSIBILITIES 2015-16**

SEN Governor - Paul Raynor

SEND Officer, White Cross - Melanie Marsdin/Barbara Marsden

Safeguarding Designated Teacher - L Holland/C. Mitchell

Pupil Premium – S. Reid

SENCO - L.Holland

**STORING AND MANAGING INFORMATION**

SEN information is stored securely in locked cabinets outside the Deputy Head teacher’s office. Electronic SEN information is saved securely on the school network. Historical information is stored for a period of 25 years and then shredded**.** Child Protection or Safeguarding material is stored in a separate cabinet which is only accessible by the DSLs.

**REVIEWING THE POLICY**

This policy will be reviewed annually: September 2017

**STATUTORY RESPONSIBILITIES**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

**DEALING WITH COMPLAINTS**

A copy of the complaints policy can be obtained from the school.

**BULLYING**

We take a whole school curriculum approach to anti-bullying that supports the school ethos and empowers students to take a responsible role in any whole school anti-bullying initiative and curriculum innovations. We are committed to providing a caring, friendly and safe environment for everyone. We work in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all students and staff should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to report it.

The anti bullying policy can be found on the school website

[**www.chadwickhigh.co.uk**](http://www.chadwickhigh.co.uk)

A paper copy can be obtained from the school.

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