

**SEN Policy**

# September 2023

Next Review: September 2024

**SEN Policy for Chadwick High School**

 **2023-2024**

**Special Educational Needs Co-ordinator:**

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

**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 framework document December 2014**
* **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. Access to the second building is via a set of stairs.

All pupils at 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 an EHC Plan already in place.

Class sizes are small and all lessons are supported by a teaching assistant. If pupils continue to 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.

## OBJECTIVES

* To work within the guidance provided in the SEND Code of Practice.
* 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 to gain a measure of their cognitive ability and their social, emotional and learning needs. This is supplemented where possible by information gathered from their most recent school. A suite of a resources such as WRATs, Resiliency Scales and Dyslexia screening are available for assessment. Over the first half-term, pupils are assessed for their levels of academic attainment and once they are better known to staff further assessments such as a Boxall profile are undertaken. 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.

Each pupil has a key worker who will keep in touch with parents by telephone on a daily basis and who will report any significant developments to parents / carers as and when they occur. All pupils have an individual Support Plan outlining barriers and strategies to support learning. Where a pupil has an EP report or an Education Health and Care Plan, an individual IEP is written. IEPs and Support Plans are reviewed termly and will inform the formal annual reviews for pupils with Education, Health and Care Plans. Where necessary reviews of 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.

A range of individual interventions are offered to pupils. 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

* 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 Pupil Support Plan / IEP 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 has to be published on the school’s website: 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/specialeducational-needs-and-disabilities/what-you-can-do-if-you-think-yourchild-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

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 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.

Some pupils remain in school until the end of year 11 and in this case they are supported with transition to post-16 provision, by key workers and by the teacher with responsibility for Careers Advice and Guidance. This teacher will provide careers guidance, support visits to college and help identify apprenticeships.

A number of 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 an 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 school, staff from the new 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 Parent Partnership officers or by staff from Chadwick High School.

## 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.

## 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 an 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 half - termly. Parents / carers are invited to all 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 interventions recorded on individual education plans is considered during reviews and any new provision and targets are agreed.

Data from review of IEPs, Boxall profiling and individual intervention work inform the formal annual reviews for pupils with Education, Health and Care Plans. Where necessary reviews of Education, Health and Care Plans may be called early so that the aims and provision can be adjusted to better match pupils’ needs. 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 2023-24**

 SEN Governor – Melanie Maxwell-Scott

 SEND Officer, Whitecross - Alison Riley

 Safeguarding Designated Lead – Andrew Murray

 SENCO – C.Ogden

 Designated Teacher for looked after children – Carol Ogden

**STORING AND MANAGING INFORMATION**

 SEN information is stored securely in locked cabinets in the school 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: July 2023

## 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 antibullying 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**

A paper copy can be obtained from the school.

## COVID-19

Chadwick High School follows government advice which is regularly updated. Whole school risk assessments are updated as appropriate and shared with staff.

During any Lockdown periods, all pupils with an EHCP will be offered a place in school in line with Government advice. A risk assessment is completed for each pupil whether they attend school or not. This is updated regularly to reflect changes in circumstance or attendance. Daily phone calls are made to parents by keyworker and / or SENCO. An EHCP is a statutory document and school has a duty to deliver appropriate teaching and to monitor outcomes. The Secretary of State for Education can suspend this duty in the event of school closures and / or a move to remote teaching and learning. School will be issued with a Modification Notice in this instance.

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