



# WILLIAM FARR

C of E Comprehensive School

## Special Educational Needs and Disabilities Policy

---

### Vision and Values

William Farr Church of England Comprehensive School's vision is to provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

### Our core values are:

Compassion      Friendship      Perseverance      Respect      Responsibility      Wisdom

### Our legal responsibilities

#### Compliance

This policy complies with the statutory requirement laid out in the **Special Educational Need and Disability Code of Practice 0-25 Department for Education and the Department of Health**, which also outlines all guidance and documents that this policy must consider and adhere to.

It should be read in conjunction with the SEND Information Report, published on our school website, Safeguarding and Child Protection Policy, Data Protection Policy and the Intimate Care document.

This policy and the associated reports will be reviewed annually, or sooner if appropriate, in line with DfE requirements.

**The Special Educational Needs and Disabilities Coordinator, the Special Educational Needs and Disabilities Governor and the Child Protection Officer are all listed on our website.**

### Aims of this Policy

William Farr Church of England Comprehensive School aims to provide the highest quality of education whereby everyone is encouraged to strive for excellence in all that they do and each student is known, valued and achieves as an individual.

For students with SEND, we interpret this vision to include:

- To offer a broad, balanced and appropriate curriculum which allows differentiation to enhance the learning of every student with Special Educational Needs and Disabilities (SEND);
- To liaise with all staff in the school concerning students with SEND so that information pertaining to SEND is effectively shared in the interests of students;
- To share the responsibility of developing individual students as a whole school concern.

### Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: *'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to*

*be made for him or her. A child of compulsory school age 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions’.*

*‘A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them’. (Section 1: xiii; xiv)*

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is, *‘... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’.* This definition provides a relatively low threshold and includes more children than many realise: *‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.* (Section 1: xviii)

## **Key principles**

William Farr Church of England Comprehensive School is committed to the following key principles:

- All students with SEND must have their needs routinely met, within the scope of a mainstream setting;
- Early identification and early intervention are essential for ensuring better outcomes for students;
- Raising the achievement of students with SEND is a whole school responsibility;
- All students are encouraged and supported to be active partners in the decision-making about their education;
- Active, respectful involvement of parents or carers as partners in the education of their child has a positive impact;
- All students with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment;
- All students benefit from ‘High Quality First Teaching’;
- Where appropriate collaborative working with external partners and services is essential to meeting the needs of students;
- Effective transition arrangements must be in place across all phases of education to ensure positive outcomes for the students;
- Resources allocated to SEND must be effectively used to secure impact and value for money;
- To ensure that all staff have access to training and advice to support quality adapted teaching and learning for all students.

## **Roles and responsibilities**

### **Headteacher**

- The Headteacher is responsible for monitoring and evaluating the progress of all students;
- The Headteacher and the Governing Body will delegate the day-to-day implementation of this policy to the Special Educational Needs and Disabilities Coordinator;
- The Headteacher will be informed of the progress of all learners and any issues with regard to the school’s provision as appropriate.

### **Special Educational Needs and Disabilities Coordinator (SENDCo)**

The SENDCo has an important role to play in determining the strategic development of SEND provision. The SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for SEND learners;

- Identifying on this provision map a list of students with SEND – identifying those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with current Education Health and Care Plans (EHCPs);
- Co-ordinating provision for children with SEND;
- Liaising with and advising teachers on matters of SEND;
- Contributing to the in-service training of staff;
- Overseeing the SEND Information records on all children with SEND;
- Implementing a programme of Annual Review for all SEND Support students or an EHCP;
- Carrying out referral procedures to the Local Authority (LA) to request an EHCP Assessment when it is suspected, based on strong evidence, that a pupil may have an on-going SEND need which will require significant support;
- Overseeing the smooth running of transition arrangements and transfer of information for all students who transfer from one phase of education to another;
- Monitoring and reviewing the use of Passports so that they can be applied for supporting a student with SEND;
- Evaluating regularly the impact and effectiveness of all additional interventions for all SEND learners;
- To hold meetings with the key school stakeholders to review all SEND learners who are being tracked on the school's provision map;
- Meeting regularly, at least annually, with parents and families of students on the SEND Register, keeping them informed of progress and listening to their views;
- Ensuring SEND students receive appropriate support;
- Attending SENDCo meetings and training as appropriate;
- Liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for SEND learners;
- Liaising closely with a range of outside agencies to support SEND learners.

### **Class teacher**

Liaising with the SENDCo:

- Support and improve the outcomes for all learners;
- Support students who are underachieving and need to have short term additional interventions;
- Identify students who require additional support because of a SEND need;
- Use the student Passports or EHCP to inform the teaching and support for learners;
- Adapt materials for learners as appropriate;
- Ensuring there is adequate opportunity for students with SEND to working on agreed targets which are genuinely "different to and additional to that which is available to all children as part of the differentiated curriculum offer and strategies available to each pupil".

### **SEND governance**

There must be a member of the Governing Body or a sub-committee with specific oversight of the school's arrangements for SEND.

### **Admissions arrangements**

The school will admit all students in accordance with the Admissions Policy which is published on the school's website

### **Special facilities**

- The school has the HUB which provides specialist support for students with SEMH needs.
- The school has a specially designed Hygiene Suite to meet the many additional needs of our physically disabled students.
- The school has lifts, automatic doors, ramps and is fully accessible for wheelchair use.
- There are also specifically trained and designated Teaching Assistants for all four areas of SEND.

## **The identification, assessment and provision for all students with Special Educational Needs and/or Disabilities**

### **The graduated approach**

The four broad areas of need are:

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

The principle sources of information for identifying needs are:

- Information from primary school;
- Information from subject teacher or form tutors;
- Information from parents;
- EHCPs;
- Year 7 screening tests including reading and spelling;
- Mid-year screening for cognitive, communication or social difficulties;
- Information from external agencies;
- Visit by the SENDCo and TA2s to primary schools.

Where progress is less than expected, over a period of time, a teacher may make a referral to the SENDCo, who will then assess whether the student has SEND. The SENDCo will gather evidence, over time, to support any assessment. This will also involve the informal gathering of evidence including the views of the child and the parents. Slow progress and low attainment do not mean that the child has SEND.

Difficulties relating solely to:

- Limitations in English as an additional language;
- Attendance and punctuality;
- Health and welfare;
- Being in receipt of Pupil Premium Grant;
- Being a Looked After Child or Previously Looked After Child;
- Being a child of service personnel;

are not SEND but may impact on progress and attainment.

### **Transition**

The SENDCo and TA2s visits the feeder primary schools and attends SEND reviews for students with EHCPs or who are on the Additional Needs register. Parents of students transferring to William Farr Church of England Comprehensive School are encouraged to visit prior to transition and meet with the SENDCo to discuss the additional needs of their child.

The SEND department use a range of assessments to identify SEND. These include screening on entry and Key Stage 2 assessments.

Transition Reviews and are completed in Year 11 with the pupil and parents. Careers interviews are available and support from the Careers Service is also available for parents to access. For students with EHCPs a representative from the LA is asked to attend the review. The Transition plan is reviewed each year up to the pupil changing school or moving in to the sixth form. The plan outlines the aspirations of the pupil, the desirable outcomes and what is needed for these to be achieved.

All children receive advice on careers and are encouraged to visit further and higher education providers to explore post-16 and 18 courses. If additional support is needed, this will be put in place, as is bespoke input

within the PSHE Curriculum. The school is currently working towards the SEND Gatsby Benchmark for Careers.

### **Access arrangements for students with Special Educational Needs in public examinations**

See the Exams Access Arrangements Policy.

### **Safeguarding Children with Special Educational Needs and/or Disabilities**

Special consideration should be given to safeguarding and protecting children who may have additional vulnerabilities:

- Additional barriers can exist to the recognition of abuse and neglect which can include assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Vulnerable children can disproportionately be impacted by things like bullying and abuse, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers;
- Seeing a disability first and abuse second;
- These additional challenges are addressed through a high level of pastoral care and our communication and interaction with our young people.

### **The Additional Needs register**

The Additional Needs Register is managed by the SENDCo and lists all the SEND students who are receiving an appropriate intervention. Students may be placed on the register for reasons including, if they are working significantly below age related progress or have difficulty accessing the school environment etc and need significant adaptation to provision. This decision is made in conjunction with parents. The register is regularly updated and all members of staff have access to it electronically.

### **SEND Support**

This is a single category of need for all students who receive intervention. For a student to be categorised as SEND Support parents must be formally notified. Adjustments, interventions, strategies are put in place. These are selected to meet the outcomes identified for the student. All staff who work with the child are made aware of the intervention, teaching strategies or approaches that are needed.

### **Student passports**

Students who are placed on the Additional Needs register as SEND Support will have a Student Passport written for them initially and then subsequently written in collaboration with them and their parents so that they are actively involved in the strategies being put in place. The Passport will outline the nature of the difficulty the student has and strategies that may help them to achieve. Additional information about formal tests, assessment levels, interventions and any exam access arrangements will also be included. All members of staff and parents can access the passports online and parents can request a paper copy.

The passports are reviewed twice yearly when teachers/students/parents are asked to comment but updates can take place at any time if the needs of the pupil change.

### **SEND annual reviews**

In accordance with the Code of Practice reviews for students who have an EHCP take place yearly when all external agencies and parents are invited to attend. Reviews can be held more than yearly if the need arises.

Reviews for students who receive the high level of SEND Support are held twice a year with external agencies and parents are invited to attend.

### **External agencies/specialists**

When a pupil continues to make less than expected progress despite evidence that interventions are matched to needs, the school will involve specialised support from the LA. The parents will be involved in this

decision. The specialised support available is set out clearly in the Local Offer on the LA Additional Needs website.

Where an external agency is involved the advice on teaching strategies, interventions or other approaches will be conveyed to teaching staff and closely monitored as to their effectiveness.

### **Education Health and Care Plan**

When, despite sustained intervention having taken place, there are still concerns about the progress a pupil is making, then an EHC Assessment can be requested. The EHC Assessment document outlines the special educational provision that needs to be in place to secure the best outcomes for that pupil. To move towards an EHC Assessment the criteria as laid down by the LA must be adhered to. An EHC Assessment will not always lead to an EHCP or extra resources for the pupil. Once the school has requested the assessment in line with LA criteria then the LA make the decision.

### **Criteria for exiting the Additional Needs register**

Children receiving SEND Support are reviewed twice a year. If the pupil's holistic school data shows expected progress, then a decision is made in conjunction with the parent/carer with regard to removing the child from the register. The pupil will then be monitored.

## **Supporting students and families**

### **The Local Offer**

The LA publishes on its website its Local Offer (Regulation 53-part 4 SEND CoP 2014). The Local Offer has to provide parents with information of all the services available to them for Additional Needs and where and how they can be accessed.

The school has a statutory requirement to provide a SEND Information Report (Regulation 51-part 3 section 69 SEND CoP 2014). This can be found on the school website.

### **Students with medical conditions**

The school will support students with medical conditions in accessing a broad and balanced curriculum including school trips and Physical Education.

Some students with medical conditions may have SEND Support or they may have an EHCP that will outline support for their health and social care needs.