

**Valentines High School  
Special Educational Needs & Disability (*SEND*) Policy**

**September 2019**

Reviewed September 2019 for approval at the main Governing Board November 2018.  
To be reviewed next by September 2020

## **Introduction**

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

This SEN policy details how we ensure that the needs of all our pupils with special educational needs are met.

When carrying out our duties towards our pupils with SEN, we have regard to the Special Educational Needs Code of Practice January 2015.

## **Principles**

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is differentiated and scaffolded to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEN have a unique perspective on their own needs and should be central to all decision-making processes regarding their support.

## **Aims**

- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that we take the views of the child and parents into account when planning and evaluating their SEND provision.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.
- Provide an environment in which individuals feel safe and are respected and encouraged to be the best they can be.

The Policy applies equally to all students and their families whatever their gender, ethnic origin, home language, religion, disability or social circumstances.

## **Definition of special educational needs & disability (SEND)**

A child or young person has SEND 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 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 educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our Ethnic Minority Achievement/English as an Additional Language policy.

### **Early Identification and assessment**

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers or widens the gap.
- has a disability which effects their access to the curriculum.

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCo to assess whether the child has SEND. The SENCo will gather information from the pupil, parents, class teacher, and external outside agencies where appropriate, and with the consent of parents. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEND pupils in relation to the objectives in the outcomes in their Education, Health and Care Plan are reviewed annually. We involve the child and family fully in the planning and review process.

Special educational needs can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action the school needs to take. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification/label.

## **SEN Support**

When a pupil is identified as having a special educational need we take action to remove barriers to learning and put effective special educational needs provision in place – SEN Support. Quality First Teaching remains our first response in relation to the identification of these needs, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

A Pupil Profile (PP) is drawn up – alerting staff to the nature of the difficulty and describing what is additional to, or different from the school’s curriculum plan. The PP is reviewed at least once each school year, this will usually be after any annual review or parental meeting.

We adopt the graduated approach and four part cycle of ‘assess–plan–do–review’ as recommended in the SEND Code of Practice. In successive cycles the SEN Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school’s best efforts, and with the agreement of the child’s parents/carers, we will involve appropriate specialists and outreach services.

Some pupils will make accelerated progress and cease to require SEN Support after a period of targeted intervention and these pupils will then be removed from the school’s register of SEN pupils. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

If, after this level of intervention, concern for the student’s progress continues the SENCo, after discussion with the student, the parents and all professionals involved, may ask the Head Teacher to refer to the LEA for Statutory Assessment of the student’s needs.

## **Education, Health and Care Plans**

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child’s needs require provision and resourcing over and above that which we make available to our SEN pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child’s education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

## **How Valentines High School adapts the curriculum and learning environment for pupils with SEND**

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCo, outreach teachers and professionals from other external agencies for advice as needed. E.g. Joseph Clarke Service for the Visually Impaired, Redbridge Service for Deaf and Hearing Impaired Children, New Rush Hall, Little Heath.

## **Additional support for learning available to pupils with SEND**

The SENCo ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school. Interventions available include:

- Pupil Profile summarising the main needs of SEND students in terms of Strengths, Difficulties, Strategies and what to Avoid.
- Reviews of progress made towards meeting the targets set.

- In-class support from a support teacher or Learning Support Assistant.
- Drawing up of differentiated work sheets and plans.
- Withdrawal for small group, or individual work, with a support teacher or Learning Support Assistant.
- Key Stage 4 Learning Support and workskills options.
- Lunchtime clubs to help with homework, handwriting, spelling, reading and times-tables. Games club.
- Pre- and post-school and lunchtime reading sessions.
- Accessibility to members of the SEND team for students experiencing emotional/behavioural difficulties.
- Outreach support.

Some interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENCo. Other interventions are delivered by teachers. The outreach speech and language therapist works closely with school staff to ensure that we address the needs of our pupils with language and communication needs effectively.

Some pupils are supported in class for part of the school day by a LSA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. LSAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

### **Support for pupils with Social, Emotional and Mental Health (SEMH) difficulties**

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate. We have an allocation of one day per week from New Rush Hall Outreach Service.

Regular meetings are held where the SENCo, New Rush Hall Outreach teacher, Head of House, learning mentor and the Assistant Headteacher with responsibility for pastoral support are present. This is a collaborative and effective way of working out how we can best help the child at the centre.

### **Specialist provision, equipment and facilities**

If a child needs specialist equipment due to physical or medical needs, the SENCo will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use. E.g. physiotherapy, occupational therapy, Newbridge Outreach, Special Educational resources Centre (SERC).

### **How Valentines evaluates the effectiveness of its provision for pupils with SEND**

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

## **Admissions**

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

## **Roles and responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole. However some key individuals and groups have particular areas of responsibility:

### Governing Board

- to ensure that the necessary provision is made for any pupil who has special educational needs
- to consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- to ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy in meeting
- to appoint a member of the Governing Board to have special responsibility for SEND within the school who will meet on a regular basis with the SENCo and conduct visits to the school on a planned programme

### The Headteacher

- to manage all aspects of the school's work, including provision for pupils with SEND
- to keep the governing body fully informed
- to work closely with the school's SENCo
- to seek out and share best practice with the LA and other schools

### The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator is Mrs Starling. She is in school full time. Her key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEND
- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to liaise with the relevant Designated Teacher where a Looked After Child (LAC) has SEND

- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEND are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- to coordinate the effective deployment learning support assistants, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEND
- line manage the team of LSAs
- to ensure that appropriate access arrangements are in place for examinations

## Teachers

- to provide Quality First Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- to work with the SENCo to monitor the effectiveness of interventions and the progress made by pupils with SEND

## Learning Support Assistants

- to support pupils with their learning under the direction of the class teacher and/or the SENCo, implementing strategies recommended by the teacher, SENCo or professionals from external agencies
- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENCo on the progress of the pupils with whom they work to inform planning and review

## **Arrangements for training and staff development**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support is given to Newly Qualified Teachers and other new members of staff.

Once a month staff receive training on either how to meet individual pupils needs or a whole school SEND issue. This ensures staff are kept up to date with current policy and have a good understanding of a range of SEND needs.

## **Partnership with parents/carers**

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special

educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them fully in planning and reviewing any SEND provision.

A child's teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEND may contact the Parents in Partnership Service of Redbridge for independent support and advice.

## **Pupil participation**

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

## **Links with other mainstream schools and special schools**

Members of the SEND team visit the primary schools during the summer term to meet the primary SENCo and pupils with SEND. Whenever possible the SENCo attends the Year 6 annual reviews of pupils with an Education, Health Care Plan who intend transferring to Valentines High School. When this is not possible another team member attends. All papers including SATs results are transferred with the pupil. An LEA primary transfer form is completed and sent to the school. At the end of June/beginning of July the Admissions Officer coordinates the data received from the transfer forms, from SEND team visits and from MEAS team visits. This information is made available to all staff so that forward planning can take place.

The SEND team sends out welcoming letters and requests for information from prospective parents of students identified as having SENDs. With parental permission these students are invited to come into Valentines to work with the SENCo and members of the team during July, this takes place at a special induction day, purely for pupils with SEND so that they have an advantage over the rest of the year group. Detailed information regarding each student's SEND is then made available to all staff. (More information about primary transfer can be found in the departmental handbook).

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Valentines High School has good links with local special schools through the outreach services.

## **Links with other agencies and voluntary organisations.**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENCo works closely with the Educational Psychologist assigned to the school and meets with her at the beginning of each term to plan her work in the school for the term.

Other agencies and outreach services that the school works with include:

- Little Heath Outreach

- Speech and language therapy service
- Occupational therapy service (NELFT)
- SEATTS
- Physiotherapy service
- Joseph Clark Service for the Visually Impaired
- Redbridge Service for Deaf and Hearing Impaired Children
- Newbridge Outreach
- SERC (Special Education Resource Centre)
- CAMHS (Child and Adolescent Mental Health Service)
- Redbridge Child Development Centre
- Virtual School for Looked After Children
- Social Care services

### **Evaluation of the SEND Policy**

All sections of the SEND policy are regularly evaluated by the SEND team and line managers (curriculum and pastoral) and updated by the SENCo. Changes in legislation and LEA recommendations are incorporated into the policy, by the SENCo, as and when they occur.

### **Complaints procedures**

Any parent who is concerned about the provision for SEND in the school should contact the SENCo in the first instance. The SENCo will deal with the matter or refer it to the appropriate person. Should the parent not be happy with the outcome the complaint should put in writing and addressed to the Headteacher. The SENCo will keep a record of all complaints. All complaints will be dealt with as quickly as possible.

The schools' complaint procedures are set out in the school prospectus.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

### **Legislation and guidance relevant to this policy**

Children and Families Act 2014, Part 3

Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years

January 2015

Equality Act 2010

Education Act 2011

Governors at Valentines High School have taken into account that:

“Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught”

*Code of Practice, page 6.*

### **Related school policies**

Equality Policy

Accessibility Plan

Health and Safety Policy

Medicines in School Policy

