



Upper Shirley High SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY March 2016

Vision

To enable all students with special educational needs to reach their full potential, to be included fully in their school communities and to make a successful transition to adulthood, and the world of further and higher education, training or work.

Aim

- To identify and assess students' needs thoroughly, and as early, as possible
- To educate students within the school adhering to the provisions in the Children and Families Bill and its associated regulations and to the Special Educational Needs Code of Practice (2014).

If you wish to access more detailed information about the SEN Code of Practice, you can read and respond to the full draft SEN Code of Practice which can be found by clicking on this link:

<https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations>.

- To work in partnership with parents
- To involve students in planning for and reviewing the provision
- To involve all teachers
- To collaborate with all external providers of support

The school follows the SEN Code of Practice (DfES 2014). This provides guidance to all Local Authorities (Las) and schools regarding their responsibilities for all students with Special Educational Needs. It has a model of provision that enables a logical progression of intervention which may ultimately lead an Education, Health and Care Plan (EHCP) in appropriate cases. A parent booklet explaining Education, Health and Care plans can be found by clicking the link below:

http://www.southampton.gov.uk/Images/Parent%20carer%20leaflet-CYPDS_tcm46-337250.pdf

Further information can be found at:

http://www.southampton.gov.uk/living/scchildren/send_pathfinder/integrated_assessment_single_plan.aspx

SEND Policy/Upper Shirley High/Date of Last Review March 2016/Date of Next Review March 2017/ABR

Definition of Special Educational Needs

Students have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Students have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of students the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for student of the same age in schools within the area of the local education authority
- Are under compulsory school leaving age and fall within the definition of the above or would do so if educational provision was not made for them

Students 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.

Special Educational Provision means:

- Educational provision which is additional to, or otherwise different from, the educational provision made generally for student of their age in schools maintained by the LA, other than special schools.

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

“A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.”

“A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities.”

The SEN Code of Practice (2014):

- Simplifies the model of intervention for SEN students
- Considers the role of the SENCo (Special Educational Needs Co-ordinator)
- Indicates the LA role
- Recommends disagreement resolution mechanisms
- Emphasises parent partnership

At Upper Shirley High (USH), our emphasis is on:

- **The need for early identification and intervention.** There are robust procedures in place which prioritise the collection of baseline data and information from feeder schools. This, along with regular monitoring and assessment by all classroom teachers, will identify if a student’s current rate of progress is adequate (see identification, assessment and provision).

- **Student's provision should match their needs.** Planning and outcomes should be recorded. An Individual Student Profile should be written with the student and discussed with staff. Student Profiles will be reviewed regularly. If little or no progress is made over time, it will be necessary to bring in outside specialists to advise on new strategies and targets and to perhaps consider a package of school and alternative educational locations.
- **Effective partnership with parents.** To liaise with parents; to inform them when provision or changes in provision is being made; to actively encourage parents to recognise their responsibilities and play an active part in their child's education; to have access to information, advice and support. For information on Southampton Information Advice and Support Service (Formerly Parent Partnership) guidance please follow the link below:

www.southamptonmencap.org

Southampton Information Advice and Support Service offer advice and support to parents and carers of children and young people with special educational needs (SEN). At Upper Shirley High we involve parents in the planning and reviewing of the Local Offer (see USH website – **SEND Information Report**). We also involve parents in drawing up individual EHC plans, in reviews and assessments.

- **Greater involvement of the student.** Involvement by the student in the making of decisions and in the creation of the Student Profile and its monitoring. At Upper Shirley High we use person centred planning. This focus is the child and not their needs or diagnostic label. We use ordinary language and not professional jargon. We highlight strengths and capacities and we strengthen the voice of the person (and carers) about their achievements, outcomes and ambitions.
- **The importance of multi-agency involvement.** The school will recruit external support services to advise on new and appropriate targets and strategies as appropriate. This could include additional specialist assessments to inform planning and in measuring progress. External support and guidance will be available from:-

Educational Psychologists (EPs)

Specialist support teachers or support services (Inclusion Services)

Child & Adolescent Mental Health Services (CAMHS)

Therapy Services (Speech & Language, Occupational & Physiotherapists)

Youth Offending Teams (YOT)

- **The importance of inclusion.** The student benefits from provision that matches the nature of their needs and has the same equal opportunities as all other students within the school.
- **Disagreement resolution.** It is important to forge strong links with parents so that there is an early resolution to conflicts. Southampton Information Advice and Support Service is a provision to help parents and, in, Southampton is run by MENCAP on 023 8055 7607.

Principles of an Inclusive Education Service

- Inclusion is a process by which schools, local authorities and others develop their cultures, policies and practices to include pupils

- With the right training, strategies and support nearly all children with special educational needs can be successfully included in mainstream education
- An inclusive education offers excellence and choice and incorporates the views of parents and children
- The interests of all students and staff in the school must be safeguarded
- We will actively seek to remove barriers to learning and participation
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential
- If it is clear that, despite numerous interventions, and that a student is clearly at risk of permanent exclusion, the school may consider a managed move to an alternative school. Placements, if accepted, are done on a trial basis for usually a 6 week period during which time the student remains on roll at USH. Meetings with everyone concerned are held at the beginning, middle and end of the period. If it becomes clear that the new placement is not successful, the student will return to USH and appropriate sanctions, if necessary, put into place
- Mainstream education will not always be right for every child all of the time. Equally, just because mainstream education may not be right at a particular stage, it does not prevent the child from being included successfully at a later stage

The role of the SENCo

The SENCo takes day-to-day responsibility for the operation of the SEN and Inclusion policy and the coordination of the provision made for individual students with SEN. The SENCo works closely with Subject Leads responsible for teaching and learning and inclusion, all staff, parents and other external agencies. The SENCo also provides related professional guidance to colleagues with the aim of securing high quality teaching for students with SEN.

The SENCo, with the support of colleagues and the Head Teacher, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of students' needs. This is achieved by monitoring the quality of teaching and standards of students' achievements and by setting targets for improvement.

The key responsibilities are:

- Overseeing the day-to-day operation of the school's SEN and Inclusion policy
- Liaising with and advising colleagues
- Managing the team of Teaching Assistants
- Coordinating SEN provision for students
- Monitoring and reviewing students with a statement of special educational needs
- Initiating, monitoring and reviewing Student Profiles and Pastoral Support Programmes/Provision Maps
- Developing emotional literacy and corresponding interventions such as anger management, social skills, self-esteem, team-building etc.

- Developing an efficient and effective transition programme from KS2 to KS3
- Liaising and meeting with external agencies
- Liaising with parents
- Contributing to the in-service training of staff
- Liaising closely with previous or future educational establishments

Admission arrangements for students with SEN/D

The admission arrangements for students with SEN/D who do not have a statement or EHC plan are in line with the arrangements outlined in the school Admissions Policy.

Disability Legislation:

Please see USH School Accessibility Policy which is based on The Disability Discrimination Act 1995 updated by SENDA (The Special Needs and Disability Act 2001) effective September 2002. It requires that:

- Disabled students should not be treated less favourably, without justification, for a reason that relates to their disability.
- Reasonable adjustments are made so that disabled students are not put at a substantial disadvantage to students who are not.
- Schools plan strategically and make progress in increasing accessibility to premises, to the curriculum and to information given.

Facilities for students with SEN/D

The school is equipped so that students with disabilities, including physical difficulties, can be included in mainstream education.

Identification, Assessment and Provision for SEN Students

SEN Support is the support available in school for children and young people who have special educational needs but do not have Education, Health and Care plans. Additional SEN support is support to meet a student's needs so that they can meet their individual goals. The school abides by the Special Educational Needs Code of Practice (2014) which states that there must be a graduated response to concerns around a child's progress and this begins with school action.

SEN Support:

Student is identified by subject teacher, Inclusive Learning Department or member of the pastoral team as requiring interventions that are 'additional to or different from' those provided as part of the school's usual differentiated curriculum offer and strategies.

Triggers:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.

- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed within the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Staff should seek the help of Subject Leads, Year Leads or the SENCo.

Individual student information is available to all staff either directly from the Inclusive Learning Department or from the Inclusion Register on the POOL area of the network. Teaching staff are required to know of students within their teaching groups who need additional support and be aware of the reasons, their targets and strategies. This should form part of the classroom folder.

The SENCo will facilitate the further assessment of any student's particular strengths and weaknesses where there is cause for concern. Future support for the student will be planned in discussion with colleagues together with the monitoring and reviewing of support. The student's subject and pastoral teachers remain responsible for working with the student on a daily basis and for planning and delivering an individualised programme. Collating of all information on the student is a vital part – information will act as a baseline on which to plan appropriate intervention.

Devising strategies and identifying appropriate methods of access to the curriculum should lie within the area of expertise and responsibility of individual subject teachers. All staff should therefore be involved in providing further help to students through SEN Support.

Parents should always be consulted and kept fully informed of the action taken to help the student and of the outcome of this action.

Intervention:

This may take the form of:

- Differentiated learning materials or special equipment over and above that usually made available by the classroom teacher.
- One to one tuition or in-class support
- Group or individual support within or outside of the classroom.
- Request to outside specialists for advice.

Further SEN Support:

If a student is not making expected progress with initial SEN Support, the school will ask for outside help from specialists to enhance school provision and provide additional support where necessary. Specialists may include Educational Psychologists, Specialist Teacher Advisors, the Pupil Support Service and Education Welfare Officers. Settings may include the use of alternative educational locations such as Fairbridge, where students take part in personalised programmes aimed at building confidence, motivation and skills in order to re-engage with education; Positive alternatives for Southampton Students such as The Compass Centre and Melbourne Centre, the City's Key Stage 3 and 4 Education Centres, where staff work alongside the school setting in order to prevent exclusion and Solent Education and Business Partnership where students undertake some work-related experience.

Triggers:

- Continues to make little or no progress in specific areas between data captures. Continues working at National Curriculum levels substantially below that expected of students of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has a social, emotional or behavioural difficulty which substantially and regularly interferes with their learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs that require additional specialist equipment or regular advice or visits by a specialist service. This will be either providing direct intervention to the student and/or advice to the staff
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

At this stage there is a need to see complete student records which include strategies already employed and targets set and achieved. The external support services will then advise on new and appropriate targets for the students together with accompanying strategies. This could include additional specialist assessment to inform planning and measuring progress.

All concerned with the student, together with the specialist, should consider a range of different teaching approaches and appropriate equipment and teaching materials including the use of ICT.

Application for an Integrated Assessment of Special Educational Needs and an Education, Health and Care Plan

The above actions for some students may not be sufficient to enable the student to make adequate progress.

Where an application for an integrated assessment is made the student will have demonstrated significant cause for concern.

Information to be given:

- Views of child, young person and parents.
- Evidence of academic attainment & progress.
- Education providers' evidence of the nature of the child's SEN.
- Evidence of action taken by the education provider.
- Evidence that progress is due to Additional SEN support in place.
- Evidence of the child's physical, emotional social development and health needs.
- With 18+, whether staying in education would help them make a successful transition into adult life.
- Involvement of other professionals which may include the Educational Psychology Service, Social Services or the Education Welfare Service and Health services.

Statutory assessments of education, health and care needs will take place for those few children and young people with complex Special Educational Needs. Most (but not all) will then have an Education, Health & Care Plan (EHCP)

Timescales:

- Whole process should take a maximum of 20 working weeks
- LA must respond to any request within 6 weeks
- When LA requests advice, advice givers must respond within 6 weeks
- Families have to be involved throughout the process and are given 15 days to consider & give their views on the final draft of the EHC Plan

Conducting a co-ordinated assessment

In doing this, children, parents and young people should experience a straightforward and joined-up process which leads to timely, well-informed decisions

- Children, young people & families should be at the centre of the process
- Assessment should be as streamlined as possible
- “tell us once” approach to information sharing
- Information shared across agencies
- Multiple appointments co-ordinated
- Local education, health & care services must work together to plan shared services
- Where services identified early as being needed, they should not be delayed till the end of the assessment
- Practitioners in all services should be committed to a different way of working with parental empowerment as a core value
- Local authorities must support families with difficulties such as providing key workers
- Assessment and planning should be an on-going process.

Working with students with an Education, Health and Care Plan:

When preparing an Education Health Care Plan the principles to apply are as follows:

- Decisions should be transparent & involve child, young people and family
- Plans should be clear, concise, readable & accessible to parents, children, young people and providers/practitioners
- Plans should be person-centred, evidence-based & focussed on outcomes
- Outcomes should be short-term & aspirational for the young person
- The delivery of a service is not an outcome (it is what the service is doing)
- Outcomes need to be specific, measurable, achievable & time bound
- Plans should be specific about the interventions that will make a difference
- Plans must relate to the teaching and learning context in which the child may be educated
- Resources should be quantified (level of support and who provides it)
- EHC plans should be generic and applicable in any local area

- Plans should be “forward looking” anticipating, planning & commissioning for important transition points in the young person’s life
- The contents of the EHC plans should be used by the LA to inform strategic planning
- EHC plans should also explore how informal (family & community) resources can be used to support the child and family

Maintaining an EHCP or statement:

- All staff working with the child must be aware of the EHC plan.
- All students should have short term targets set which are reviewed regularly. They should be accompanied by strategies which will help them meet these targets.
- Annual Reviews: This reviews the EHCP or statement and its provision for that student.
- Teaching staff will be asked to submit a short review of the student prior to the Annual Review meeting or attend the meeting.
- The meeting will be conducted according to a person centred review process.
- Beginning in year 9, students with Statements must have a transitional planning meeting as part of the review and should involve the agencies that may play a major role in the students’ life during the post school years. Ideally, a representative from the appropriate Post 16 placement should be in attendance at the Year 10 and Year 11 reviews. For those with EHCPs, a separate transition plan is not needed as it forms part of the EHCP.

Procedures for concerns:

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher, tutor or SENCo in the first instance. The Head Teacher or the SEN/D Governor will be informed when necessary and a response will be made as soon as possible.
- Parents/carers are informed about the Southampton Information Advice and Support Service so that they can obtain support, advice and information if they wish.