



## SPECIAL EDUCATIONAL NEEDS POLICY

<b>Lead Person :</b>	<b>Assistant Head (Pupil Welfare) (SENCO)</b>
<b>Support Persons :</b>	<b>SLT. Staff</b>
<b>Governing Body Committee :</b>	<b>Pupil Welfare</b>

### FORWARD

This policy takes into account the revised Code of Practice for Special Educational Needs and Disability 0-25 years. The code refers to Part 3 of the Children and Families Act 2014 and associated regulations. The regulations associated with the Children and Families Act 2014 are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137

### OUR AIMS

Crypt School aims to provide a challenging and transformational education for its pupils. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum. It reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Specifically, we aim to:

- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure that SEN pupils take as full a part as possible in all school activities.
- Ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- Ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

## DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has **learning difficulties** if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age

**Special education provision** means provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area. Many 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'. 'Long term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a child or young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

Pupils are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Difficulties related solely to limitations in English as an additional language are not SEN.

The Crypt School will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

## ROLES AND RESPONSIBILITIES

The SEN team of the school is:

The Assistant Head Teacher (SENCO)  
Assistant SENCO  
SEN Governor  
Head of departments  
Subject teachers  
Learning Support Assistants

## **The role of the SENCO(s)**

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Headmaster and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Managing Learning Support Assistants
- Overseeing pupils' records
- Liaising with parents
- Making a contribution to CPD
- Liaising with external agencies, LA support services, Health and Social Services, Personal Advice/Careers Services, and voluntary bodies.

For effective co-ordination all staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils
- The commitment required by staff to keep the SENCO well informed about pupils' progress
- Mechanisms that exist to allow teachers access to information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point intervention is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

## **The role of the Governing Body**

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a designated governor is identified who will take responsibility for assuring the quality of SEN provision
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEN policy

- Reporting annually to parents on the School's SEN Policy including the allocation of resources from the School's budget

### **The role of the Subject Teacher**

Responsibilities include:

- Being aware of the School's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- Collaborating with the SENCO to decide the action required to assist the pupil to progress
- Working with the SENCO to collect all available information on the pupil
- In collaboration with the SENCO, develop provision plans for SEN pupils.
- Working with SEN pupils on a daily basis to deliver targets within differentiated planning.
- Working with Learning Support Assistants in the classroom to meet the needs of SEN pupils.
- Developing constructive relationships with parents
- Being involved in the development of the School's SEN policy

### **The role of the Headmaster**

The Headmaster's responsibilities include:

- The day-to-day management of all aspects of the School including the SEN provision
- Keeping the Governing Body well informed about SEN within the School
- Working closely with the SEN team
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the School has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education
- Ensuring that SEN provision is an integral part of the School Improvement and Development Plan.

## **ADMISSION ARRANGEMENTS**

The Crypt School is selective grammar school but in all aspects other than academic ability it strives to be a fully inclusive school. We work closely with the Local Authority to place suitable pupils with Statements or Education, Health and Care Plans where this is the wish of parents and the pupil's admission would not be incompatible with the school selection procedure. The Crypt School will liaise closely with the feeder school to ensure a well-planned and smooth transition. All pupils will be taught the value of each individual and it is a natural expectation of the School that everyone is treated with dignity and respect.

Bullying someone because of an actual or perceived disability or SEN is not tolerated in any shape or form at the School. We have high expectations for our SEN pupils and expect them to play as full a part in School life as is possible. We have a no excuse culture and expect pupils with SEN to work hard and their parents to support us in this.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. Details of how resources are allocated to pupils with SEN are included in the Governors' Annual Report to Parents.

## **CATEGORIES OF SPECIAL EDUCATIONAL NEED**

The new Code does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

In practice, pupils often have needs that cut across all these areas and their needs may change over time. A detailed assessment of need ensures that the full range of a pupil's needs is identified, not simply the primary need. The support provided to a pupil with SEN is always based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty.

## **EARLY IDENTIFICATION**

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance judged against level descriptions.
- Pupil progress in relation to objectives in the School's literacy and numeracy strategies.
- Reports or observations
- Records from feeder schools.
- Information from parents
- National Curriculum results
- External exam results

For pupils with identified SEN the SENCO, in collaboration with other staff, will:

- Use information from the primary school to shape the pupil's curriculum and pastoral provision in the first few months
- Identify the pupil's skills and note areas that require support

- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve pupils in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

### **THE RANGE OF PROVISION**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by subject teachers and/or learning support assistants through a differentiated curriculum
- Periods of withdrawal to work with a support teacher/learning support assistant

### **MONITORING PUPIL PROGRESS**

Teachers will make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress 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

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour
- Is likely to lead to Further Education, training, and/or employment

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO will work with teachers in consultation with parents to identify strategies to improve the rate of progress. Where necessary, external sources of support will be consulted.

### **RECORD-KEEPING**

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain a Special Needs Register and, where appropriate, IEPs for individual students. These will be accessible to Staff and will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services

## **NATURE OF INTERVENTION**

Where a pupil is identified as having SEN, the School will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle.

### **Assess**

In identifying a child as needing SEN support the teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs by completing an initial concern form. This will then be passed on to the pupil's tutor who will gather comments for all staff who teach or support the pupil. The form will then be passed onto the SENCO for an initial assessment. This assessment will decide what next steps need to be taken. And what interventions are needed. Parents' views will be sought and recorded. In some cases, outside professionals from health or social services may need to be, or are already, involved with the child. These professionals will liaise with the school to help inform the assessments.

### **Plan**

Where it is decided to provide a pupil with SEN support, the parents will be formally notified and the teacher and the SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system. The support and intervention provided will be selected to meet the outcomes identified for the pupil.

### **Do**

The teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. The teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents will be provided with clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

## **INVOLVING SPECIALISTS**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists.

The SENCO and teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

## **INDIVIDUAL EDUCATION PLANS**

Strategies for pupils' progress will be recorded and contain information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IPs will be discussed with the pupil and the parent and be regularly reviewed.

## **REQUESTING AN EDUCATION, HEALTH AND CARE ASSESSMENT**

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the School having taken relevant and purposeful action to identify, assess and meet the SEN, the pupil has not made expected progress, the School will

consider requesting an Education, Health and Care assessment. Parents and the pupil will be fully involved in this process.

## **REVIEWS OF STATEMENTS AND EDUCATION, HEALTH AND CARE PLANS**

Statements and EHC Plans must be reviewed annually. The aim of the review will be to:

- Assess the pupil's progress in relation to the IP targets
- Review the provision made for the pupil in the context of the School's Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

From Year 9 onwards, particularly for those with Education, Health and Care plans, local authorities, schools, Schools and other agencies are involved in the planning for a pupil's transition to adult life, the future and how to prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community and achieve greater independence.

The School will also ensure that all reviews for Service children with SEN explicitly consider any Service-related issues which are relevant to the outcomes of those reviews.

The School will ensure that reviews for pupils transferring to post-16 provision are conducted by 31st March in the year the pupil is due to transfer.

## **EVALUATING SUCCESS**

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO and senior staff
- Analysis of pupil tracking data and test results
  - for individual pupils
  - for cohorts
- Value-added data for pupils on the SEN Register
- Consideration of each pupil's success in meeting IP targets
- School self-evaluation
- The Governors' Annual Report to Parents
- The School Improvement and Development Plan (SIDP)/SEN Development Plan

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- Governors
- External professionals

## **COMPLAINTS PROCEDURES**

The school's complaints procedure is outlined on the School's website. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.

## **PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **Staff development and appraisal**

Staff are encouraged to attend courses or other training to help them to acquire the skills needed to work with SEN pupils. Part of the SENCO's role in school-based CPD is to develop awareness of resources and practical teaching procedures for use with SEN pupils. As a routine part of staff development, CPD requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. Learning Support Assistants' requirements in supporting pupils' needs are considered frequently. NQTs and staff new to the school will be given training on the school's SEN policy as part of their induction. The School's CPD needs will be included in the SIDP.

### **Links with other agencies, organisations and support services**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational Psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- SEN Advisory Support Service
- Occupational therapists

### **Partnership with parents**

The Crypt School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

## **The voice of the pupil**

All pupils are involved in making decisions where possible. The ways in which they are encouraged to participate reflects their evolving maturity. The Children and Families Act 2014 gives significant new rights directly to young people once they reach the end of compulsory school age (the end of the academic year in which they turn 16). When a young person reaches the end of compulsory school age, local authorities and other agencies should normally engage directly with the young person rather than their parent, ensuring that as part of the planning process they identify the relevant people who should be involved and how to involve them. In practice, the School believes that the needs of pupils are usually best served by continued parental involvement at this stage.

The specific decision-making rights about EHC plans which apply to young people directly from the end of compulsory school age are:

- The right to request an assessment for an EHC plan (which they can do at any time up to their 25th birthday)
- The right to make representations about the content of their EHC plan
- The right to request that a particular institution is named in their EHC plan.
- The right to request a Personal Budget for elements of an EHC plan
- The right to appeal to the First-Tier Tribunal (SEN and Disability) about decisions concerning their EHC plan

## **Preparation for adult life**

Being supported towards greater independence and employability can be life-transforming for pupils with SEN. This support needs to start early, and should centre around the child or young person's own aspirations, interests and needs. All professionals working with them should share high aspirations and have a good understanding of what support is effective in enabling children and young people to achieve their ambitions.

Preparing for adulthood means preparing for:

- Higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies
- Independent living – this means young people having choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living
- Participating in society, including having friends and supportive relationships, and participating in, and contributing to, the local community
- Being as healthy as possible in adult life

High aspirations about employment, independent living and community participation will be developed through the curriculum and co-curricular provision. The School will seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help pupils understand what is available to them as they get older, and what it is

possible for them to achieve. For pupils with EHC plans, personal budgets can be used to help to access activities that promote greater independence and learn important life skills.

Reviewed November 2016

Approved by Full Governors December 2016

Next Review: November 2017