Penketh High School

TCAT

PENKETH HIGH SCHOOL

Policy: Special Education Needs and Disability Policy and Information 2022/2023

Policy owned by	**E Ogg**
Date Approved by Local Governing Body	**September 2022**
Signature of Chair to Local Governing Body	**M Byran**
Signature of Academy Principal	**J Carlin**
Date of Next Review	**August 2023**

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This SEND policy will ensure that we are an educationally inclusive school where the teaching and learning, achievements, attitudes and well- being of every student matters. Penketh High School provides an inclusive curriculum, which is designed to meet the needs of all its students. Any student may have special needs at different times and therefore a wide variety of strategies are used to meet these needs as they arise. Learning diversity is recognised and planned for, any barriers to learning and participation will be challenged and removed and all students will be provided with equality of opportunity. All members of staff have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential and are valued equally, regardless of ability, race, gender or need.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice. The law states that all schools must 'have regard' to the SEN Code when deciding how to support children with special educational needs. The Special Needs and Disability Act 2014 sets out the legislation for the identification and provision for children / young people with special educational need and / or disability (SEND). In addition, provision at Penketh High School follows guidelines outlined in Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities and The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Coordinators (SENDCOs) and the SEN information report.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

1. A significantly greater difficulty in learning than the majority of others of the same age, or
2. A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.
Special educational provision may be triggered when a student fails to achieve adequate progress, despite having access to a differentiated programme of work.

Lack of adequate progress might be indicated by:

1. Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
2. Working below age related expectations, particularly in English or Maths

3. Presenting persistent emotional / and or health difficulties, which have not been managed by appropriate strategies usually employed
4. Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
5. Poor communication or interaction, requiring specific interactions and adaptions to access learning

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Ms Emma Ogg. She can be contacted by:

- Email: EOgg@penkethhigh.org
- Phone: 01925 722298

They will:

- Work with the principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN Governor is Victoria Briggs.

The SEN governor will:

- Help to raise awareness of SEN issues at Governors' meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and Interaction

SLCN (Speech, Language and Communication Needs)
ASD (Autistic Spectrum Disorders)

Cognition and Learning

When children learn at a slower pace than their peers, even with appropriate differentiation
MLD (Moderate Learning Difficulties)
SpLD (Specific Learning Difficulties - one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia).

Social, Emotional and Mental Health Difficulties

Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, trauma, eating disorders or other physical symptoms that are medically unexplained.
ADD (Attention Deficit Disorder)
ADHD (Attention Deficit Hyperactive Disorder)
Attachment Disorder

Sensory and/or Physical Needs, including:

Vision Impairment
Hearing Impairment
Multi-Sensory Impairment
Physical Disability

5.2 Identifying pupils with SEN and assessing their needs

- Pupil passports are created to communicate information about SEN pupils.
- Pupil targets are written to address their barriers to learning.
- The SENDCO will inform teachers of the pupils' needs and also support the teachers, by providing advice.
- Pupil intervention/support is recorded and analysed via provision maps.
- Pupils with statements/Education, Health Care Plans (EHCP) will have annual reviews to evaluate their progress; these involve the SENDCO, parents/ carers, child and other professionals when appropriate.
- All SEND pupils will be given the opportunity to access the KS3 and KS4 curriculum. Pupils may require intensive intervention from Thompson Team.

- Pupils in the Designated Provision will have a tailored curriculum matched to their needs.
- Class teachers will make regular assessments of progress for all pupils and identify those whose progress 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 attainment gap.
  This may include progress in areas other than attainment, for example, social needs.
  Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.
  When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- For a pupil with English as an additional language, lack of competence in English is not equated with learning difficulties, as understood in the Code of Practice. Where there is concern about SEN, advice will be sought from the LA and a full assessment of a pupil's language skills obtained. This information will form the basis of further work in assisting their learning difficulties.

Education and Health Care Plans

For a small number of pupils, it may be necessary, in further consultation with parents/carers and external agencies, to consider whether to ask the LA to initiate a statutory assessment. The description of the pupil's learning difficulty together with information about the special provision made will form the basis on which the LA can consider whether statutory assessment is necessary.

All pupils who are in receipt of a statement or EHCP are reviewed annually on a formal basis, when parents/ carers, pupils and outside agencies are requested to comment upon progress made and difficulties experienced. All persons, along with the pupil, are invited to attend the review.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The special educational needs and disability policy will value every individual equally, promoting and providing opportunities for all students to:

- Have identified, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- Experience success in their learning and achieves to the highest possible standard
- Participate in lessons fully and effectively
- To value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents / carers
- Pupils to reach their full potential by promoting opportunities for them to learn in a safe secure environment
- Develop confidence and self- esteem by engaging in the curriculum
- Enjoy and value learning through the support given and the appropriate access to the curriculum
- Developing personal responsibility and respect
- Have their special need identified and met. This can range from being mild to severe, for a short space of time or long term
- Fulfil their potential in a safe, calm, appropriate learning environment

5.5 Supporting pupils moving between phases and preparing for adulthood

The SEN team will contact primary schools to gather information on the new intake of pupils. Any information is then shared with relevant staff including the SENDCO. Additional transition arrangements will be offered to support all pupils who are identified as needing this.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Additional taster days can be arranged to support the transition to KS4.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions: Speech and Language, motor skills, reading, maths, spelling, social skills and dyslexia.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Teaching to the Top
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Teaching assistants may support pupils individually or in a small group or out of the classroom. Pupils may also receive intervention from an SEN teacher within the Orchard Centre.

We work with the following agencies to provide support for pupils with SEN:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired pupils)
- Paediatric Therapy Service (Speech & Language, Occupational
- Therapy, Physiotherapy)
- The SEN Team
- School Health Team
- Occupational Therapy
- Education Welfare Service
- Children's Social Care
- Children and Adolescent Mental Health Service (CAHMS)

5.9 Expertise and training of staff

Our SENDCO has ten years' experience in this role and has achieved the SEN National Award.

We have a team of 8 teaching assistants, two of whom work within the Designated Provision.

5.10 Securing equipment and facilities

- The type of specific equipment and / or facilities needed to support children with SEN is led by the child's individual need. Those with an EHCP will have the type of support that is needed identified as a recommendation.
- Equipment / facilities are provided on an individual 'needs' basis.
- Where necessary, specialist equipment and resources may be loaned by specialist services.
- A range of coloured overlays etc. are available when required or advised by specialist services.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets
- Reviewing the impact of interventions after approx. eight weeks
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCP plans
- Staff, Pupil and Parent voice

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities / enrichment and school visits are available to all our pupils.
- All pupils are encouraged to go on our residential trips.
- All pupils are encouraged to take part in school plays / workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- If a pupil presents with a disability, we will liaise with external agencies to ensure that all reasonable adjustments are made.
- The school's Accessibility Plan can be found on the website www.penkethhigh.org

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the Pupil Leadership Team
- Pupils with SEN are also encouraged to be part of all Enrichment clubs to promote teamwork/building friendships etc.
- Pupils can access support from the Welfare and Safeguarding team
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

At Penketh High School we will liaise with any external agency that can support the needs of pupils. This may involve an assessment, recommendations and / or advice**.**

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher or SENDCO in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parent Partnership – advice and support for parents of children with special needs.

http://warringtonsendiass.co.uk/contact-us.aspx

Tel : 01925 442978

5.17 Contact details for raising concerns

- SENDCO: Ms Emma Ogg
- Principal: Mr John Carlin
- SEND Governor: Mrs Victoria Briggs

5.18 The local authority local offer

Our contribution to the local offer is www.penkethhigh.org
Our local authority's local offer is published here www.askollie.warrington.gov.uk

6. Monitoring arrangements

Monitoring and Evaluation

- The SEN register is monitored termly as is pupil progress
- Provision maps are completed by involved staff (ongoing) and monitored by SENDCO.
- SENDCO/Assistant Principal will monitor progress of pupils.

This policy and information report will be reviewed by the Governors **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy should be read in conjunction with the following documents, all of which are available on the school website:

- Equal Opportunities Policy
- Medical Conditions Policy
- Complaints Policy
- Local offer