

Martin High School

*Inspiring all to dream more, learn more,
do more and become more*



SPECIAL EDUCATIONAL NEEDS POLICY

Policy reviewed by: Head Teacher
Policy agreed at: Full Governing Body Meeting
Review date:

Signed: (Head Teacher) Date:

Signed: (Chair of Governors) Date:

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Head Teacher: Mrs Laura Sanchez
Deputy Head Teacher: Mr Paul Wicken

September 2016

This policy complies with the statutory requirement laid out in the SEND Code of Practice (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 - 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Professional Teachers Standards 2012
- Children and Families Act 2014

This policy was created by the school's SENCO with the SEN Governor in liaison with the Senior Leadership Team, all staff and parents of students with SEND through a consultation process.

Section 1: Our school

Special Needs Co-ordinator for Key Stage 3: Mrs Ward

Special Needs Co-ordinator for Key Stage 4: Mrs Iliffe

Assistant Head teacher for Pastoral: Ms Meadowcroft

The Martin High School

Link Road

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Leicestershire

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Our School Setting

The Martin High School strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account in the process of development. The Local Education Authority determines admission and inclusion arrangements for Martin High School. The Martin High School does not refuse admission to students with Special Educational Needs, with or without Educational Health Care Plans, within the catchment area, nor discriminate against students who are out of catchment on the basis of their Special Educational Needs. For students with Statements or Educational Health Care plans (EHCP) of Special Educational Needs the LA determines admissions, having regard to the parental preference and in consultation with Governing Bodies, unless this is incompatible with the efficient education of other students and there are no reasonable steps that can be taken to prevent this incompatibility.

The aims of Martin High School are rooted deeply in our school ethos where 'Everyone works together to make the school a learning community where everybody is valued'. Further our guidance is based on the values derived from the Statement of Principles adopted by Local Authority and guided by the New Code of Practice for Special Educational Needs 2014 from 0 - 25, and The Children's Act 1989, The Equality Act (2010) and the National Curriculum Inclusion Statement.

Section 2: Aims

We provide a broad and balanced curriculum for all our students including those with Special Educational Needs and ensure full curriculum entitlement and access. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all students and the efficient use of resources. We want to raise the aspirations of and expectations for all students with SEN in a safe and supportive environment where all students can reach their full potential. We aim to provide a focus on outcomes for children and young people and not just hours of provision/support.

Objectives

1. To identify and provide students who have special educational needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014 (update May 2015)
3. To operate a person-centred approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN inclusion policy
5. To provide support and advice for staff working with special educational needs

Section 3: Identifying 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. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. At Martin High School we identify the needs of students by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

There are four broad areas of need:

- **Communication and interaction:** A student could have speech, language or communication needs. Students may have ASC, including Asperger's Syndrome and Autism.
- **Cognition and Learning:** Students may struggle and have moderate learning difficulties (MLD), severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD). Some students have specific learning difficulties (SpLD); these may affect more than one aspect of learning. For example, dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties:** Students may become withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, and self-harming or substance misuse.
- **Sensory and/or physical needs:** Some students may require provision because they have a disability which prevents them or hinders them from making use of the educational facilities generally provided. These may include visual impairment (VI), hearing impairment (HI), or a multi-sensory impairment (MSI). Some students may have a physical disability (PD) where they require on-going

support and equipment to help them access the same range of opportunities as their peers.

Other factors that may impact on progress and attainment but are not SEN:

- Behaviour
- EAL
- Attendance and punctuality
- Health and welfare
- Being a looked after child
- Being in receipt of Pupil Premium grant
- Being a child of a serviceman/woman
- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN

Section 4: A graduated approach to SEN support

Students with Special Educational Needs are identified as early as possible. Students are only identified as SEN if they do not make adequate progress once they have had all the intervention / adjustments and good quality first teaching.

A clear system of record keeping and communication is established within our school. A process of identification, assessment and provision, in accordance with the New Code of Practice, is established. This approach recognises that there is a continuum of Special Educational Needs, which may change over time.

Provision for students with Special Educational Needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, the SENCO and Learning Support Team, and all other members of staff have important operational responsibilities.

- All teachers are teachers of students with Special Educational Needs and quality first teaching is an expectation of all teaching staff:
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND.
- Additional intervention and support cannot compensate for a lack of good quality teaching.
- The Martin High School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- The subject teacher and SENCO decide whether to make special educational provision by considering all of the information gathered from within the school about the student’s progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

- For higher levels of need, the school draws on more specialised assessments and advice from external agencies and professionals such as the Specialist Teaching Service, the Educational Psychology Service, the Speech and Language Therapist, the Autism Outreach Service or ADHD Solutions.
- When subject teachers conclude that the strategies they are currently using to support the student are not resulting in the student learning as effectively as possible or they are not making expected progress, they will refer the student to the SENCO, providing evidence of the strategies used as well as progress and attainment data.
- A series of cognitive tests may be used for further clarity and to help identify need. Where results of the tests are deemed below a specified threshold the student may be placed on the SEN register. Teachers understanding of strategies to identify and support vulnerable students will also need to be improved.
- This process is based on the graduated approach in the SEN Code of Practice 2014 of ASSESS, PLAN, DO, REVIEW. Needs are assessed, a plan is drawn up in consultation with the student and parent to cater for the needs of the student, the plan is implemented and finally reviewed to measure effectiveness. This approach fully involves the young person and their family and they are kept informed throughout the process as well as being asked for their input on a regular basis.

Students should be involved in making decisions where possible. The ways in which students are encouraged to participate should reflect the student's evolving maturity.

Parents and families are encouraged to be fully involved in their child's education. They are contacted by telephone to discuss their child's needs or if they have any concerns. There are also opportunities to speak to teachers at Parents Evenings or they may wish to have a meeting in school with a teacher or with the SENCO.

Managing students' needs on the SEN register

- The new Code of Practice has one single category for SEN provision - SEN support
- When a subject teacher, member of the pastoral team or the SENCO identifies a student with Special Educational Needs they should provide interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum and strategies.

The triggers for intervention through SEN support could be the teacher's or others' concern, underpinned by evidence about a student who despite receiving differentiated learning opportunities:

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

- Presents persistent emotional social and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.

Students on the SEN Register will be tracked and monitored by the SENCO with the assistance of Heads of Year and using data from curriculum teachers every half term at Key Stage 4 and every term at Key Stage 3. Key Stage 2 data also provides a starting point from where student progress is measured. For some students who are still struggling to make progress, the use of relevant external agencies may be sought.

Martin High School values highly and responds positively to parents' views. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages. Specific morning sessions and additional meeting times for parents will be arranged by the SENCO and support staff

Martin High School makes every effort to achieve maximum integration and inclusion of students with Special Educational Needs and their peers, while meeting the individual needs of students.

The structure and systems in place are:

- Individual interventions to raise attainment in literacy/numeracy skills
- Small group interventions
- Classroom support to increase curriculum access and student achievement
- Differentiated provision within a classroom setting
- Mentoring or coaching as part of our pastoral responsibilities
- Peer mentoring or coaching
- A range of clubs, including Fun Club and Study Support Group, Olympic Legacy
- Educational visits and enrichment opportunities
- An Anti-bullying policy
- Clear guidelines on behaviour

Statutory Assessment/Educational Health Care Plans (EHCP)

For a small number of students, the support given by the school through SEN support may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with parents and any external agencies already involved, considering whether to ask the LA to initiate a statutory assessment for a top up funding through a support plan or for an EHCP.

The request must adhere to the new LA criteria (from September 2014).

All Statements and EHCPs are reviewed annually. This annual review ensures that the parents, the student, the LA, the School and all the professionals involved, consider both the progress the student has made over the previous 12 months and whether any amendments need to be made to the description of the student's needs or to the special educational provision specified in the Statement. It should involve the agencies that may play a major role in the young person's life both within and beyond school.

The annual review of the Statement /EHCP must consider the same issues raised at all other reviews, and the report to the LA should be in the same format. LAs must also

complete the review process in the same way as for all other annual reviews and within the same timescale.

Section 5: Criteria for exiting the SEN register/record

The SENCO reviews the reading and spelling ages of all students on the record on an annual basis. Those students that have made significant gains in terms of their reading and spelling age are highlighted and a comparison is made with other relevant data. The regular monitoring of assessment data in English and Maths also provides evidence of progress and is used to inform decisions about movement off the SEN register. If we feel that the student no longer needs school support, we will remove them from the record. Parents are notified by letter and by telephone and/or a meeting. If they have any concerns they can contact the SENCO to discuss them.

Section 6: Supporting students and families

Parents are invited into school on a regular basis if they have any concerns over their child's educational needs and this may involve the use of external agencies. The SENCO will hold regular information mornings. Additional transition mornings are arranged for new students arriving from Year 6. Further introduction days can be arranged for transferring students after communication with the SENCO.

The Martin High School uses data and other information from previous schools to provide relevant exam concessions for students at Key Stage 3. At Key Stage 4 an external assessor is used to test for KS4 examination concessions. The SENCO works closely with the Examinations Officer to submit evidence to the examination authorities who will formally approve concessions for GCSE examinations. These concessions must then become the students' usual way of working. Parents are fully informed of this process and its outcomes.

Section 7: Supporting students at school with medical needs

The Martin High School recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act (2010).

Some may also have Special Educational Needs and may have a statement or EHCP which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed. Any student with a physical disability is supported in practical lessons including physical education, where required. All members of staff are made aware of students' physical needs via training days at the beginning of the academic year and they are notified of any changes throughout the year.

Section 8: Monitoring and evaluation of SEND

Students on the SEN register are closely monitored through data collection every term at key Stage 3 and half termly at Key Stage 4. This is used to guide the SEN provision for individual students. At parents evenings there are also opportunities to speak to the SENCO and give feedback on SEN provision. Additional informal morning sessions can be arranged after communication with the SENCO

Section 9: Training and resources

The SEN department has an allocated budget. A percentage of the school's materials allocation is earmarked for books and equipment, differentiated materials for those students. This is allocated to the SENCO.

Resources include:

- A wide range of books, materials and tasks to suit students of differing abilities
- An appropriately stocked Learning Support Department
- Library provision which reflects the needs of students with Special Educational Needs
- Building modifications - disabled toilet, a lift in the new building, and hand rails

Staff training needs are identified and met through continual professional development. This may mean liaising with outside agencies that may already be involved with the student.

All teachers and support staff undertake induction on taking up a post at The Martin High School. This includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and to discuss the needs of individual students.

The school's SENCO regularly attends the Local Authority's SENCO network meetings and an annual SENCO conference in order to keep up to date with local and national updates in SEND.

The role and responsibilities of the SENCO are as follows:-

- a) To co-ordinate the curriculum, staff development, resource use, external relations, student development and School Improvement Plan with respect to the special needs provision of the school.
- b) To liaise with tutors, subject teachers and other staff for the provision of:
 - literacy/numeracy
 - alternative curriculum for SEN students
 - negotiating individual student programmes
- c) To liaise with the Educational Psychology Service; external agencies and parents where diagnostic testing is appropriate
- d) To liaise with teachers, tutors and other staff to provide support for individual students.
- e) To advise departments on the production and delivery of differentiated student resources
- f) To represent special needs at staff meetings, department meetings, and as necessary at other meetings including governors' meetings and committees.
- g) To maintain accurate records and the School's SEN Record.
- h) To co-ordinate and chair the review of Statements of Special Educational Need
- i) To contribute to in-service training to individuals and groups of staff including Learning Support Assistants (LSA) as their needs are identified.
- j) To be the named person to monitor SEN students who have a Statement or EHCP and liaise with and advise the pastoral team in relation to other students on the SEN record.

All staff are made aware of their responsibilities for students with SEN whether or not students have a Statement/EHCP. Clear communication lines between staff and the Learning Support team are established. A programme of staff development is included in the School Improvement Plan as far as is practicable.

Staff on the SEN team

- SENCO for Key Stage 3
- SENCO for Key Stage 4
- 1 Higher Level Teaching Assistants (literacy)
- Full time Learning Support Assistants
- 2 Cover Supervisors who have a default LSA role
- Break time and lunchtime provision in Study Skills Centre
- Two Study Skills Co-ordinators

The Governing Body

The Governing Body will use its best efforts to ensure the best possible provision for Special Educational Needs at Martin High School. All Governors are aware of their responsibilities for Special Educational Needs and discuss the issues regularly. Gaynor Parker is the nominated governor for Special Educational Needs.

The Governing Body must:

- Ensure that the necessary provision is made for any students who have Special Educational Needs.
- Ensure that where the school has been informed by the Local Authority that a student has special educational needs, this is made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those students who have Special Educational Needs.
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interest of co-ordinated special educational provision in the area as a whole.
- Ensure that a student with Special Educational Needs can join in the activities of the school in so far as is reasonably practical and compatible with the child receiving the special educational provision that their learning needs call for.
- Have regard to the new SEN Code of Practice when carrying out its duties toward all students with Special Educational Needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The Governing Body evaluates the success of the education the academy provides for Special Educational Needs students using the following criteria:

- The existence of accurate, up-to-date record keeping
- The number of review meetings held each year for students
- The attendance by parents at Review Meetings
- Parental requests for Martin High School to be the named school at Part 4 on the student's Statement of Special Educational Needs
- Number of students remaining on the SEN Record

- The amount as a percentage of the budget allocated to students without Statements of Special Educational Needs/EHCP
- Adjustments in budget allocation to reflect changing needs of students with special educational needs, but without statements
- Student attainment and progress
- Links with Special Schools
- Regular updates
- Annual Special Educational Needs Policy review
- Senior Leadership involvement in SEN issues
- Ofsted inspection reports and the LA review process
- Inclusion of SEN issues in development planning
- Amount of school's budget spent on equipment/building modifications
- Attendance of staff on appropriate INSET courses (SEN related)
- Time allocated to planning for students with Special Educational Needs
- Feedback from staff, parents and students.
- Monitoring of procedures and practice by the designated SEN Governor
- Evidence from monitoring classroom practice by school, senior leadership/SENCO

The school should report of the effectiveness of provision and any amendments made or proposed over the year to our Special Educational Needs Policy. Parents are encouraged to offer their views on Special Educational Needs provision.

Section 11: Storing and managing information

- All SEN information is stored securely in line with the School's policy on information management and data protection. Information is shared with relevant staff and confidentiality is upheld with the most sensitive information.

Section 12: Reviewing the policy

- THE SEN policy will be reviewed annually to take account of educational changes for the provision of SEN students.

Section 13: Accessibility

- The Equality Act (2010) as amended by the SEN and disability Act 2001 placed a duty on all schools and Local Authority's to plan and increase over time the accessibility of schools for disabled students to implement their plans.

Section 14: Bullying

- Please refer to the School Anti-bullying Policy on our website.

Section 15: External Partnership and Agencies

(Special Educational Needs and Disability Information, Advice and Support Service SENDIASS). Contact number 0116 3055614. senaiass@leics.gov.uk.

(Special Educational Needs Assessment Service). Contact number 0116 3056600. senaservice@leics.gov.uk.

Date Approved by Governors: 22nd September 2016

Review Date: Annually: Summer Term 2016

Head Teacher’s signature: Date:

Print name:

Chair of Governors’ signature: Date:

Print name: