



COLTON HILLS SCHOOL
SEND POLICY 2017

“Learn, Grow and Achieve Together”

The aims of our special educational needs and disability policy and practice in school are:

- To ensure all students with SEND achieve their full potential through a broad, balanced and relevant curriculum, which secures equal opportunities, high achievement and allows students to become effective and develop as independent learners.
- To make reasonable adjustments for those with a disability by ensuring access to the curriculum and the learning environment.
- To support young people with SEND so that they can engage in the activities of the school alongside students who do not have SEN.
- To identify and make provision for the students with SEN.
- To reduce barriers to progress by promoting the view that provision for students with SEN is recognised as a whole school responsibility and that all teachers are teachers of special educational needs.
- To ensure a high level of staff expertise to meet student needs, through well-targeted continuing professional development.
- To maintain close links with parents and carers in supporting their children and engaging them in planning to meet the needs, of their children.
- To provide pupils with medical conditions inclusion in as many school activities as by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Definition of special educational needs?

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of other students of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision." (Code of Practice 2014).

The school recognises that students with additional needs fall into in one or more of the four areas.

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental or Emotional Health
4. Sensory and/or Physical

Identification of Special Educational Needs.

- We adopt a graduated response to meet students' needs in line with the revised code of practice.
- On entry to Colton Hills there is contact with parents, primary schools, LA representatives, Area SENCO and students to discuss needs.
- Prior attainment data is collected from primary school for students with identified SEN, in particular, those with Educational Health Care Plans.
- The SENCO is available to all new parents through transition meetings, which includes an open evening for parents and new students in the Autumn, and in the Summer term, prior to the September start.
- On entry to Colton Hills, a range of evidence is collected through assessment and monitoring arrangements.

- During induction, students complete a series of assessments including Reading test and CAT tests. Information from the teacher assistants who shadow new students during our induction programme is also taken in account.

All parents who may have concerns that their child has SEN will be listened to and their views will be central to the assessment and provision provided by the school.

If a student joins the school after Year 7 then the previous school will be contacted for information including SEN needs.

Special Educational Provision.

All students will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

All staff are required to read the information in the 'Confidential Information Booklet' and Individual Pupil Profiles. From which staff is required to follow the suggested strategies/ advice for students with SEN. The Individual Pupil Profiles provide all members of staff with personalised targets and suggested strategies specific to that student together with their likes and dislikes. Each pupil will have an 'All About Me' booklet that will provide the teacher with further information.

All SEND pupils are placed on the SEN register, which is published and reviewed in the summer term. A whole school provision map is used to track the progress of each student throughout the school year. The provision map is reviewed continuously.

The quality of teaching is monitored through a number of processes that include:

1. classroom observations by the senior and middle leaders, the SENCO and external verifiers
2. ongoing assessment of progress made by pupils in specific intervention groups
3. work sampling on a termly basis.
4. scrutiny of planning.
5. teacher meetings with the SENCO
6. student and parent meetings to review targets
7. data collection to track pupil progress
8. attendance and behaviour records
9. subject reviews
10. review by external agencies including OFSTED

Additional Support

For SEN students who are failing to make expected progress after 'high quality teaching' action is required to support increase rates of progress.

- Internal individual assessments to determine the type of need the child has; Revised Children Anxiety Depression (RCAD) or Strength and Difficulties questionnaire (SDQ), Dyslexia test, will be undertaken in order to make an accurate assessment of their needs. Parents will always be part of this early discussion to support the identification of action to improve outcomes.
- Additional action aiming to increase the rate of progress will include the SENCO, TAs and Teachers agreeing targets and strategies which will be written on the IPP, tracked and then reviewed.
- If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and

appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

- Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainment.
- SEN support will be recorded on an individual plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (including for older children, and young people, targets around preparing for adulthood). Progress towards these outcomes will be tracked and reviewed termly with the parents and the student.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

Specialist teaching and support

- The 'nurture group' is a small group provision in years 7-9 that follows the primary school curriculum and taught by a primary school teacher. Here pupils are taught numeracy and literacy; most lessons are taught by the same member of staff. These are 'Literacy Nurture' classes and benefit students usually with low reading ages who would also benefit from by developing confidence and self-esteem as well as writing skills.
- Computer based reading intervention, 'Lexia' and guided reading sessions delivered to small group of students, who have below average reading scores and are not making progress.
- Small group numeracy interventions for students who are not making progress with Maths.
- In class support across the curriculum, teaching assistants work in class and in partnership with the subject teacher with targeted students.
- At Key stage 4 pupils have the opportunity to follow the Vocational Pathway courses with a dedicated careers advisor that helps students identify appropriate colleges/ work placements.
- Flexible, modified and personalised timetables for targeted students with Social, Mental and Emotional health needs.
- Use of electronic resources: I Pads.
- Individual Support based on a needs basis which may include for example the provision of coloured paper, handwriting sessions.
- Access arrangements for SEN students taking examinations. This provision is carried out after consultation with the schools Educational Psychologist, Area SENCO as well as the school's exams officer.

Internal Support for students

Bridge Centre

The focus of the Bridge Centre is on Cognitive, Social and Mental Inclusion. The centre meets the needs of KS3/4 students in danger of exclusion, but it also supports students with Emotional and Social needs who need personalised programmes to help overcome barriers to learning.

In the Bridge Centre there are social skills development programmes with small group work to develop social skills and support anger management.

Helping parents and carers to support their child's learning.

- Attainment towards the identified outcomes will be shared with parents termly through the school reporting system, SEND pupil reviews and parents' evenings. Parents may also find the home-school planner a useful tool to use to communicate with school staff.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCO or a member of the senior leadership team.
- The class/subject teacher or SENCO may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent meetings during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum and learning that is being offered to their child.

Criteria for Evaluating the Success of the SEN policy.

- The number of students with special educational needs who make 4 levels of progress KS2-4 in English and Maths.
- Average reading improvement of students receiving intervention and support.
- The tracking of SEN students' progress throughout the school on a termly basis with oral and written feedback, reports from teaching and non-teaching staff.
- Annual Reviews of students with EHCP.
- PEPs held for the Looked After Children.
- Evidence from monitoring of classroom practice.
- Records of TA support.
- Book scrutinies of SEN students work.
- Regular consultation and review procedures for the sharing of information with parents and their SEN link governor.

...2017