



SPECIAL EDUCATION NEEDS AND DISABILITY POLICY



EPT Document Control

This policy applies to all Education Partnership Trust Schools.

Date of last review	September 2018
Date of next review	September 2020
Policy status	Statutory
Owner	Governing Body/ Board of Directors
Lead Contact	Nicola Graves

The SEND policy is written for the whole school community: staff, learners, parents/ carers and governors based on the SEND Code of Practice 2015 and the Equality Act 2010 and is designed to be a working document.

The Heights Free School believes that every teacher is a teacher of every child and the policy is written by considering the needs of the whole child/young person.

Further information is available through the local offer which can be accessed through Blackburn with Darwen's website www.blackburn.gov.uk/localoffer and the SEND information report available on The Heights website, www.theheightsfreeschool.org.

Section 1

Aim

- o To raise aspirations and expectations for all pupils with SEND providing a focus on the outcomes of our young people – not just hours of provision.

Objectives

- o Identify and provide for pupils who have SEND and additional needs
- o Work within guidance provided in the SEND Code of Practice 2015 and any future changes to policy
- o Operate a whole pupil, whole school approach
- o Provide support and advice for all staff with special educational needs.

Section 2

Identifying SEND

A pupil has SEND where a learning difficulty or disability calls for special educational provision, i.e. different from, or additional to that normally provided. These issues may include

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical Needs
- whether the student holds an EHCP or not.

Consideration also needs to be made where a pupil is not identified as SEND but where there is an impact on progress and attainment, for example:

- o Disability within reasonable adjustment
- o Attendance and punctuality
- o Health and welfare

- o Mental health issues
- o EAL
- o Being in receipt of Pupil Premium
- o Being a Child in our Care
- o Being a child of a serviceman/woman
- o Demonstrating behaviour as an underlying response to need.

Section 3

SEND Support – The Heights operates a Graduated Response to support and intervention.

- o We liaise closely with our referring schools to find out as much background information as we can about each pupil before they begin, getting information from Annual review paperwork, schools and parental and pupil input. We aim to be aware of their individual needs and any issues, academic or personal, that they may have already experienced or are likely to experience.
- o High quality and accurate formative assessment at The Heights using standardised scores and BKSb to assess areas of need and feed into classroom planning and access arrangements policy. This takes place with the SENDCO shortly after arrival of pupil where tests are carried out to identify baselines and discrepancies including phonemic decoding, comprehension, maths skills, verbal and non-verbal reasoning and working memory.
- o Information disseminated to all teaching staff who are responsible and accountable for progress and development of pupils. Academic and personal targets can be set from this data.
- o Regular review of quality of curriculum and to improve teachers' understanding of differentiation and strategies.
- o Additional short-term intervention and support alongside national data and expectation of progress.
- o Access to external agencies and professionals if appropriate.
- o Involvement of parents and young people at all stages to further identify any areas of concern.
- o All information gathered will be used to inform student targets and EHC plans as appropriate.

Section 4

Managing, Monitoring and Evaluating Additional Provision

- o Ongoing review of pupil progress and setting of further targets.
- o Specific interventions applied are assessed for effectiveness and reviewed half termly.
- o Termly progress reports to parents with one full written report each academic year.
- o Pupils involved in assessments/reviews.
- o Parents' discussion meetings at least once annually.

Section 5

Supporting Pupils

- o Links with Educational Psychology Service, School nurse and other external agencies and professionals such as ELCAS and Speech and Language services
- o Admission Arrangements
- o Access Arrangements – application for additional support in external examinations where results of standardised scores are 84 or less.
- o Transition
 - Annual Reviews for EHCPs
 - CEIAG – all KS4 pupils work on a plan for the next stage of their education
 - KS3 – KS4 transition within school.
- o Management of Education and Health Care Plans

Section 6

Roles and Responsibilities

Governors

- o Annual Report to governing body giving an overview of SEND issues over an academic year.

SENDCO – Assistant Head Teacher Nicola Graves (BA Dual Honours, NASC, PostGrad Certificate for Specific Learning Difficulties (Dyslexia), Associate Member of British Dyslexia Association)

- o To take responsibility for the day-to-day operation of provision made by the school for pupils with SEN and provide professional guidance in the area of SEN to secure high quality teaching and effective use of resources to bring about improved standards of achievement of all pupils.
- o To ensure effective systems of communication about pupils' learning to inform future planning.
- o To ensure that the objectives of the SEND policy are reflected in school policy.
- o To support the professional development of all staff with relation to SEND issues and source appropriate CPD opportunities.
- o Lead Annual Review meetings.

SEND Teaching Assistants

- o Report to SENDCO
- o Deliver specialist interventions on a 1:1 basis and small group work
- o Carry out individual assessments
- o Liaise with parents, staff and other professionals
- o Prepare learning materials
- o Help students understand instructions
- o Encourages independent learning and build confidence

Senior Staff Members with responsibilities relating directly to this policy are:

- o Gary Holding – Head of School
- o Jen Ashworth – Deputy Head responsible for referrals
- o Rob Kershaw – Safeguarding and Designated Teacher
- o Sam Freedman – Medical needs

- o Joanne Brierley – Attendance Officer.

Section 7

Accessibility

The Heights welcomes all students and as such has:

- o A building in line with DDA compliancy as amended by SEND Code of Practice 2015 and Equality Act 2010.
- o Links with outside agencies and professionals.

- o CPD programme designed to increase the skill set of all staff including Dyslexia awareness, Speech and Language, Team Teach, Reading strategies and SpLD awareness.
- o Quality first teaching in all lessons.
- o A SENDCO who will offer advice, further training and direct teaching.
- o A SENDCO available to support staff to meet the needs of students with specific conditions and/or learning needs.
- o In-class support.
- o Small group learning including specific support with literacy and numeracy needs.
- o Regular reviews of training and support to evaluate reasonable adjustments to educational provision.
- o Open access for parents and carers to contact staff with issues or concerns.

Section 8

Further Policies available from school website at www.theheightsfreeschool.org

- o Anti-bullying Policy
- o SEND Information Report
- o Supporting Students with Medical Needs
- o Accessibility Policy
- o Equality Statement

Section 9

Complaints Procedure

The Heights Free School welcomes any comments surrounding its SEND provision. Comments and complaints can be directed initially to the SENDCO (Nicola Graves). Should the complaint be directed towards the SENDCO, then complaints to be made to the Headteacher and then the Governing body.

This document will be stored in line with school policy on Information Management.

The policy will be reviewed annually:

Date of Review – Sept 2019

Policy written by Nicola Graves

