



AIMS

March

SEND POLICY
AND REPORT

2020



We seek to fulfil the needs of learners in a caring, happy environment, enabling them to realise their true potential as young people and citizens.

We aim to enable our learners to:-

PREPARE for adult life in a happy, caring and purposeful environment

ACHIEVE their full potential regardless of individual need

CCARE for everyone and encourage respect and tolerance

ENJOY education and rejoice in success



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1. Aims

Our SEND policy and information report aims to:

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

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report
- [Equality Act 2010](#)

3. Definitions

A student has SEND 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:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- 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.

4. Roles and responsibilities

4.1 The SENCO

The SENDCO is Mr. J Davies

The SENDCO will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with parents/carers to maximise student outcomes
- Work with the head teacher 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 students with SEND up to date

4.2 The SEND Governor

The SEND Governor is Mrs. Helen Chambers

The SEND Governor will:

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

4.3 The Head teacher

The Head teacher is Mr. Bryn Heeley

The head teacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- High quality teaching of pupils with SEND
- The progress and development of every student 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 student's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

5. SEN information report

5.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying students with SEND and assessing their needs

School will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students 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
- 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 student is recorded as having SEND.

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 student 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.

5.3 Consulting and involving students and parents

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

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the student's record and given to their parents.
- We will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

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

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

- The teacher's assessment and experience of the student
- 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 student'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 student 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 student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

School will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this transition.

To ensure an effective transition, students are supported with induction sessions and extra transition visits.

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

School will also provide the following interventions:

- Emotional Literacy support
- Fresh Start for Year 7 students with additional literacy needs
- Lexia literacy intervention
- Paired reading
- Social communication
- Speech and Language
- Therapeutic Counsellor
- Typing and Keyboard Skills

Interventions monitored and evaluated by our Interventions Coordinator and SENDCO.

5.7 Adaptations to the curriculum and learning environment

School will make the following adaptations to ensure all students' needs are met by:

- Making reasonable adjustments to the school building to increase accessibility for students with physical disabilities
- Adapting school timetables to meet ability levels, physical and social and emotional needs
- Easy access toilets and washing facilities
- Differentiating our curriculum to ensure all students are able to access it
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching and developing staff expertise in areas of need

5.8 The Learning Support Department

SEND provision is managed by the Learning Support department. The department is led by the SENDCO, Mr. J. Davies. This is a full-time, non-teaching position, allowing for a comprehensive management of SEND.

The department has expertise in the following areas:

A team of teaching assistants, led by the TA manager, Mrs. Maddocks who is responsible for their deployment and training. Teaching assistants will support students in the classroom. This may be one to one or group/class support. Teaching assistants also support students in small groups through literacy/ numeracy based interventions and have subject specialism in English (Mrs. Roberts) Humanities (Mrs. Clare), Mathematics (Mr. Kavanagh) and Science (Mr. Spracklen).

Two teaching assistants, who provide speech and language support through the delivery of ELKLAN based interventions (Mrs. Clare and Mrs. Roberts)

Two teaching assistants who provide emotional literacy support (Ms. Morris and Ms. Tinsley).

A teacher and specialist assessor (Ms. Harvey).

SEND Administrator and Irlens syndrome assessor (Mrs. Arathoon).

The department works with the following agencies to provide support for students with SEND:

- Cheshire West and Chester SEND team
- Speech and Language Service
- Cheshire West and Chester Autism Service
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologist Service
- Community Paediatric Service
- Occupational Therapy Service
- Young People's Service

5.9 Evaluating the effectiveness of SEND provision

The SENDCO reports to the Governing Body on the progress of pupils with SEND and the Learning Support department is part of the whole school self-review processes.

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after each term
- Using student questionnaires
- Monitoring by the SENDCO
- Using Intervention Progress sheets
- Holding annual reviews for students with EHC plans and Top Up funding

5.10 Inclusion

No student is excluded from taking part in any activity because of their SEND, unless it is not safe for them to do so.

All of our extra-curricular activities school visits and residential trips are available to all our students, including our before-and after-school clubs.

All students are encouraged to take part in sports day, school performances and special workshops.

5.11 Working with other agencies

The SENCO will work closely with pastoral leaders and external agencies to support a coordinated approach for families requiring multi-agency support. The link to the Local Child Safeguarding Board can be found [here](#)

5.12 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy if necessary.

The parents of students 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

5.13 Contact details of support services for parents of students with SEND

Details of the local Information, Advice and Support Service can be found [here](#)

5.14 Contact details for raising concerns

L Arathoon (SEND Administrator) larathoon@whitbyhs.cheshire.sch.uk

J Davies (SENDSCO) jsdavies@whitbyhs.cheshire.sch.uk

5.15 The local authority local offer

Our local authority's local offer is published [here](#)

6. Monitoring arrangements

This policy and information report will be reviewed by SENDSCO 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 links to our policies on:

- Behaviour
- Equality information and objectives
- Supporting students with medical conditions
- Positive Relations Policy
- Anti-Bullying and Discrimination Policy
- Use of Reasonable Force Policy