



SEND Policy & Information Report

2021-2021

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1. Aims

Mission Statement

Ellesmere Park High School is an inclusive school community that promotes an equality of opportunity and well-being in a caring and nurturing environment. We will ensure our practice works collaboratively with students, staff and parents to ensure that the best possible outcomes are achieved. We will operate with integrity in everything we do.

Vision

We are committed to ensuring all children are supported to achieve their potential both academically, as well as socially and emotionally.

We believe that promoting an ethos of inclusion across the school, which places an emphasis on every teacher being a teacher of SEND.

We understand the need to identify the barriers to learning for students, the impact of unmet need on children's ability to access learning and thereby the importance in providing a comprehensive range of interventions to ensure reasonable adjustments are made for all children.

We believe that an SEND provision, which is aligned fully to the range of needs amongst our students and is responsive to the developing needs in the community, is vital to enabling all children to benefit from the high-quality curriculum and teaching.

Values

Vibrant
Inclusive
Proud

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

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 pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

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:

- 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 SENCO is Katherine Horne.

They will:

- Work with the headteacher 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 headteacher 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 will:

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

4.3 The headteacher

The headteacher will:

- Work with the SENCO 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 SENCO 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, for example, autistic spectrum condition (ASC), 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
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry in Year 7, which will build on previous settings and Key Stages, where appropriate. Standardised assessments will be used to baseline students, which will identify areas of strengths and areas of 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
- 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.

Teachers will be asked to provide evidence that will support the SEND referral pathway, providing valuable information over two cycles of **assess, plan, do, review**. This information will then be collated and establish which external service to refer to, in collaboration with the student and parents/carers.

Each faculty will have information guides to support their identification of SEND need within the classroom and strategies to support students.

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' 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 pupil's record and given to their parents.

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 class or subject teacher will work with the SENCO 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 behavior, using ClassCharts.
- 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, which will be shared with staff through individual pupil passports and learning plans that will show 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.

Students with Education Health Care Plans will have an Annual Review every year to ensure that outcomes identified in the statutory paperwork is being met.

5.5 Supporting pupils moving between phases and preparing for adulthood

The SENDCO will visit Year 5 and 6 students with Education Health Care Plans in Primary settings to ensure that all aspects of the transition are in place for a smooth transition. Links will be made with the Learning Support Team, who may have worked with students previously and information is shared with professionals, parents and students.

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.

We will endeavor to establish clear and collaborative links with post 16 providers to ensure students have a smooth transition depending on their post 16 options. Year 11 students have access to a Careers Advisor within school. The SENDCO will work closely with Careers and Year 11 Head of Year to ensure information is shared and appropriate transition planning is in place.

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 evidence based interventions.

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.
- 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

We have 13 teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when this has been established in the Education Health SEN Policy 2021

Care Plan to support outcomes identified.

Teaching assistants will support pupils in small groups when students have been identified as requiring specific intervention.

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

- Learning Support Service
- CAMHS
- Educational Psychology Service

5.9 Expertise and training of staff

Our SENCO has four years of experience in this role and has worked as SENDCO previously in another Manchester based Secondary school, as well as having 5 years of teaching English and Drama.

They are allocated three days a week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

5.10 Securing equipment and facilities

Assessing need for extra equipment and facilities for SEN provision will be determined through specific recommendations made through discussions with specialist teachers, annual reviews and pupil progress reviews. Should a particular need and solution to this need be identified, the SENCO will access the SEND budget and liaise with the Business Manager to source the necessary equipment.

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 goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires and collating pupil voice.
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

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 and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. This is detailed in our Accessibility Policy.

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 school activities.
- Pupils with SEN are also encouraged to be part of school clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

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We work closely with Salford Local Authority, Salford Learning Support Service, Children’s Social Services, Early Help Hubs, Children and Adolescents Mental Health (CAMHS) and Educational Psychology Service.

5.15 Complaints about SEN provision

Complaints about SEN 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.

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

Salford City Council offer comprehensive support for parents and carers of pupils.

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

5.17 Contact details for raising concerns

Katherine Horne (Assistant Head- SEND)

5.18 The local authority local offer

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

6. Monitoring arrangements

This policy and information report will be reviewed by Katherine Horne **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:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions