



SEND POLICY

This policy is reviewed annually

Issue no	Author/Owner	Date Written	Approved by Governors on	Comments
1	Mrs B Allen	February 2016		Revised
2	Ms S Uttley	December 2016		Revised

This policy has been reviewed and adoption approved by the Chair of Governors.

Signed Date:

This policy has been reviewed and adoption approved by the Headteacher.

Signed Date:

What are our principles?

Stowmarket High School is an inclusive school, in which all our students are valued and encouraged to explore their potential for learning through a range of subjects and regardless of their background, ethnicity or ability. We want every child to be a reader, a writer and numerate.

We agree that, “Every child who is disabled or identified as having a special educational need deserves our support, so that they, like every other child, can achieve their aspirations. We can only achieve that by working together.” (Support and Aspiration; A New Approach to SEN and Special Educational Needs and Disability, 2010 (The Green Paper))

We believe that, “Every teacher is a teacher of every young person including those with SEN” (Nasen, 2014), meaning that provision for the pupils with special educational needs begins in the classroom, with quality first teaching.

This policy was written to comply with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The Special Educational Needs and Disability Regulations Act 2014
- The Children and Families Act 2014

This policy was created by the SENCo, and will be shared with the SEN Governor, the staff as well as parents.

What are the Objectives of the School's SEND Policy?

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

To achieve this, the school will:

- Provide a broad and balanced curriculum, relevant to the needs of the individual.
- Ensure Quality First Teaching for all students.
- Develop differentiation across the curriculum.
- Regularly assess and monitor student achievement in order to identify difficulties as they emerge and plan appropriate intervention. This will involve pre-planning for students experiencing learning differences during their transition from Primary School to High School.
- Regularly monitor accessibility to all areas of the curriculum and carry out a yearly accessibility audit to ensure everything possible is being done to allow optimum access to all areas for all students.
- Effectively use the resources available to enable students with learning differences to access the full curriculum.
- Promote independent learning. Encouraging students to take responsibility for their learning and credit for their achievements.
- Foster good relationships with parents about all aspects of provision for their children.
- Maintain the ethos of a fully inclusive school.

What is a Special Educational Need?

There are four main areas of Special Educational Needs:

1. Communication and Interaction: this will include students with speech, language and communication needs as well as young people with ASD, including Autism and Asperger's Syndrome.
2. Cognition and Learning: this will include pupils with MLD (moderate learning difficulties) whose needs cannot all be met in the classroom, those with SLD (severe learning difficulties) where students will need support in all areas of the curriculum and PMLD (profound and multiple learning difficulties) where a sensory or physical impairment may accompany complex learning difficulties. This category also applies

- to young people with a SpLD (specific learning difficulty), including dyslexia, dyscalculia or dyspraxia.
3. Social, Emotional and Mental: this will include young people with a wide range of social and emotional difficulties that manifest in many ways. There may be an underlying mental health condition. This category also applies to pupils with ADHD, ADD or Attachment Disorder.
 4. Sensory and/or physical needs: this will include children and young people who require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This may be pupils with a visual, hearing or multi-sensory impairment or those with a physical disability.

“These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.” (SEN Code of Practice, 2014)

These categories are also very flexible, and pupils with SEND may fit into any number of them.

Other factors may affect a student’s progress, but are not necessarily SEN, for example:

- 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)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

How is a Special Educational Need identified?

- A student's progress is closely monitored by the teachers and the heads of department. If a pupil is not seen to be making adequate progress, appropriate interventions and/or adjustments to teaching as well as good quality personalised learning will be put in place by subject teachers and/or heads of departments. If this is unsuccessful, that pupil will be raised as SEN.
- Quality of teaching is reviewed regularly, with a particular focus on pupils with SEN or those at risk of underachieving. If it is necessary, extra training will be given to staff to help meet the needs of underachieving pupils in their classrooms.
- Progress is monitored through the use of qualitative and quantitative data as well as observations.
- The 'Assess, Plan, Do, Review' model is used when a young person is put on the SEN register.
 - ASSESS – an assessment of the pupil's needs is carried out
 - PLAN – a range of strategies are planned
 - DO – the above strategies are carried out
 - REVIEW – has the pupil made progress? If not, what are our next steps?
- In some circumstances, outside agencies such as Educational Psychologists, County Inclusive Resource or Dyslexia Outreach Services will be brought in for extra support and guidance.
- Parents, carers and the young person will be involved in this process as soon as a need is identified. In particular, the young person's views will be sought in order to determine which strategies may be more successful.

What is the SEND Register?

If it is thought necessary, a young person may go on the SEND register as a way of monitoring their progress more carefully. This will only happen if their needs cannot be met wholly within a classroom. There are different categories on the SEND register:

- Statement / EHCP – these pupils are entitled to a certain number of hours per week of extra support either individually, in groups or in-class. Their progress is reviewed annually through the Annual Review.
- SEN Support – this category replaces the old School Action Plus / School Action category. These pupils will need extra support both in and outside the classroom and may be receiving outside agency support.
- Physical / Sensory – some pupils may be on the SEND register because they have a physical or sensory impairment that requires extra provision.
- Medical – there is also a medical section in the SEND register in order that the progress of pupils with long term medical conditions can be monitored carefully.

What does it mean to be on the SEND register?

- Pupils on the SEND register will have a Pupil Passport, to which all staff have access and which is reviewed every term.
- The SENCo is responsible for the overview of these Passports.

How do we support pupils with SEND and their families?

- Parents are invited to drop-in sessions to discuss their child's progress on a termly basis.
- We have an open door/phone/email policy and parents are welcome to contact us with any queries.
- Our 'School Offer' is on the school website, and this gives more detail about how your young person will be supported in school. This contains links to Suffolk County Council's Local Offer.
- A comprehensive transition process starts as early as the September before the pupils start high School. Parents will be invited to Open Evenings and the SEND department will be open for visits. Once a school place is allocated, the SENCo and some LSAs will visit the pupils in their feeder schools, as well as meeting with staff there. Pupils will also be invited to a series of transition events at the High School. All appropriate information will be shared with the child's new teachers.

What are the other roles and responsibilities?

1. The governing body nominates a governor who is responsible for overseeing SEND. Currently, this is Oliver Walters.

The governing body is responsible for:

- Monitoring the systems that are in place to ensure that staff are aware of the learning differences of individual students
- ensuring that teachers are aware of the importance of identifying and providing for, students who have SEND
- consulting the LA and the governing bodies of other schools, where necessary, in the interests of co-ordinated special educational provision in the area as a whole
- ensuring that all students, regardless of ability, participate in school activities, so far as is reasonably practical and compatible with the student receiving appropriate SEN provision and the efficient education of the students with whom they are educated and the efficient use of resources
- reporting to parents on the implementation of the school's policy for students with SEND

- having regard to the Code of Practice when carrying out its duties to students with SEND.

Governors are involved in developing and monitoring the policy. They are kept up to date about the provision, deployment of funding, equipment and personnel resources.

2. Along with the SENCO, there is an Assistant SENCo (Mrs Jane Allen) who is also the alternate designated person for safeguarding as well as 4 full-time and 4 part-time LSAs (learning support assistants).

The SENCO is responsible for:

- overseeing the day to day operation of the SEND policy.
 - co-ordinating provision for children experiencing learning differences.
 - ensuring there is liaison with parents and other professionals in respect of students who have learning differences.
 - the training and effective deployment of LSAs.
 - advising and supporting other practitioners in the school.
 - contributing to the Professional Development of staff.
 - ensuring that Pupil Passports/provision maps are in place, that relevant background information is collected, recorded and updated and these are reviewed regularly.
 - liaising with external agencies including LA and educational psychology services, health and social services, voluntary bodies, Connexions.
 - carrying out the annual SEN Audit for the LA.
 - writing, reviewing and implementing the school's SEND policy.
 - monitoring the progress of students on the SEND register.
 - Maintaining the SEND register.
 - Organising transition for new pupils.
3. The school employs a First Aid specialist who is in school throughout the school day. She is responsible for administering medication, including prescribed drugs for ADHD, to students. There are a number of qualified First Aiders within the school staff. A purpose built First Aid room has recently been completed. Care Plans for all students with complex medical needs are available to all staff and are regularly updated by the First Aider in discussion with parents/carers.

What are the admission arrangements for pupils with SEND?

The school's admissions arrangements are determined by the Governing Body, having regard to parental preference. No pupil will be refused admission to the school on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

We welcome all students to our school and endeavour to ensure that appropriate provision is made for students with learning differences. All students with SEND play a full part in the daily life of the school and are encouraged to join in all activities, including extra-curricular activities.

How do we manage special arrangements and provision for pupils with SEND?

The provision we offer takes into account the requirements of “The Special Educational Needs and Disability Regulations 2014” Act, Schedule 1, regulation 51.

The school has experience in supporting students with a variety of learning differences, as well as those with a range of physical and medical needs, and those with social, emotional and mental needs.

- The Learning Support Department has a tutorial room called ‘The Learning Hub’ where individual or small groups of students can work supported by a Learning Support Assistant during lesson time, break, lunchtime and after school daily. The Learning Hub is staffed from 08.30hrs – 15.30hrs daily, including break and lunch periods. On Tuesdays, it is open until 16.30 for pupils who wish to do homework. Activities, games and computers are available for the students, together with items of specialist equipment; however it is also a safe haven for students who prefer to socialise within a small group setting or who like some quiet time. The support area is available after school by arrangement for students to work with Learning Mentors individually or in small groups where they undertake homework, coursework or revision activities.
- There are ramps for wheelchair users at several entrances and there is a lift for access to the first floor of the main building. Accessible toilets are located close to the lift, the staff room and the sixth form area; shower facilities are also located in the area of the sixth form. The main entrance door, inner door and VI Form entrance have automated gearing allowing for easier access.
- Disabled students have the opportunity to take their examinations in suitable rooms accessible by wheelchair or in rooms they feel most comfortable in.
- Netbooks and NEO Alphasmart Word Processors are available for students who have writing or processing difficulties. They are lightweight and have adjustable font size. These continue to be very popular with students that experience difficulties with writing notes in class; they are also an approved alternative method of recording for exam purposes and have proved to be of benefit to students who are unable to maintain a consistent recording rate but who do not qualify for an individual scribe.
- Specialist equipment for specific pupils is arranged dependant on the needs of the pupil.

- Some pupils may not make progress, despite differentiation and quality first teaching. Wave three interventions will be put in place for those pupils. This may consist of doing extra basic literacy and numeracy instead of studying a modern foreign language, working on extra language and numeracy programmes in lesson times or attending reading, spelling and numeracy booster classes. Full details of this provision can be found on the Provision Map.

How do we ensure that our pupils with SEND are included and access the full curriculum?

- All students are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations; level descriptions in the National Curriculum at the end of the key stage; regular reading and spelling assessments. Information gained from assessments is used to support planning in order to aid progress.
- Work is differentiated according to the needs of the students and alternatives to written recording are offered where appropriate.
- All pupils with SEND have a Pupil Passport and the information on here is used to inform planning and teaching.
- We work closely with parents to listen to their views as we believe that their involvement and support is vital to the success of the education of the students. We encourage parents to contact the SEN Manager with any concerns or issues they want to discuss.
- We believe in equal opportunities and endeavour to meet the physical, emotional and intellectual needs of all students with SEND.
- We consider ourselves to be an inclusive school enabling all our students to gain maximum advantage of all the opportunities we have to offer. We strive to create a sense of community and belonging for all our students.
- Most subjects are taught in mixed ability groups with support in place wherever possible and/or appropriate, for students with Statements of Educational Need/EHCPs or who are on SEN Support.
- The school has an Inclusion Base called The Scene. This small informal room is used for students with particular needs. Students are referred to The Inclusion Base by Heads of Year, the SENCo, Pastoral Support Assistants and Assistant SENCo. This could be for a short or long term referral depending on the needs of the student. A variety of sessions are run in the room including; anger management, self-esteem, social skills, drug

awareness. These sessions are provided either by the staff who manage the room or by professional outside agencies. The Scene has proved to be invaluable for students with specific emotional needs who see it as a “safe haven”

How do we manage Access Arrangements in Public Examinations and National Tests?

- Access arrangements are intended to allow attainment to be demonstrated by students with certain disabilities or learning differences. They should not have the effect of giving an unfair advantage over other students who do not qualify for them. With this in mind, the Joint Council for Qualifications (JCQ) applies stringent qualification criteria to all applications.
- An independent qualified assessor comes in to school on an annual basis or as required and assesses all students identified as possibly requiring access arrangements. Her recommendations are forwarded by the Examinations Officer to the JCQ who make a final decision on access arrangements. These arrangements are implemented during all examinations.
- Decisions at school level are made by the Examinations Officer, on behalf of the Head teacher, on advice provided by the SENCo, HOY or HOF. Evidence to support applications to the JCQ is collected by the appropriate staff, passed to the Examinations Officer and formal application made by the deadlines set by the examination boards.
- If the examination boards grant Access Arrangements it is the responsibility of the Examinations Officer to ensure they are implemented. The Learning Support Assistants are trained in acting as scribes or readers for the students. We make sure the students know what arrangements are in place and that they are familiar and comfortable with the Learning Support Assistant who is working with them.

How do we monitor and evaluate our SEND policy?

We follow this set of criteria for evaluating the success of the School’s SEN Policy:

- The SENCo will use the SEN Self Evaluation form to assess the extent to which students with SEND are making progress. This will be shared with SLT and the Governors, and the findings will help to create the next Action Plan.
- An Annual Review meeting with the SENCO, SLT and the governor with responsibility for SEND in May/June.

What are the Procedures for Concerns?

- Depending on the nature of the concern, Parents should contact the Form Tutor, HOY, Subject Teacher or SENCo in the first instance.
- The SENCo will usually offer an appointment to discuss concerns at the earliest convenient time for the parent.
- The Headteacher is always available to discuss more serious concerns or issues that parents feel are unresolved. His Personal Assistant should be contacted for an appointment.

What steps are taken to prevent pupils with SEND from being treated less favourably than other pupils?

The table below outlines how we demonstrate ‘due regard’ to the general duty of the Equality Act 2010:

Eliminate unlawful discrimination, harassment and victimisation	Advance equality of opportunity	Foster good relations
<ul style="list-style-type: none"> • Policies: SEN, Equality, Antbullying, Behaviour • Accessibility Plan • Continuing Professional Development and Professional Development focuses on differentiation, reasonable adjustments, equality of access, teaching and learning to ensure progress for all and safeguarding • A Prejudice Related discrimination/incident log is kept in school and monitored by the Pastoral team and Assistant Head teacher. • Restorative Justice forms the bedrock of all post-incident action points • Staff are reminded of reasonable adjustments required for certain individuals as necessary e.g. by email, by notice in briefing, Teaching and Learning Newsletter and PC Update • Senior Leadership Team (SLT) meetings focus on day-to-day management and strategic 	<ul style="list-style-type: none"> • In-depth analysis of attainment data at each progress checkpoint takes place at a senior level in addition to middle leaders and teachers • Analysis is shared at Senior Management level • Exam dispensation is organised • Auxiliary aids currently include: iPads, laptops, special handwriting pens, colour overlays, reading rulers, full copying and enlarging facilities and any others as necessary • Tutor discussion and assembly content are regularly adapted to reflect current and topical issues • Regular Learning Walks and Floodlighting sessions by teachers, HOF and SLT ensure accessibility and progress against Ofsted standards • Inclusive First Quality Teaching and Differentiation for access is a key driver of the school improvement plan • Pupil Passports are updated regularly to ensure all staff are aware of relevant barriers to learning 	<ul style="list-style-type: none"> • Transition programme throughout the year with primary schools • Inspire programme for years 5 & 6 • Year 10 curriculum includes opportunities for work in and with the local community • Whole school charitable initiatives: Christmas Hampers for Stowmarket Foodbank, Sponsored Walk, Non-uniform days • Library Ambassadors, Science Ambassadors etc to foster ethos • Assemblies and tutor time focus on teamwork /friendships and promoting tolerance and respect • Philosophy and Ethics schemes of work explore cultures and religions to teach understanding and tolerance • Evenings to support parents /carers to understand Go4Schools, Curriculum Options, Showmyhomework etc. are held when required • Pupils/students are aware of a

<p>development</p> <ul style="list-style-type: none"> • Regular liaison with governors which informs and updates on current all areas of the School Improvement Plan • The Onsite Inclusion provision, 'The Scene' provides a strategy to address incidents and encourage and develop behaviour change 	<p>some pupils face and support pupils in reflecting upon any barriers to learning</p> <ul style="list-style-type: none"> • Where necessary the Learning Support Department will coordinate external professional provision for individuals or groups: Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Sensory Support, Behaviour Support, Specialist teachers, School Nurse, CAMHS, Team Around the Child and Children In Need in conjunction with Senior Designated Person for safeguarding 	<p>key member of staff they can talk to who will listen to any concerns and act upon them if necessary</p> <ul style="list-style-type: none"> • The assistant head of year is the primary contact for parents / carers
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How do we manage Professional development for staff?

- Details of relevant courses, including those arranged by the LA are available for all staff
- All staff are encouraged to undertake appropriate training as part of the performance management process.
- Currently all Learning Support Assistants are involved in various training programmes.
- Learning Support staff are given INSET throughout the school year to ensure they have the necessary skills and expertise to fulfil their duties effectively.
- All new Learning Support staff are mentored by a senior, experienced colleague, in addition and when available they attend a 2 day Induction Training session with their mentor, organised by Suffolk County Council.
- Teaching staff are kept up to date on SEND issues and specifics as part of the INSET programme
- NQTs and student teachers are encouraged to meet with the SEN Manager as part of the induction programme

Which external agencies do we work with?

- Children and Young People's Services, Western Area, are available for advice on the implementation of legislation on the LA policy in regard to SEN
- Meetings between the SENCO and Advisory Teacher for Learning Support can be arranged where advice is needed for support.
- Referrals can be made to
 - the Educational Psychology service

- County Inclusive Resource
- Advisers for specialist areas of difficulty, for example hearing and visual impairment
- The Scene for social and emotional support

How do we involve parents?

- The school takes into account the concerns and wishes of all parents/carers of students with SEND.
- The SENCo seeks to foster good relationships with the parents.
- The SENCo will attend Annual Review meetings of Year 6 students whenever possible.
- Parents/carers are encouraged to contact the SENCo before admission in Year 7 to discuss the provisions school can offer. This can be at an informal SEND drop-in session or by formal appointment.
- Early transition visits and programmes for students experiencing difficulties are strongly encouraged and close liaison takes place between Primary and High School to ensure a smooth transition process.
- Termly Drop-In sessions are held to enable parents to meet with the SENCo, Assistant SENCo and Learning Support Staff.
- The views of parents are sought when the 'School's Offer' and SEND policy are being updated. Also, parents are asked to give opinions on the SEND provision on a twice-yearly basis as a way of monitoring our provision.

How do we involve students?

- All students are actively encouraged to attend meetings to discuss their progress and to be involved in making decisions and exercising choices.
- The views of the student are sought when reviewing SEN statements, EHCPs or Pupil Passports.
- The SENCo, Assistant SENCo and the team of Learning Support Assistants endeavour to foster good interpersonal relationships with the students.
- We believe it is the right of all student to have their voice heard and therefore aim to provide a safe, stable environment for them to develop as confident and responsible young adults, taking particular heed of the OFSTED focus:
EVERY CHILD MATTERS
- We consider that every member of the school community, and the school itself, should be treated with respect and we cultivate this ethos amongst our students.

What links do we have with other educational establishments?

- The school is part of the Gipping Valley initiative and works in partnership with Stowupland High School.

- Where appropriate we arrange individual programmes of study with local colleges, alternative education placements, and MEAL (Museum of East Anglian Life), particularly for those students at risk of disengagement from the curriculum.
- Western Area Pupil Referral units are available for advice, as are Honnington County Inclusive Resource unit, Claydon (Outreach Dyslexia Support Unit) and Kingsfield Behaviour Support Service.
- The LA Inclusion Officer is available for support and advice as necessary

SCHOOL STAFF

HEADTEACHER

MR D LEE-ALLAN

SENCO

MS S UTTLEY

SENCo ASSISTANT

MRS J ALLEN

DESIGNATED SAFEGUARDING
OFFICER

MISS C FERGUSON

ALTERNATE DESIGNATED
SAFEGUARDING OFFICER

MRS J ALLEN

DESIGNATED TEACHER – LAC
HOY

MS S UTTLEY

YR 11 MR R F

YR 10 MISS G SMITH

YR 9 MR M BLEWITT

YR 8 MISS N LEGGETT

YR 7 MR R FORDHAM

INCLUSION BASE MANAGER

MR G PARKER

GOVERNOR FOR SEN

MRS L HELE