

## Special Educational Needs & Disability (SEND) Policy (Parts 2 & 3)

<b>Approved by:</b>	Trust Board
<b>Date:</b>	October 2020
<b>Proposed review date:</b>	Annually (The SEN Information Report is updated annually and any changes to the information occurring during the year are updated as soon as possible).
<b>Owner:</b>	CET SENCO

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date.

<b>Version Number</b>	<b>Version Description</b>	<b>Date of Revision</b>
1	SEN Policy	March 2009
2	SEN Policy	November 2014
3	SEN Policy	November 2015
4	SEN Policy	April 2016
5	SEND Policy - revisions	Oct 2016
6	SEND Policy - revisions	Oct 2017
7	SEND Policy - revisions	Oct 2018
8	SEND Policy- revisions	Oct 2019
9	SEND Policy- revision to include change of SENCO	Oct 2020
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### 1. Introduction, Aims, Objectives and Intention.

William Howard School adheres to the William Howard Trust SEND Policy. All aims, objectives, intentions and policy statements of The William Howard Trust policy forms Part 1 of this policy. It is the intention of William Howard School to meet the aims and objectives outlined in Part 1 of the Trust Policy, through the William Howard School's Special Educational Needs and Disability (SEND) Policy Part 2 & 3.

### 2. Roles and Responsibilities:

- 2.1. Within the Local Advisory Board, there will be a member linked to SEND. This will be linked to the Assistant Headteacher's role at William Howard School for Vulnerable Students and Mental Health who has the responsibility to ensure this Policy is adhered to.
- 2.2. The Headteacher will ensure that this policy is implemented and managed across the school community.
- 2.3. The Director of Learning Provision (SENCO), a member of the Trust Central Team, is responsible for the strategic development of Learning Provision which includes SEND and SENCO responsibilities. This includes the deployment of support resources including human resources. The SENCO alongside the Assistant Headteacher, Vulnerable Students and Mental Health and Learning Provision Co-ordinator, will play a key role in the training and development of school staff to ensure that the Special Educational Needs of the current cohort are met effectively. The SENCO is responsible for all students on the Code of Practice register.  
  
The Assistant Headteacher, Vulnerable Students and Mental Health, supported by the SENCO is responsible for ensuring that any necessary physical intervention for those students with social, emotional and mental health difficulties will, where necessary, be supported by a Positive Handling Plan and risk assessment which takes into account their SEND.
- 2.4. The Learning Support Co-ordinator is responsible for the daily organisation within the Learning Support Department.
- 2.5. The Engagement and Well-Being Manager, Central Trust Team, is responsible for the assessment, monitoring and reviewing process for identified family support and intervention. They will aim to promote and support the positive link between staff and parents.

### **3. Specialist Provision (including specialist provision for students with Severe Learning Difficulties (SLD))**

3.1. Within the Learning Provision Department we have staff with specialist skills and qualifications in:

- SEN Coordination (National Award for SEND Coordination, Masters Level)
- Dyslexia
- Behaviour Management
- Supporting mental health
- ASC (Autistic Spectrum Condition) Specialist teacher & HLTA
- Hearing impairment
- Physical Medical Needs
- EAL (English as an Additional Language)
- SLD (Severe Learning Difficulties)
- Complex Needs
- Attachment disorders.
- Alternative provision/ personalised timetables and curriculum.

3.2. The department consists of:

- One specialist classroom that can be divided into small group areas; these include a specialist environment for life and social skills work, arts and crafts, literacy and numeracy work.
- A staff base with intervention facilities.
- A Study Centre to accommodate provision plus programmes, personalised curriculum and re-integration. There is a procedure for referral and agreement into these programmes and interventions which is evidence based, has clear expected outcomes and is measured for success which then informs next steps.
- A withdrawal room to prevent disruption to teaching and learning in the classroom.
- Facilities are available to support our Restorative Approaches procedures.
- A Physical/Medical room with cloze-mat toilets, changing table and shower area
- Accessible Toilets with disabled access are also distributed throughout the school.
- Where students meet the criteria for accessing our specialist provision for SLD, the transition process will include the investigation for additional/different transport to and from school.
- An adapted cloakroom and locker facility for those who cannot access the school lockers.

#### **Intimate Care**

When it is agreed that a student requires intimate care, an Intimate Care Plan or Health Care plan, will reflect the need for this care. Intimate care will be given only with the consent of the parent and, wherever possible, the consent of the student. Staff providing this care will be discreet in their actions, considering the dignity of the student at all times.

More than 95% of the school building is accessible to wheelchair users. The school timetable ensures that wheelchair users are not timetabled to be in those classrooms which are not accessible. The inaccessible areas are not specifically equipped to support curricular teaching and therefore are easily duplicated in other areas of the school.

*Please refer to Appendix A for the Accessibility Plan.*

#### **4. Information about the school's policy for identification, assessment tracking and review for all students with SEN**

- 4.1. The Assistant Headteacher, Vulnerable Students and Mental Health supported by the SENCo will work with all staff to ensure students who may need additional or different support, to that normally supported through differentiation and personalised learning within the classroom, are identified as early as possible. All students entering Year 7 are assessed using Cognitive Ability Tests (CATs). In addition, there will be further literacy and numeracy assessments during the first half term. Students identified as having more specific difficulties may undertake further assessments from the Learning Support Teacher, specialist assessor or SENCO. In addition, students already identified and on the Code of Practice at primary school are closely monitored and supported during this transition period. Observation records contribute to the early identification of additional support needs.
- 4.2. Progress made by all students at William Howard School is regularly monitored and reviewed. The school does not place students on the Code of Practice unless there is an identified SEND need requiring an adjustment to teaching or an intervention in addition to or different from that delivered in the classroom as part of our differentiated and personalised approach.
- 4.3. Through a whole school screening process, referrals, data analysis and SEND assessments, students are identified as having Special Educational Needs & Disability.

#### **SEND/ Additional Needs (K support)**

When a Special Educational Need has been identified and additional support is deemed necessary, the student is placed on the Code of Practice register at K (school support).

Appropriate regularly through an intervention tracking process linked to the school's provision map and data collection points.

Individual plans or Passports will be created with the parents, carers and young person when necessary and made available to teaching staff. Individual needs will be taken into account when deciding on which plan and tracking process is used. Individual Health Care Plans for students with medical conditions and difficulties will include their SEND needs.

It is the responsibility of the professionals delivering the plan to monitor outcomes of the intervention and report these to the SENCo. It is the responsibility of the SENCo to monitor outcomes and track progress for all those on the Code of Practice.

If we have evidence that a student is making insufficient progress despite support and intervention at School Action, (K) the SENCo or intervention lead professional may seek further advice from internal specialists within the wider Learning Provision team and external specialists through the SEND Early Help Assessment (EHA). This system allows advice to be sought from the Local Authority services such as the Specialist Advisory Teaching Service and Educational Psychologists. We also use independent external agencies such as EBSD specialists and Hospital and Home Tuition specialists. The lead professional will keep parents and students fully involved and informed about any proposed interventions and outcomes of these. All interventions will only be delivered with the agreement of parents and carers and wherever possible students.

#### **Educational Health and Care Plan (EHCP)**

If we have evidence that a student is making insufficient progress despite support and intervention at K Action, the school and parents or other professional bodies may decide to refer for a statutory assessment of the student's SEND through the SEND EHA review process. This may lead to an

Education, Health and Care Plan (EHCP) (See Chapter 9 Code of Practice 0 to 25 years 2015). The school is also bound by the Local Authority handbook for this process.

Students with an EHC Plan will, in addition to the school's rigorous tracking and progress assessment for all, be the subject of an Annual Review Meeting to which parents and the multi-agencies involved with the support for the student will be invited. This is to ensure a holistic approach to their progress and support needs. Lesson assessment records will monitor and record actions and outcomes of the specialist support and intervention. The EHC Plan will identify Key stage and transition objectives, which will be reviewed each term. The opportunity to meet with school staff will also be available at least termly. Parents and agencies will be formally invited to a review meeting twice a year, one of them being the Annual Review.

Following the Annual Review meeting, the school will provide a report containing recommendations from the student, parents, and professionals to the Local Authority (LA). Whilst within the three-year conversion process from statements to EHC Plan's, the LA will be responsible for collating the information at conversion meetings and issuing a new EHC Plan. A school report will be given at these meetings. The Local Authorities decision following the meeting must be notified to the parents or young person within 4 weeks of the review meeting. The local authority may cease an EHC plan in line with Section 9.199 of the Code of Practice 0 to 25 years 2015.

The school will liaise with the receiving organisation when a student with SEND is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer with the consent of the student and or parents. The school is guided by Chapter 8 of the Code of Practice 0 to 25 years 2015 for this process.

The school will be guided by section 9.211 code of practice 0 to 25 years 2015 when disclosing or sharing information from an EHC Plan.

A request for Personal Budgets for an EHC Plan can be made in line with Section 9.95 to 9.142 (Code of Practice 0 to 25 years 2015).

## **5. Complaints Procedure**

- 5.1. The Trust's Complaints Procedures are set out on the Trust and school website.
- 5.2. From September 2014, the majority of part 3 of the children and families act 2014 its associated regulations and this code of practice will be in force subject to transition arrangements. Local Authorities must continue to comply with elements of the Education Act 1996 and the Learning and Skills Act 2000.
- 5.3. Where a parent or young person disagrees with the local authorities decision to cease their EHC Plan, they may appeal to the Tribunal (See section 9.209 and 11 Code of Practice 0 to 25 years 2015).
- 5.4. The Local Government Ombudsman (LGO) can investigate complaints that the special educational provision set out in the plan is not being delivered (see section 11.89 Code of Practice 0 to 25 years 2015).

## **6. Allocation of Resources**

- 6.1. The Assistant Headteacher – Learning and Standards, assisted by the Learning Support Co-ordinator, is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for students

with EHC Plans/ Statements. This will be recorded on the provision map and sent to the local authority on request and at each Annual Review.

- 6.2. The Headteacher or Deputy, supported by the Director of Learning Provision and SENCO informs the Local Advisory Board of how the funding allocated to support SEND has been deployed through provision mapping.

## **7. Access to the Curriculum**

- 7.1. All students have an entitlement to a broad and balanced curriculum, which is differentiated to enable students to:
- Understand the relevance and purpose of learning activities.
  - Learn within their zone of proximal development.
  - Experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 7.2. Teachers use a range of strategies to meet students' Special Educational Needs and disabilities. Lessons have clear learning objectives which are differentiated and personalised. Assessment is used to inform the next stage of learning.
- 7.3. Individual plans and intervention programmes will identify a small number of objectives, ideally three or four, designed to enable the student to make progress towards independent learning within the classroom.
- 7.4. Wherever possible, we do not withdraw students from the classroom. This reflects the school's acknowledgement that all students have an entitlement to share the same learning experiences as their peers. However, there are times when, to maximise progress with learning, we teach students in small groups or on a one-to one basis outside the mainstream classroom.
- 7.5. The SENCO, Assistant Headteacher, Vulnerable Students and Mental Health and Learning Support Coordinator aim to meet monthly. In addition, the Assistant Headteacher - Learning and Standards and Learning Support Co-ordinator aim to meet fortnightly and the Learning support teaching team aims to meet weekly. The SENCO and the named LAB member with a link to SEND and Learning Provision also liaise termly to ensure that the support to access a broad and balanced curriculum is suitable for the current cohort.

## **8. Partnership with Parents**

- 8.1 All staff work closely with parents throughout their child's education. There is additional communication available as necessary in a form best suited to individual circumstances, for those students with identified SEND.
- 8.2 Where students are experiencing difficulty in accessing their education, parents should contact the Form Tutor, Year Group Team, Learning Support Co-ordinator or SENCO.
- 8.3 Where there are persistent difficulties regarding family or social circumstances, the school may, with the consent of parents complete an Early Help Assessment to identify any additional support.

8.4 An independent Parent Partnership Service is available from the local authority for all students with SEND. Contact details can be provided on request or obtained from the Local Authority website.

## **9. Community and Partnership Links**

- 9.1. Partnership links with primary schools begin in Year 5 for all with visits from William Howard School staff. Specifically, for those students with identified SEND, these will include visits from the SENCO, Learning Support Co-ordinator, Specialist Intervention Team, Directors of Learning and Student Managers. We ask that if parents are considering William Howard School for their child and there is a Statement of Need or EHC Plan in place for their SEND that we are invited to their Year 5 Transition Annual Review. This is when their Individual Plan is amended to name a preferred choice of school if possible. It is important that we are made aware of the child's SEND so that we can plan for their admittance.
- 9.2. A School Local offer will be made available and accessible for all. This will be regularly reviewed to inform parents of the available support at William Howard School.
- 9.3. A comprehensive transition programme is in place for all students with additional individual programmes dependent on need for students with SEND. These programmes are continually reviewed and developed. Transition of students with SEND is supported throughout school and across all phases.
- 9.4. William Howard School works in partnership with all secondary schools and academies through Carlisle Inclusion Panel, the Strategic SEND Team and the SEND school forum group.
- 9.5. William Howard School also works closely with James Rennie School to develop good practice, share expertise and training and ensure that knowledge of interventions and support for students with SLD are up to date.
- 9.6. Through partnership within the local area, students can access a wide variety of courses and experience school life in a number of different institutions.
- 9.7. William Howard School has links with local support groups for students with ASC (Autistic Spectrum Condition) and SLD (Severe Learning Needs). Information about these groups will be given on request. Information will be distributed from these groups when it is available.
- 9.8. When students move to another school, their SEND records are transferred within 15 days of ceasing to be registered with William Howard School.
- 9.9 When a student moves into Youth custody, the school will support the process outlined in Sections 10.60 to 10.83 (Code of Practice 0 to 25 years 2015)