

# JOHN FLAMSTEED COMMUNITY SCHOOL

## Special Educational Needs and Disability (SEND) Policy

September 2015



**Excellence, Ambition and  
Resilience:  
The Adventure Starts Here.**

**Special Educational Needs and Disability (SEND) Policy**  
**John Flamsteed Community School**  
**September 2015**

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**Mission statement**

John Flamsteed Community School is fully committed to the provision of equal educational opportunity for all students.

We believe that provision for students with Special Educational Needs is a whole school responsibility requiring a whole school response, involving all teaching and support staff.

We believe that all students should be valued equally, treated with respect and be given equal opportunities.

We fully support:

- The Special Educational Needs Code of Practice 2014
- Equality Act 2010
- The Children and Families Act 2014
- Statutory Guidance on Supporting Students at School with Medical Conditions 2014
- Teaching Standards 2012

We recognise that Special Educational Needs (SEN) may be experienced in the following areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

We recognise that there is a continuum of individual need that will be met using a graduated approach. Our coordinated approach ensures that students' needs are met via a comprehensive network of support systems within the school, and within the wider community.

## 1. Aims of this SEND policy:

The aims of our Special Educational Needs and Disability policy are:

- To ensure that the individual needs of all students are recognised and addressed and that the students themselves are involved in all stages of the process.
- To ensure that students with special educational needs will have access to a broad and balanced curriculum and are able to take part in all activities.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside students who do not have SEN.
- To use our best endeavours to secure special education provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory and / or physical
- To increase independence in educational, social and emotional terms and to promote lifelong learning for students with special educational needs.
- To prepare all young people with special educational needs to contribute to society as responsible citizens.
- To ensure a whole school approach which provides a coordinated and cohesive response to students’ individual needs.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To build positive partnerships with parents / carers in planning and reviewing provision for students.
- To request, monitor and respond to parent/carers and students’ views in order to evidence high levels of confidence and partnership.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of students.
- To work with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## 2. What are special educational needs (SEN) or a disability?

The SEND Code of Practice (2014) states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for Special Educational Provision (SEP) to be made for him or her.*

*A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***

*Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*

Disability: *a disability under the Equality Act 2010 is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’.*

*This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

## 3. The kinds of special educational needs for which provision is made at John Flamsteed Community School

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP)\* or Statement are welcome to apply for a place at our School, in line with the School’s Admissions Policy. If a place is available, we will undertake to use our best endeavor’s, in partnership with parents, to make the provision required to meet the SEN of students at School.
- For children with an EHCP or Statement, parents have the right to request a particular school and the Local Authority must comply with that preference and name the school or college in the EHC plan unless:
  - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
  - The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the Local Authority will send the Local Governing Body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents/carers of a child with an EHCP or Statement also have the right to seek a place at a special school if it they consider that their child’s needs can be better met in specialist provision.

\*Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with Education, Health and Care Plan (EHCP). All students that currently have a statement will be transferred to an EHCP by April 2018.

#### **4. How does our School know if children need extra help?**

We know when students need help if:

- Concerns are raised by students, parents/carers, external agencies, teachers, support staff or the student's previous school; regarding a student's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- School tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the student indicates that they have additional needs in one or more of the four broad areas of need:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory and / or physical

#### **5. What should a parent/carer do if they think their child may have SEN?**

- If students receive existing support for SEN this should be shared with the Inclusion team at the time of admission.
- If parents/carers have fresh or additional concerns relating to their child's learning then this should first be discussed with the child's form tutor. In the first instance concerns will be addressed by the pastoral or curriculum teams as appropriate. This then may result in a referral to the SENCO whose name is Denise Maycock and whose contact details are 01332 880260 or directly through the website.
- Parents/carers may also contact the SENCO or the Inclusion Manager directly if they feel this is more appropriate.
- All parents/carers will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the School.

#### **6. How will the School support a child with identified SEND?**

- All students will be provided with high quality first teaching that is differentiated to meet the diverse needs of all learners.
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to students with SEND is monitored through a number of processes that may include:
  - classroom observation with a focus upon differentiation,
  - ongoing assessment of progress made by students with SEND , through implementation of the WISP 2015/2016
  - work sampling and scrutiny of planning to ensure effective matching of work to student need,
  - teacher meetings with the SENCO or Inclusion Manager to provide advice and guidance on meeting the needs of students with SEND,
  - Teaching assistant monitoring and feedback on student response

- Student and parent feedback on the quality and effectiveness of interventions provided,
  - Attendance and behaviour records.
- All students have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings. They are also in student's planners.
  - Students' attainments are tracked using the whole school tracking system (SISRA) and those failing to make expected levels of progress are identified very quickly. These students are then discussed at termly meetings within departments and within year teams.
  - Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student.
  - Students who require support in addition to or different from that which the teacher is able to provide may require Special Educational provision (SEP) and parents will be called into school to discuss.
  - Where it is decided that a SEP is required to support increased rates of progress, parents will be informed that the school considers their child to require SEN Support and will seek parental support in order to improve progress. All students in receipt of SEP will be recorded on the SEN Support register and details of their needs and provision will be shared with school staff and parents/carers.
  - Action relating to SEN support will follow an assessment, plan, and review model:
    - **Assess:** Data on the student held by the school will be collated by the SENCO/Inclusion Manager in order to make an accurate assessment of the student's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
    - **Plan:** If initial assessment or review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved, including the parents/carers and the student, will be obtained and appropriate evidence-based interventions identified, and targets will be recorded that identify a clear set of expected outcomes, (which will include stretching and relevant academic and developmental targets that take into account the child and parent/carers' aspirations). Parents/carers and the student will also be consulted on the action they can take to support attainment of the desired outcomes.
    - **Do:** Evidence based interventions will be implemented by the subject teacher, intervention teacher, TA, HLTA, SENCO or Inclusion Manager.
    - **Review:** Progress towards targets will be tracked and reviewed at least termly with the parents and the student. The process of assessment will now begin again should the targets set not be achieved.
  - If progress rates are still judged to be inadequate despite the cycle of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

- Behaviour Support Service
  - Dyslexia Centres
  - Autism Outreach Team
  - Hearing Impairment team
  - Visual Impairment team
  - Educational Psychologist Service
  - Educational Welfare Officers
  - Physical and Disability Support Service
  - Social Services
  - School Nurse
  - Child & Adolescent Mental Health Service
- For a very small percentage of students, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the School's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided or GRIPS, (Graduated response individual pupils needs) funding being requested.

#### **7. How will the curriculum be matched to each child's needs?**

- Every teacher is a teacher of every child.
- Teachers plan using students' achievement levels; differentiating tasks to ensure progress for every student in the classroom.
- When a student has been identified as having additional or special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- Details of specific strategies and adaptations will be shared with teachers and parents/carers.
- These adaptations may include strategies suggested by the SENCO and/or external specialists.
- In addition if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

#### **8. How will parents/carers know how their child is doing?**

- Attainments towards identified outcomes will be shared with parents each term, through the school reporting system and Parents' Evenings.
- Parents/carers may also find the student planner a useful tool to use to communicate with school staff on a more regular basis.

Students with an EHCP or Statement will have a formal annual review of provision, which should be attended by representatives from every agency involved in delivering that provision.

- Parents/carers are also encouraged to arrange an appointment to discuss their child's progress with their form tutor, subject teachers, the SENCO or the Inclusion Manager at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success: (In the first instance

parents/carers should contact the School office to arrange an appointment). The contact number is 01332880260.

#### **9. How will parents/carers be helped to support their child's learning?**

- Parents/carers can request an appointment with the SENCO during parent's evenings.
- Curriculum teachers, HLTAs, TAs or the SENCO may also suggest additional ways of supporting a child's learning.
- If parents/carers have ideas on support that they would like to have access to in order to further support your child's learning, please contact the SENCO who will locate information and guidance for you in this area.

#### **10. What support will there be for children's overall well-being?**

The School offers a wide variety of pastoral support for students. These include:

- Targeted social, moral, cultural and spiritual support for students in each year of each key stage delivered by the Student Services, Nurture groups, Tutors and Assembly Programme.
- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Student and Parent voice mechanisms which are monitored for effectiveness by the Governors.
- Small group evidence-led interventions to support student's well-being are delivered to targeted students and groups. These are identified on the Provision Map also located on the school website which aims to support improved interaction skills, emotional resilience and wellbeing.
- Students who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- The school has gained healthy school status which evidences the work undertaken within the school to support students' well-being and mental health
- The school has completed the Anti-bullying pledge and is audited annually for its provision in regard to ensuring students safety by external agencies.

#### **11. Students with medical needs**

- Students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the First Aid Officer (with guidance from the school nurse) and parents/carers and if appropriate, the student themselves.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *supporting students at school with medical conditions* (DfE) 2014 and identified in the Academy Supporting Students



with Medical Conditions Policy.

**12. What specialist services are available at the school?**

The school has access to a range of specialist support that are identified previously in point 6.

**13. What training does the staff supporting children and young people with SEND undertake?**

- All staff and the Governor with responsibility for SEND receives training in awareness of different needs, some staff receive enhanced or specialist training to support specific needs.
- The School has regular visits from the Behaviour Support Team who provide advice to staff support the success and progress of individual students.

**14. How are children with SEND included in activities outside the classroom including school trips?**

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

**15. How accessible is the Academy environment?**

Our Accessibility Plan describes the actions the Academy has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

**16. How will the school prepare/support children with SEND when joining the school or transferring to a new setting?**

A number of strategies are in place to enable effective students' transition. These include:

**On entry:**

- A planned introduction programme is delivered in the summer term to support transfer for students starting the school in September.
- All parent/carers of prospective students are invited to an event at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCO meets with all new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- Previous school records will be requested and the SENCO may attend statutory annual review meetings, prior to transition.
- Staff from school may visit new starters in their previous setting and students, their

parent/carers and support staff will be invited to visit the school

### **Transition to the next school, preparation for adulthood and independent living.**

- The school ensures that all students from Y 9 -11 know how to access independent careers guidance. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- All students' have access to careers education as part of the curriculum for PSHE and through planned enrichment events appropriate to their current stage of career planning.
- Parents/carers and students may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer [http://www.derbyshire.gov.uk/education/schools/special\\_educational\\_needs/support\\_aspiration/proposals\\_for\\_support\\_and\\_planning/default.asp](http://www.derbyshire.gov.uk/education/schools/special_educational_needs/support_aspiration/proposals_for_support_and_planning/default.asp) published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP or Statement, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

### **17. How are the School's resources allocated and matched to children's special educational needs?**

- The school receives funding to respond to the needs of students with SEND from a number of sources that includes:
  - A proportion of the funds allocated per student to the Academy to provide for their education called the Age Weighted Pupil Unit.
  - The notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.
  - The Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
  - For those students with the most complex needs, the Academy may be allocated additional educational needs funding from the Local Authority High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities. The range of support offered is identified on the Provision Map which is also available to view on the school website.
- If parents/carers wish to discuss the options available for their child, they are welcome to make an appointment to see the student's form tutor, subject teacher, SENCO or Inclusion Manager.

### **18. How is the decision made about how much support each child will receive?**

- For students with SEN but without an EHCP or Statement, the decision regarding the support provided will be taken at joint meetings with the SENCO or Inclusion Manager and parent/carer.
- For students with an EHCP or Statement, this decision will be reached in agreement with parents/carers when the EHCP is being produced or at an annual review of the EHCP or Statement.

### **19. How parents/carers be involved in discussions about and planning for their child's education?**

- There will be opportunities for discussion at least each term through opportunities that may include:
  - Parents evening appointments.
  - Special educational provision review meetings.
  - Meetings with support and external agencies.
  - Annual review of Statements or ECHPs.

### **20. Who can parents/carers contact for further information or if they have any concerns?**

If they wish to parents/carers may discuss their child's special educational needs or express concern about the School's response to meeting these needs by contacting:

- The child's Form Tutor or subject teacher,
- The child's Head of year
- SENCO
- Inclusion Manager,
- The school Governor with responsibility for SEN.

### **21. Further support services for parents/carers of students with SEN include:**

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND. The nearest PPS can be located via <http://www.parentpartnership.org.uk/>
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here <http://preview.tinyurl.com/ox2q3cv>
- For parents who are unhappy with the Local Authority or Academy responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the Academy or council has discriminated against your disabled child. Information on this process is available

here <http://preview.tinyurl.com/ovg4so3>

**22. Further information regarding the Derbyshire County Council's Local Offer for children and young people with SEND can be found at:**

[http://www.derbyshire.gov.uk/education/schools/special\\_educational\\_needs/support\\_aspiration/proposals\\_for\\_support\\_and\\_planning/default.asp](http://www.derbyshire.gov.uk/education/schools/special_educational_needs/support_aspiration/proposals_for_support_and_planning/default.asp)

Information on where the Local Authority's Local Offer can be found at

[www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND)

Approved by John Flamsteed Community School Governing Body 7 October 2015

Next review: October 2016