

Presdales School



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SEN Policy

Presdales School

As at September 2016 Presdales has approximately 1081 students from Year 7 to Year 13. The school is non-selective. Presdales has 10.8% of students on the SEN register, 9% pupil premium and 3.6% English as an Additional Language (EAL).

In 2016 Presdales students achieved in GCSEs 88% 5 A* to C grades including English and Maths, 89% 5 A* to C grades and 100% A* to G grades and 42% at A and A*.

In 2016 our Year 13 students achieved 59% A* to B grade, and 99% A to E grades.

Engagement

Presdales has engaged members of their school community in developing their SEN policy, including parents, staff and governors.

School Mission Statement

Presdales vision is of a school which values students of all ages and abilities and helps them to exceed expectations through high quality teaching and learning and access to a wide variety of activities which enrich their education and personal development beyond the classroom.

Policy

This policy refers to Part 3 of the Children and Families Act 2014, The Equality Act 2010 and The Special Educational Needs and Disability Regulations 2014. Full consideration has been given to the Code of Practice SEND 0-25 (January 2015).

Rationale

The school aims to enable all students to have equal access to the curriculum regardless of aptitude or disability. It seeks to enable students with special educational needs to access the curriculum, by removing barriers to learning, develop any special talents and improve their self-confidence, through receiving appropriate levels of support. Students learn that they feel valued and achievements are recognised. All departments will provide opportunity for each pupil to join in lesson activities and provide a reasonable response. The co-operative work of the learning support staff and subject teachers within a framework of overall school policy is a way to achieve whole school response to meeting special educational needs of our students.

The school's policy on Learning Support incorporates attention to the learning of children across the full ability range. In this school in line with the SEND Code of Practice January 2015 students identified as having Special Educational Needs and Disabilities are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

At this school the person responsible for the provision made for students with SEND is:

Mrs Julie Stephenson who holds the National SENCo Award

The line manager for Mrs Julie Stephenson is:

Mrs Sandra Inwood, member of the Senior Leadership Team.

Aims of Presdales School:

- To work with the guidance provided in the SEND Code of Practice (January 2015)
- For all students to achieve their best and realise their potential
- For students to become confident individual and live fulfilling lives
- To make a successful transition into adulthood, whether this is employment, further or higher education or training
- To use their best endeavours to make sure a pupil with SEN gets the support they need
- To ensure students and parents are participating as fully as possible in all decisions.
- To do everything it can to meet students' SEN
- To ensure all students with SEN engage in activities of the school alongside other students who do not have SEN
- To have a designated teacher responsible for co-ordinating SEN throughout the school
- To inform parents of all the decisions being made about special educational provision
- To prepare and display in their website their SEN Information Report
- To ensure all arrangements for the admission of disabled students, including accessibility plan and make clear the steps in place for any pupil with SEN being treated fairly

Presdales will always take into account the views, wishes and feelings of the pupil and their parents. All decisions will be made with the full participation of the students and parents, and information and support, if needed will be given to all those involved. This collaborative work will ensure the pupil achieves their best possible educational and other outcomes and prepare them for adulthood.

Presdales principles are designed to support:

- The participation of students and parents with the school to achieve the best possible outcome for the pupil
- To ensure early identification of need
- Give greater control and choice to parents
- Partnership and collaboration between education, health and social care services
- High quality SEN provision to meet the needs of all students with SEN

Definition of SEN

‘A child or young person has SEN if they have a learning difficulty or disability which call for special educational provision to made for him or her.’ (SEND Code of Practice January 2015)

‘A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- Has a significant difficulty in learning than the majority of others of the same age or***
- Has a disability which prevents of hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions’***

(SEND Code of Practice January 2015)

The four broad areas of needs as defined in the SEN Code of Practice (January 2015) are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Presdales recognises that these four broad areas of need will identify the primary areas of need for the students and at Presdales we consider the needs of the whole pupil. While at Presdales we recognise what is SEN we also recognise there may be factors that affect progress and attainment which are *not* SEN. These may include:

- Slow progress and low attainment
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Pupils eligible for pupil premium funding (financially disadvantaged/CLA/child of a serviceman or woman)

Equality and Inclusion

‘Many children and young people who have SEN may have a disability under the Equality Act 2010-that is a ‘...a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities’ (SEND Code of Practice January 2015)

All reasonable adjustments will be made for disabled students to access the school site, auxiliary aids can be provided with the support of the SEN team at Hertfordshire County.

The Presdales School site is a physically challenging site and although the staff and governors will make all reasonable adjustments for accessibility, some of its buildings are very old and some adjustments cannot be made. Every effort is made

for the site to be accessible including rooming of classes downstairs and stair lifts are available to accommodate some of the more inaccessible stairs.

(Please see Presdales School Accessibility Plan on physical accessibility)

Presdales School Admission Policy 2016

Presdales is a comprehensive school with five forms of entry. It is an all ability school and children will NOT be admitted with reference to their aptitude or ability.

The admission of students with a statement of Special Education Needs or an Educational Health and Care Plan (EHCP) is dealt with by a completely separate procedure. This procedure is integral to the making and maintaining of statements by the pupil's home Local Education Authority. Details of this separate procedure are set out in the *Special Educational Needs Code of Practice January 2015*. 'Under the Education Act 1996 the governors are obliged by law to admit any child with a Statement of Special Needs or an EHCP where this school is named in the Statement.'

(Please see Presdales School Admissions Arrangements, Equality and Diversity Plan, and the Accessibility Plan)

Students with medical conditions

Presdales in accordance with the Children and Families Act 2014 will make arrangements to support all students with medical conditions. Individual Health Care Plans are completed by the family and it is the families' responsibility to keep the school fully informed of medical needs or changes to medical needs. Where a pupil has a SEN need as well as a medical need then the pastoral head, named medical support person and the SENCo will work together to ensure health care plans are in place and the first aid team are fully aware and trained for the medical needs.

(Please see Supporting students at school with medical conditions policy)

Roles and Responsibilities

Presdales has a designated SENCo who is a qualified teacher appointed by the governing body and holds the National SENCo Award. The SENCo has day to day responsibility for the co-ordinating and the operation of the SEN provision made to support individual students with SEN, including those who have Statement of Educational Needs or Educational Health and Care Plans(EHCPs).

The SENCo is responsible for guiding and advising staff so they are confident in the delivery of lessons to students with SEN as well as working closely with parents and outside agencies. The SENCo will be aware of the provision in Hertfordshire County Local Offer, so they can work with professionals to give advice and support to all involved.

The SENCo will advise all staff on the graduated response to providing SEN support, advising on the deployment of support staff and resources, they will keep records of all students with SEN up to date and work with other educational establishments to

ensure smooth transition of students coming from or going to other educational institutions or employment.

The SENCo is the line manager for any Learning Support Assistants (LSAs). She also manages a specialist dyslexia teacher who is responsible for assessing for access arrangements or supporting interventions if deemed appropriate. The SENCo is responsible for the analysis of progress, especially of individual intervention strategies including academic, social and emotional support interventions.

The SENCo arranges exam access testing and works alongside the exams officer to ensure the exams access complies with the JCQ exam board.

The role of the subject teachers

Subject teachers are responsible and accountable for the progress and the development of students in their class. It is their role to deliver high quality teaching, differentiated for individual students and responding to students who have SEN or not. Subject teachers are provided with pupil passports created by the SENCo and along with SIMS which will provide include diagnosis, agencies involved, Cognitive Assessment Testing data (CATs), reading and spelling ages as well as clear steps that should be part of their class routine to ensure all barriers for learning for students with SEN are removed. Subject teachers also have copies of Statements of Educational Need or EHCPs so it is clear what provision is expected and what reasonable adjustments must be made for these students.

Subject teachers make regular assessments of the progress of all students, these will identify where progress is less than expected given the students' age and individual circumstances. This information is recorded five times a year as assessment point data (AP) and shared with Tutors, Heads of Year, the SENCo and the Senior Leadership Team. Subject leaders, including the SENCo, analyse data, report to their line managers and if further intervention is required then it is planned by all involved.

SEN identification

Students are placed on the SEN register on entry if they have been identified in their primary school as having a special educational need or they may enter school with a specialist report identifying this need. Students may also be put on the SEN register if after screening/assessments by the SENCo a need is indicated.

Test scores on WRAT, CTOPP, YARC, SDMT and DASH will often indicate a learning difficulty and all tests used are age standardised so if a pupil's standardised score is 84 or below this may indicate a SEN need. Discussions will always be held with students, parents and teachers to gather a fully rounded picture of specific need.

Before students enter Presdales information and data is gathered from students' feeder schools. If a student starts in Year 7 a member of the Senior Leadership Team organises for experienced staff, the Head of Year 7, assistant Head of Year 7 and the SENCo, to visit schools to meet with staff and the students. Transition forms

are requested for all students so key information and data is gathered from primary feeder schools.

If the pupil is a mid-year entry meetings are held with the Head of Year and the Head Teacher unless there is an identified SEN need and then the SENCo is also present. If there is an identified SEN need from the previous school the pupil will automatically be placed on the SEN register.

All students are tested on arrival in Year 7: CAT4, reading ages, spelling ability, literacy screener and baseline testing for all subjects.

This data along with information from the primary schools will begin to inform the SENCo about students with SEN.

Further screening/assessment may be carried out by the SENCo if the schools graduated response does not see the students making the expected progress. The screeners held and used at Presdales School include GL Assessment Dyslexia Screener, Exact Lucid , WRAT 4 single word reading and spelling, Pearson DASH, GL Assessment YARC, Access comprehension, and SDMT.

Parents will be informed if their child is identified as needing additional support, and will be part of the decision whether the additional support or intervention is put in place.

Normal school systems

All students at Presdales have access to a broad and balanced curriculum; all teaching staff have high expectations for their students and will set appropriate targets. Potential areas of difficulty should be identified and addressed straight away, teachers plan lessons to address potential areas of difficulty and remove barriers to learning. ***This means that students with SEN and disabilities will be able to study the full national curriculum. (SEN Code of Practice January 2015).***

The school's objectives is that all pupil's reach their individual potential. The curriculum is organised to support the learning of all students with learning difficulties, whether or not they have a Statement or EHCP. The emphasis is on the development of basic English, Maths and communication skills within all mainstream classes.

In Year 7 students are generally taught in banded teaching groups. Maths set their classes at the end of the first half term. In year 8 students are set in Science, French and their second modern foreign language and in year 9 for English. The school uses its SEN budget to provide the optimum number of classes in each subject in order that those students who need most individual support are in smaller groups.

Students are assessed regularly so progress is tracked and AP data points are recorded five times a year. Tutors, Heads of Year, subject leaders, including the SENCo, analyse the AP data and support or intervention may be decided on in consultation with the pupil and parents.

Most subjects run surgeries and can invite students who are off track on their AP monitoring, these surgeries are run during lunch times and this is subject dependent.

All year groups receive annual written reports and are asked to attend one parents evening a year(two for year 7).

Whole school approach to teaching students' with SEN

Presdales ensures all students have access to a broad and balanced curriculum, including high quality teaching where reasonable adjustments are made so barriers to learning are removed.

High quality teaching at Presdales is when a teacher knows their students, the students' strengths, the weaknesses and their individual needs. Staff set clear objectives, deliver differentiated lessons, and always remember that it is not about completing a task but that progress and learning is taking place. Teachers will have confidence in using alternative teaching styles so students way of learning whether visual, auditory or kinaesthetic is met.

High quality teaching at Presdales is when teachers make full use of assessment for learning, looking carefully at what students have achieved and their knowledge before moving on. Teachers at Presdales are committed to evaluating their performance and sharing best practice to ensure that students are engaged in their learning so they raise their achievements and as a school we see underachievement diminished.

SEN provision-a graduated response to SEN support

A pupil may be identified as having special educational needs and disabilities by their primary schools, parents, subject teachers, form tutors or by the SENCo by screening assessments. Presdales follows the 'assess, plan, do, review' cycle by:

1. Problems identified in school are monitored by subject teachers and first quality teaching including clear learning outcomes for individual students, clear differentiation and subject based intervention.
2. If progress is still not being made the subject teachers will approach the SENCo with their concerns to seek advice.
3. After a specified period the SENCo and subject leader will assess the progress.
4. If progress and attainment is continuing to cause a concern then further assessment may be carried out by the SENCo.
5. If progress is still not being made or is below expectations the SENCo may make referrals with appropriate outside agencies.

Throughout the above process students are fully involved using a pupil centred approach and parents will be informed after step four that progress of their child is causing significant concern.

Occasionally a few students will be placed in a 1-1 intervention block that is taught by a specialist dyslexia teacher. Students will miss one lesson a week in a rotating schedule to attend these sessions. They will be assessed at the start and end of the process to ensure that any impact has been measured and then all subject teachers

will be informed of any necessary provision required to ensure that needs are met in the mainstream classes and sustained progress is achieved..

Other support available is:

- Access to specialist equipment if required including laptops and electronic readers. A student can bring their own laptop to school if they have been allocated one as part of their access arrangement for examinations.
- Modification of work if required
- Lunch time clubs to encourage interests and social skills as well as giving some students a 'safe place'
- Pastoral support
- Organisation support and helping students develop independence and study skills
- Short withdrawal programmes if required
- LSA support if exceptional needs funding in place
- Sixth formers support in lessons and are also paired reading if necessary.

Parents and students are kept informed of all provision in place through pupil passports and correspondence home and it is always discussed with parents and students prior to them starting any intervention programme. The SENCo is available at all parents' evenings and parents can contact the SENCo or any member of the teaching staff via the phone and email and meetings can be organised if deemed appropriate.

Key Stage 4

In Key Stage 4 all students are expected to follow courses leading to GCSE and other recognised qualifications. Core subjects are set according to ability and students with special educational needs are advised on appropriate courses.

Learning Support Assistants

Presdales employ a team of two Learning Support Assistants (LSAs) who are line managed by the SENCo and work with the Year 7 and 8 students in the lower attaining Maths and English classes

Educational Health and Care plans

Students who have Statements of Educational Needs have been identified at county level of having the highest level of SEN need. Statements and EHCPs are reviewed every year, reports and assessments are gathered by the SENCo from the subject teachers, students, parents and any specialist agency involved, paperwork is sent to all involved two weeks before the review meeting. At the review meeting the SENCo, pupil and parents are present and the progress of the pupil is discussed alongside everyone's view and changes to the statement are agreed on based on evidence in any reports that have been submitted.

There is a timetable set by the government to have all Statements transferred to EHCPs, the pupil will have their Statement transferred with the support from an EHCP co-ordinator from county. From September 2014 schools and local authorities have three years to transfer all Statements to EHCPs.

SEN support is reviewed and adapted as part of the assess, plan, do and review cycle, if a pupil continues not to make expected progress the school or parents may consider making an EHCP request. This will be a joint application with the school and the parents and led by the SENCo. Support and guidance will be offered throughout the process by the SENCo and once the EHCP request is at County level an EHCP co-ordinator will be assigned to the school and family.

Managing students on the SEN register

All students are monitored regularly through the school's periodic monitoring system, and grades and effort scores are sent home. Pupil passports are reviewed when appropriate and students with a Statement of Educational Needs or an EHCP will also have their pupil passports reviewed at the time of the annual review.

All subject teachers are involved in the review process; the SENCo is responsible for collating the reviews and issuing a new pupil passport.

The level of provision is decided by the SENCo after communication with subject teachers, parents and students. If Presdales decides that is unable to fully meet the pupil's needs through its own provision programme then the SENCo after discussions with parents and students will make a referral to the appropriate Hertfordshire agency.

Some students may have exceptional needs and first quality teaching is not adequate to meet their needs, in this case the SENCo will apply for Exceptional Needs Funding (ENF) at Hertfordshire Local Authority SEN team. Parents and students will be involved in the decision to apply for additional funding and if successful this is supplied in hours. The pupil will then have a LSA working with them in various lessons to match the hours awarded by Hertfordshire SEN team.

The codes used for SEN need are in line with the SEND Code of Practice (January 2015):

mon: Monitoring-these students are being monitored by subject teachers with some input from the SENCo,

N: No SEN support- students have previously been on a SEN code

K: SEN support (school is putting in support beyond class differentiation and students with exam concessions will be classed a K)

S: A Statutory assessment (Statement is in place)

E: an Educational Health and Care Plan is in place

Collaboration

Students and parents are kept informed of every step, they are invited to meetings and everyone's views are considered important. Presdales values every member of its school community and at these discussions the pupil's strengths and difficulties

are discussed, students' and parents' concerns are listened to before next steps and outcomes are agreed upon by all involved.

Record keeping and monitoring

All information, including reports from agencies, letters, assessment information and access arrangements are kept in pupil's files in the SENCo's office in locked cabinets. Information is kept for all the time the pupil is at Presdales, if the pupil moves to another school information will be forwarded.

At the end of KS4 or KS5 when the pupil leaves Presdales the files are kept for one year in the SENCo's files, then after one year they are archived within the school premises.

The SIMs SEN portal also contains information about a pupil's SEN status, description of their need, and electronic copies of pupil passports and any external agencies reports.

Monitoring of provision....how do we do this?

The SENCo, subject leaders and the senior leadership team monitor SEN provision by lesson observation and pupil shadowing. The SENCo meets with her line manager every two weeks to discuss provision within the school and all subject leaders meet with their line manager every term in order to continually improve the teaching provision for students with SEN. The SENCo is planning to survey all SEN students and parents to assess the provision that is currently being offered.

Working together with outside agencies

If a pupil is causing concern academically or emotionally and socially further assessment advice can be gained from outside agencies including the Educational Psychology Service (EP), Speech and Language Therapy (SALT), Occupational Therapy (OT), Physiotherapy, Low Incidence team in Visual Impairment and Hearing Impairment, (VI and HI), medical services including local hospitals, Physical and Neurological Impairment (PNI), the Communications Disorders Team which includes the language assessment and autism advisory team, social workers, Connexions and careers advice and the school nurse.

Parents and students are involved throughout the whole process and will be invited to meet with the professionals prior or after the assessment as well as receiving a copy of the written report.

The Educational Psychology and Speech and Language service both offer consultations for parents and teachers. These are held in local schools and parents and schools can book a 45 minute consultation after the school has completed an 'assess, plan, do, review' cycle and decided that further intervention is necessary.

Transition

Prior to starting Year 7 Presdales provides extra school visits for students identified as requiring additional support with transition to a secondary school environment. The SENCo is available to meet any year 6 parents whose children is currently on SEN support or has an EHCP.

Presdales School uses the Connexions service for Year 9 and Year 11 transition. Students with Statements or EHCPs will have a meeting with connexions to discuss subject choices in Year 9, and school, college or employment choices at Year 11. Pupil with Statements or EHCPs will complete a preparing for adulthood form with Connexions so appropriate subject and educational placements are decided upon.

In Year 11 students with Statements or EHCPs and those on the SEN register have additional support from Presdales careers guidance teacher, and Connexions. Colleges may be invited to Statement and EHCP reviews, and Presdales ensures all SEN and exam access information is passed on in the first half of the autumn term after they have joined the college.

Students who wish to stay on to Presdales sixth form must meet the sixth form criteria and individual subject criteria. Students with a Statement of Educational Needs or an EHCPs may name Presdales but they still have to meet the sixth form and subject criteria.

(Please see Presdales School Admissions Arrangements)

Children in specific circumstances

- Ms Sylvia Jennings is the designated teacher for looked after children.
- Ms Kate Chandler is the designated teacher for child protection
- Mrs Sandra Inwood, Mrs Julie Stephenson and Mrs Jo Grainger Copperi are the deputy designated teachers for child protection.

Roles and responsibilities

- The SENCo is Mrs Julie Stephenson, who has been in the school for 12 years employed as a Pastoral Head, Mathematics teacher and Deputy DSP and has successfully completed the National Award for Special Educational Needs Co-ordinator.
- Mrs Janet Bourne who is specialist dyslexia and literacy teacher has B Ed, Post graduate certificate in Dyslexia/SpEd level 7 and a registered specialist teacher with the British Dyslexia Association.
- The SEN Governor is Mr Howard Freed and he has an overview of SEN at Presdales, he comes in once a term to discuss SEN issues, policy and procedures. The SEN Information Report is accessible on the school website under policies and this is reviewed annually with parents, staff and the SEN Governor.
- The two Learning Support Assistants (LSAs) role are to support students learning in class as planned and directed by the subject teacher. The SENCo is the line manager for the LSAs.
- Ms Sylvia Jennings is the pupil premium manager.
- Mrs Jane Fry is the IHCP coordinator and Head of Year.

Safeguarding

Presdales aims to create a non-threatening environment to ensure all students are safe. The school will endeavour to develop a community of tolerance and respect. Staff will be alert to other events such as bullying, bereavement or they will endeavour to protect children from maltreatment, preventing impairment of health

and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

An excellent pastoral care system is in place led by the Heads of Pastoral Care and supported by heads of year and form tutors. There is a Big Sister programme whereby Sixth Formers are attached to the Year 7 and Year 8 forms to support students. There is a SEN and PEER mentor scheme which the Sixth Formers run to offer additional support to individuals if that is deemed appropriate. The school employs its own professional counsellors. Participating in extra-curricular activities and clubs supports self-esteem, social development and enjoyment.

(Please see Presdales School policies on Anti-Bullying, Child Protection, Pupil Premium and Mental Health and Wellbeing.)

Training

All staff, including LSAs, has annual appraisals when their performance is reviewed and targets are set for the forthcoming year. Career Professional Development (CPD) opportunities are discussed for the coming year at this meeting.

The SENCo liaises with form teachers, subject leaders and pastoral heads to ensure training and information is available. INSET and training for staff is planned for by the SENCo. Departments are expected to develop strategies for students with learning difficulties.

Funding and Resources

SEN is funded through the central budget, which is not ring fenced, except for Exceptional Needs Funding (ENF) which is applied for and attached to individual students.

The school uses its budget to provide the optimum number of classes in each subject in order that those students who need most individual support are in smaller groups.

SEN Information Report

Presdales School SEN Information report details the provision in place and this is reviewed annually with staff, parents and governors.

www.presdales.herts.sch.uk/the-school/special-educational-needs--disabilities.

Please see the Hertfordshire Local Offer:

www.hertsdirect.org/localoffer

Reviewing the policy

The SEN policy will be reviewed annually by the SENCo, the Senior Leadership Team and Governors.

Related legislation:

Equality Act 2010: Advice for schools

Reasonable adjustments for disabled students (2012)

Supporting students at school with medical conditions (2014)

Working together to safe guard children (2013)

The Children Act (1989)
The Mental Capacity Act (2005)

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