

Special Educational Needs Policy

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The SEND & Inclusion Aims of Stephenson Studio School

- To ensure that all students have access to a broad and balanced curriculum.
- To provide a fully inclusive learning environment appropriate to the individual's needs and ability.
- To ensure the identification of all students requiring SEND provision as early as possible in their school career.
- To ensure that SEND students take as full a part as possible in all school activities.
- To ensure that parents of SEND students are kept fully informed of their young person's progress and attainment.
- To ensure that SEND students make a successful transition into adulthood, whether in to employment, further education or training.

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some young people, we believe that much can be done to overcome them by parents, teachers and students working together.

Definition of Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A young person has learning difficulties or disabilities if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Young people must not be regarded as having learning difficulties solely because their language or form of language of their home is different from language in which they will be taught.

Stephenson Studio School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all students with special educational needs, and ensure that parents are notified when SEND provision is being made for their young person.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, which states that we:

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures.
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs.
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan.

(CoP 2015, 1.27)

Allocation of Resources

The Governing Body will make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's special educational needs.

Identification, Assessment and Provision

At Stephenson Studio School we have adopted a whole-school approach to our SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the curriculum and are fully included in the school community and all its activities.

Early identification of students with SEND is a priority. All teachers, alongside parents and support staff are responsible for identifying students with SEND and, in collaboration with the SENDCO, will ensure that those students requiring different or additional support are identified at an early stage.

Where teachers decide that a student's learning is unsatisfactory, the SENDCO is the first to be consulted. The SENDCO and teacher will review the approaches adopted in accordance with 2015 SEND Code of Practice, while informally gathering evidence (including the views of the pupil and their parents) we will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

All staff should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on wellbeing and sometimes this can be severe. We will ensure that we make appropriate provision for a child's short term needs in order to prevent problems escalating. Where there are long-lasting difficulties we may consider whether your child might have SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive

ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. (SEND Code of Practice, 2015, 6.23).

Use of Support Staff

Learning support assistants work closely with teaching staff and will be used to support young people with special educational needs, where appropriate, and the effectiveness of this support will be regularly monitored by the class teacher and senior leadership team and changed accordingly.

Nature of Intervention

The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on a regular basis.

Individual Education Plans

Strategies for improving a student's progress will be recorded in a structured conversation and minutes will be recorded containing information on:

- end of transition targets and intended outcomes;
- The students' strengths;
- Their barriers to learning;
- Signs of difficulty;
- The views of the pupils on best ways for support;
- date for review.

The school will endeavour to hold the reviews at least twice a year in an informal manner, and parents' views on their child's progress will actively be sought, as well as the views of the pupils.

Record Keeping

The SENDCO will maintain the records and ensure access to them.

Reviews of EHCPs

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the students requiring reviews. The SENDCO will organise these reviews.

The school recognises the responsibility of the local authority in deciding whether to maintain, amend, or cease an EHCP.

The Role of the SENDCO

This involves working with the head teacher and Governing Body to determine the strategic development of the policy. Other responsibilities may include:

- overseeing the day-to-day operation of the policy;
- co-ordinating the provision for students with SEND;
- liaising with and giving advice to fellow teachers;
- managing Learning Support Assistants;
- overseeing students' records;
- liaising with the parents;
- liaising with external agencies LA support services Health and Social Services and voluntary bodies.

For effective co-ordination staff must be aware of:

- the roles of participants;
- the procedures to be followed;
- the responsibility all teachers have in making provision for SEND students;
- the commitment required by staff to keep the SENDCO well informed about exactly constitutes a 'level of concern' and at which point School Action is initiated;
- mechanisms that exist to alert the SENDCO to such 'levels of concern'; and
- the procedure by which parents are informed of this concern and the subsequent SEND provision.

The Role of the Governing Body

The Governing Body's responsibilities to students with SEND and will ensure that provision of a high standard is made for SEND students.

Partnership with Parents

Stephenson Studio School firmly believes in developing a strong partnership with parents and that this will enable young people and young people with SEND to achieve their potential.

The school recognises that parents have a unique overview of their young person's needs and how best to support them, and that this gives them a key role in the partnership.

Links with External Agencies/ Organisations

The school recognises the important contribution that external support services make in assisting in the identification, assessment and provision for SEND students. We currently work with ADHD Solutions, Autism Outreach and Educational Psychologists.

SEND and Inclusion Policy Review

The school considers the SEND and Inclusion Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Referral for an Education, Health and Care Plan

If a young person has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the young person are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the young person is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Leicestershire County Council, if it is decided that the young person's needs are not being met by the support that is ordinarily available. The school and the young person's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.