

## **Special Educational Needs Policy and Information Report**

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Date Policy Written V.1	_____	December 2020
Date reviewed V.2	_____	February 2022
Date reviewed V.3	_____	June 2023

Date to Review	_____	June 2024
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## **1. The SEND & Inclusion Aims of Stephenson Studio School**

- To enable the best possible outcomes and achievement for all students with Special Education Needs and Disabilities.
- To ensure all children can access a balanced curriculum, differentiated where appropriate.
- To provide a fully inclusive learning environment appropriate to the individual's needs and ability.
- To inform as to how SEND is identified and ensure the provision is provided for all students, to access a full and varied curriculum.
- 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 of our students may have special educational needs, in implementing this policy, we believe that students will be supported and helped with their differences.

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.

## **2. Definition of Special Educational Needs**

The 2014 Code of Practice states that a child or young person has SEND if “they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- 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.

A disability is defined by the Equality Act 2010 is ‘...a physical or mental impairment which has a long term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

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.

### **3. 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 (Special Educational Needs) 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)**

### **4. 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 practical, 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.

A student may be identified as having a special education need through ongoing assessments; teaching staff; LSA or parental concerns. Any issues will be brought to the attention of the Special Educational Needs and Disabilities Coordinator (SENDCO) if the student is making less than expected progress, despite high quality, differentiated classroom teaching targeted at the child or young person's area of weakness.

The SENDCO will work with other staff to investigate this further and may engage the help of external agencies to identify the area of need. The Code of Practice 2014 outlines the four broad areas of need as:

#### **1. Communication and interaction**

2. Cognition and learning
3. Social, emotional, and mental health difficulties
4. Sensory and/or physical needs

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).

## **5. Special Educational Provision**

Special educational provision is provision that is additional to, or different from that provision delivered generally for other students of the same age.

Teachers are responsible and accountable for the progress and development of the Students in their class, including where pupils access support from LSAs.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Stephenson Studio School takes a graduated response to supporting students with SEND the SENDCO should follow the four-part cycle:

1. Assess. This could involve a range of methods including, but not limited to, teachers' assessment of pupil progress, attainment and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and Students and observations.
2. Plan. This is likely to involve the SENDCO, working with teachers and tutors to plan appropriate provision, which is clearly communicated with all concerned and mentioned on the IEP (individual educational plans). This may be in class support or more targeted provision. Any planning will have a clear focus on expected outcomes for the student.
3. Do. The SEND Code of Practice places the teacher at the centre of the day-to-day responsibility for working with all pupils. it is important that teachers work closely with the LSA and SENDCO or specialist staff involved to assess the impact, and this is reflected on the IEP.
4. Review. The progress of pupils who are receiving SEND Support should be reviewed termly, these reviews will be done either with the tutor or SENDCO, dependant on the student.

## **6. 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. The effectiveness of this support will be regularly monitored by the class teacher, SENDCO and senior leadership team through learning walks, observations, and regular inspections of LSA files.

## **7. Nature of Intervention**

Where a student is identified as having a significantly greater difficulty in learning, then intervention work will take place. Interventions are both academic and social dependant on the need of the student.

Interventions may be delivered by the SENDCO, tutors, subject teachers and LSAs

Below are some examples of intervention offered,

### **Academic Intervention**

- Reading
- Spelling
- Subject specific support
- Small group LSA support
- 1:1 LSA support
- Laptop and speech recognition technology

### **Social/pastoral Intervention**

- Self-Esteem
- Mental Health First Aid
- 1:1 Support
- Anxiety
- Anger

All intervention whether social or academic will be success measured through SMART targets.

## **8. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1work, teaching style, content of the lesson, etc.
- Adaption and modification of resources in class and intervention

- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc

## **9. Individual Education Plans (IEPs)**

Strategies for improving a student's progress will be on the student's IEP document, and discussed through regular conversation.

The information from these calls will be recorded on the IEP and on the schools Bromcom system.

**IEPs hold the following information,**

- Hopes and wishes for the future
- Any diagnosis's
- Barriers to learning
- Support strategies to best support the student
- SMART targets
- SMART Target Impact
- SMART Target Outcomes
- Termly review comments

Tutor contact will be regular to discuss the student's provision, targets, and any concerns, or feedback that you have.

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.

The IEP is supplemented by the Inclusive Teaching Plan (ITP) which summarises key information on the student for teacher's ease of access.

## **10. Record Keeping**

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

## **11. Reviews of EHCPs**

EHCPs must be reviewed annually. The SENDCO will contact the Parents/carers, the local authority, and any outside agencies as appropriate to the EHCP review.

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

## **12.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 and quality assuring support.
- Overseeing students' records.
- Liaising with the parents.
- Liaising with external agencies LA support services Health and Social Services and voluntary bodies.
- Quality assuring students IEPs
- Provision mapping

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.

## **13.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.

## **14.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.

### **15. 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.

### **16. 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.

### **17. 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 an Education, Health and Care plan 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
- External agencies where appropriate
- Health professionals

Information will be gathered relating to the current provision provided, IEP data, 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.

## **18. Education, Health and Care Plans (EHCP)**

- a. Following Statutory Assessment, an EHC Plan will be provided by Leicestershire County Council (or the relevant local authority), 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.

## **19. Legislation and Guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities - <http://www.legislation.gov.uk/ukpga/2014/6/part/3>
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEND information report <http://www.legislation.gov.uk/uksi/2014/1530/contents/made>