



## Special Educational Needs Procedures

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## Vision

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015 states that:

*'Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.'*

Driffield School & Sixth Form supports this vision.

Our school is committed to ensuring equality of education and opportunity for pupils/students with a Special Educational Need and/or Disability (SEND).

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their SEND and are encouraged and able to participate fully in school life. Our school believes that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. It is our hope that all our pupils/students becoming adults of the future will have an understanding and empathy in relation to those with SEND and will positively contribute to an inclusive society.

## Definition

- '6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.'

*The Special Educational Needs and Disability Code of Practice:  
0 to 25 years: January 2015*

*<http://www.legislation.gov.uk/ukpga/2014/6/section/69/enacted>*

*<http://www.legislation.gov.uk/uksi/2014/1530/schedules/made>*

*<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>*

## Main Aims

- To provide the best possible education for all pupils/students including those with a SEND within a supportive and caring community equipping them with the attitude, skills and abilities to cope with a rapidly changing world,
- To ensure that there is no evidence of discrimination in relation to those with SEND,
- To encourage all those connected to pupils/students with SEND to have realistic but high expectations,
- To encourage all pupils/students with SEND to have realistic but high expectations of themselves,

- To feel confident that all staff are supported through professional development opportunities to understand and provide an appropriate education for the SEND pupils/students,
- To ensure that those with SEND feel safe within their learning environment,
- To provide reasonable adjustments to the fabric of the building and school site wherever necessary to meet the needs of the those with a disability in relation to bespoke individual need or through strategic accessibility planning,
- To review all policies into practice to ensure that they reflect differentiation, accessibility and reasonable adjustments where relevant,
- To ensure that special educational needs and disabilities (SEND) are identified at the earliest point with support routinely put in place quickly,
- To monitor impact of provision for those pupils/students with SEND in relation to agreed measures such as academic progress, attendance and records of bullying incidents,
- To feel confident that our SEND pupils/students have reached their full potential,
- To ensure that up to date national and local legislation or guidance is adhered to and implemented,
- To ensure that the SENCO is adequately supported in order to fulfil the leadership and management role,
- To ensure that the SENCO is a qualified teacher and accesses the relevant post graduate course if appropriate,
- To work alongside specialists, services and agencies to meet the individual need of the SEND pupil/student and family,
- To work alongside parents/carers to allow them to feel equal in meeting their child's needs and to ensure that they feel confident that their child is educated and cared for appropriately,
- To ensure that pupil/student participation is embedded in practice and that reasonable adjustments are made to allow those with SEND to have a voice,
- To embed the automatic response to provide flexibility and variety of intervention and practice in order to meet the needs of those with SEND.

The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015 states that:

*'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:*

- *achieve their best,*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training.'*

## **Main areas and need types**

Driffield School & Sixth Form recognises that for some pupils/students SEN can be identified at an early age. However, for others difficulties become evident only as they develop.

### ***Broad areas of need:***

#### *Communication and interaction*

*Speech, language and communication needs (SLCN);  
Autistic Spectrum Disorder (ASD).*

#### *Social, emotional and mental health difficulties (SEMH)*

*Mental health difficulties;  
Attention deficit disorder (ADD);  
Attention deficit hyperactivity disorder (ADHD);  
Attachment disorder.*

#### *Cognition and learning*

*Moderate learning difficulties (MLD);  
Severe learning difficulties (SLD);  
Profound and multiple learning difficulties (PMLD);  
Specific learning difficulties (SpLD).*

#### *Sensory and/or physical needs*

*Vision impairment (VI);  
Hearing impairment (HI);  
Multi-sensory impairment (MSI);  
Physical disability (PD).*

*The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015*

The school will keep a register of all those pupils/students identified as having SEND in line with the need types shown above.

The SENCO will ensure that the school census is updated and gives an accurate picture of the SEND cohort in school. Such information will be shared with governors and other professionals when appropriate but will only refer to named pupils/students with parental/carers permission.

## **Supporting Pupils/Students with Medical conditions**

*'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'*

*The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015*

The school has a policy in relation to this and it is available on request.

### **Supporting Pupils/Students with a Disability**

*'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage.'*

*The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015*

The school has a policy for 'Disability Equality for Supporting Learners' which forms part of the full duty to implement the Equality Act. This is available on request.

### **School Information Report for SEND**

*'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.'*

*The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015*

The school ensures that the school information report is updated at least once a year and is easily accessible on the website. The SENCO is responsible with the support of the leadership team in producing this report.

### **The Local Offer**

The school information report links to the local authority's local offer. It is the responsibility of the local authority to update the local offer. The local offer can be accessed through the usual authority website.

### **Involving Specialists**

The school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions.

### **Funding for School Support and High Needs**

Since September 2014 the school has identified pupils/students into three main groups: those accessing school support (K), those with a statement for SEND (S) and those with low incidence/high need receiving support through EHC planning (E). It is the responsibility of the local authority over time to transfer those with a statement onto an EHC plan. The school will record changes as and when appropriate.

Strategic financial planning has to be taken into account.

## **Provision Mapping and examples of 'additional to and different from' Interventions**

The SENCO will keep a provision map to record 'additional to and different from' interventions. Pupils/students will be identified, staff will be timetabled, related costs will be identified and then the impact of such interventions will be evaluated against agreed outcomes.

Examples of the Wave 3 'additional to and different from' interventions used in the school as part of targeted individualised support can be accessed via the SEN School Information Report.

## **Hierarchy of Support**

The school strives to ensure that all pupils/students as well as those with SEND have access to high quality first teaching with ample differentiated tasks and experiences.

All attempts will be made to remove barriers to a pupils/student's learning.

SEND pupils/students will have targets set as part of the full school target setting process and these will be reviewed by the class teacher and SENCO.

Some identified pupils/students may be entitled to access arrangements and support in controlled assessments and tests. This will allow the individual to show his/her true academic ability.

One page profiles and individual support plans will be written when appropriate for those on the SEND register.

Assess, plan, do, review meetings will take place for those with the highest need or those who are causing the most concern.

Statutory review meetings will take place for those with a Statement or EHC plan.

All teachers and support staff who work with the pupils/students will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Senior leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. It can include progress in areas other than attainment – for instance where a pupil/student needs to make additional progress with wider development or social needs.

SEND pupils/students should experience provision and a curriculum based in 'Waves One, Two and Three' when appropriate.

The school will use its best endeavours to make sure that a pupil/student with SEND gets the support they need.

## **Professional Development of Staff**

The SENCO will facilitate training for all staff in relation to individual pupil/student need or as part of full school development. This may be delivered on the school site or may involve attending local and national conferences and training programmes.

Teachers will be observed as part of the professional development cycle and a reference to differentiation, access to the curriculum and use of teaching assistants will be made by senior leaders. Any areas identified as a weakness will be addressed and supported accordingly.

## **Parents and Carers**

*'6.51 Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.'*

*6.55 Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.'*

*The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015*

Driffeld School & Sixth Form believes strongly in the value of positive relationships with parents/carers and strives to help them feel confident that they are equal in supporting the development of their child.

## **Voice of the Child**

Pupil/student participation is encouraged throughout the school. It is important to differentiate opportunities for those with SEND to express themselves, and to contribute to their target setting process.

The SENCO will talk to the SEND pupil/student on a regular basis as well as in formally planned meetings.

The pupil/student should be aware of identified caring adults they can meet with to help them feel safe and to help them with their education.

## **Support for the Family**

The school will help to facilitate links to other services and agencies to support the family away from school if necessary. The SENCO may investigate the possibility of direct payments when relevant. It may be useful for the family to access any type of parent partnership support provided by charities or the local authority.

## **Complaints Procedure**

The school's complaints procedure for SEND is the same as for all other incidents and is addressed in the policy available on request.

There is a requirement of local authorities to provide mediation services for those parents/carers of a pupil/student with SEND as an additional provision to the usual complaints procedure.

There is a national SEND tribunal that will formally address conflict or unhappiness for those with highest SEND need.

The school will do everything possible to work with parents/carers to ensure that local and national complaints bodies will never have to be used.

### **SEND Governor**

*'There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.'*

*The Special Educational Needs and Disability Code of Practice: 0 to 25 years: January 2015*

The SENCO will support the Head Teacher by writing reports to governors on the position of SEND in the school.

The SENCO will deliver presentations to governors with specific focus areas when appropriate.

When there are changes to the Governing Body, the school will endeavour to identify a named Governor for SEND as soon as possible.

### **Present contacts**

The SENCO is: Mrs Faye Warren

The SEND Governor is: Mr Paul Kirby

The Head Teacher is: Mr S Ratheram

Other staff involved are:

Ms Jo Donkersloot – Trust Director for SEND

Mrs Debbie Dalton – Deputy Head Teacher & Line Manager for SEND

Mrs Tina Potter – SEN Manager

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