



C3: SEND POLICY

This policy sets out The Commonweal School's Aims and objectives for SEND education.

The SENDCOs are Becca Fidan and Crystal Clifford-Budden, who should in the first instance be contacted about all SEND matters. The SENDCOs are managed by the SMT member with responsibility for Special Needs. Commonweal School shall appoint to these posts persons with appropriate qualifications and provide continuing professional development to ensure that their qualifications remain appropriate for the posts.

PART 1: Introduction

1.1 Philosophy

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum (both academically & socially), including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed.

1.2 Definition of Special Educational Needs and Disability (SEND):

Students have special educational needs if they have a difficulty accessing the curriculum, short term or more long-term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

We also recognise that students who experience difficulty in accessing the curriculum may also have a particular gift or talent.

Special Educational Provision may be triggered by teaching staff when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents* and staff will be informed that the child has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

* Throughout this policy, "parents" should be taken to include all those with parental responsibility, including corporate parents and carers.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and / or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.3 Curriculum Support [Provision] is achieved by:

1. Identifying and assessing individual student's needs.

2. Ensuring that parents / carers understand the process and involving them in the support of their child's learning.

3. Reporting of students' needs to all appropriate members of the teaching staff.

4. Providing an appropriate curriculum, taking into account;

- . National Curriculum and examination syllabuses
- . Continuity and progression

5. Delivering an appropriate curriculum, taking into account;

- . Suitable teaching materials
- . Effective, differentiated teaching strategies
- . A supportive learning environment
- . Encouraging a positive self-image.

6. Providing learning support through;

- . Curriculum development
- . Support teaching
- . Bespoke training/INSET
- . Departmental development plans.

7. Using outside agencies where necessary and appropriate.

8. Monitoring individual progress and making revisions where necessary.

9. Encouraging students and parents of students with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.

10. Making regular reports to governors regarding SEND issues to raise awareness and to aid implementation of processes and procedures.

11. Teaching Assistants and teachers collaborate effectively.

PART 2: Structural Arrangements

2.1 SEND Team:

The SEND Team will consist of SENDCOs and a Teacher of SEND, who will manage a team of suitably qualified staff to meet the needs of the students. The SENDCOs will oversee whole school SEND.

2.2 Roles and Responsibilities:

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines and school job descriptions.

Governing Body:

- In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of students with SEND.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and priorities in the school development plan, which includes provision for SEND.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- Reporting annually to parents on the school's policy through the website.
- Will be responsible for overseeing budgetary matters
- Will appoint a governor responsible for SEND

The SEND Governor:

- Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body
- Understand how the responsibilities for SEND provision are shared within the school
- Meet the SENDCOs on a frequent basis to gain information about the provision made for pupils with SEND and to monitor the implementation of this Policy
- Discuss with staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with SEND
- Observe what happens in school inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life

- Take opportunities to meet and talk to parents
- Keep informed of developments in the area of SEND nationally, locally and in the school.

The Headteacher:

- Setting objectives and priorities in the school development plan, which includes SEND.
- Line-managing day-to-day provision for students with SEND, including setting a budget for supporting students within the school's overall financial resources.
- Informing the Governing body.

SEN/D Team:

- Disseminating information.
- Raising awareness of SEND issues throughout the school.
- Managing and developing the roles of Teaching Assistants, through training and performance management.
- Screening and identifying students.
- Co-ordinating provision for students.
- Supporting the teaching and learning of students with SEND.
- Keeping accurate records of all students with SEND.
- Drawing up, reviewing and monitoring Pupil Profile Sheets for those with SEND and others, as required.
- Liaising with parents and carers of students with SEND.
- Liaising with and advising fellow teachers and support staff.
- Liaising with schools including feeder primaries and specialist settings.
- Contributing to in-service training and external training (as appropriate).
- Being responsible and accountable for the whole-school SEND resources and sharing with the Headteacher and Business Manager responsibility for the allocation of funding devolved directly from the LA.

Head of Faculty:

- Departmental Practice to include the feeding into EHC plans through the school contribution report.
- Ensuring appropriate curriculum provision and delivery clearly stated in students schemes of work.
- Ensuring appropriate teaching resources for students with SEND are available.
- Raising individual concerns to SENDCOs.
- Are responsible to the Headteacher for the management of SEND provision and the day-to-day operation of the policy.
- Monitoring departmental delivery of the SEND Policy.
- Recruiting and deploying the School's Learning Support Team, which includes Teaching Assistants.

- Liaising with other SENDCOs, both locally and nationally.
- Liaising with outside agencies.
- Being involved in preparing the SEND report, which the Headteacher forwards to the Governors.

Other Staff:

“All teachers are teachers of special needs”

- Devising strategies and identifying appropriate differentiated methods of access to the curriculum, in conjunction with the Faculty of Curriculum Support.
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensuring Pupil Profile Sheets are considered in lessons.
- Monitoring progress of students with SEND against agreed targets and objectives.
- Be fully aware of the school’s procedures for SEND.
- Raising individual concerns to the SEND Team.

Teaching Assistants

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes where appropriate.
- Monitor progress against targets using pupil provision maps
- Assist with drawing up individual plans for students and supporting information sheet development, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Keep departmental documentation up to date.
- Attend meetings as required.

2.3 Admission Arrangements

Admission arrangements are outlined in the school prospectus.

2.4 Inclusion

At the Commonweal School, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, and its assessment and rewards systems. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The school believes that:

- the needs, rights and entitlements of individual students are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- the family and community should work together.

2.5 Complaints Procedures

Initially, all complaints from parents or carers about their child's provision is made to the SENDCOs, who follows this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the Complaints Procedure outlined in the school's prospectus may be followed.

2.6 Monitoring and Evaluation of this Policy

In association with the Headteacher, the Faculty produces an annual report which is included in the Governor's annual report to parents and carers. The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability.
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- Evidence of planning and targeted expenditure for SEND.
- The SEND Team reviewing procedures in consultation with subject leaders, and outside agencies.
- Feedback from faculties & outside agencies.
- Number of complaints received.

PART 3: Identification, Assessment and Provision

3.1 Identification

The school uses the graduated response as outlined in "The Code of Practice (2014)". To help with this process a variety of screening procedures are used, which are then disseminated to teaching staff via the SEND area.

New Intake Students in Year 7

a) Primary Liaison

Feeder primary schools are visited/contacted throughout the year prior to transfer. Any student identified as having a "learning difficulty" and who is on SEN Support or has an EHC plan referred to the SEND Team. Contact is then made with the primary school.

The LA notifies school about students who are transferring with EHC plans in the spring of their year 6. Where practicable, the SENDCOs attend their Annual Review to ensure a smooth transition is made. At this meeting, the relevant qualified member of the SEND team becomes the Lead Professional for the child with an EHC plan. The relevant qualified member of the SEND team frequently attends Year 5 and Year 6 reviews, when notified. Relevant information is disseminated to teaching staff before transfer.

b) Initial Screening

- KS2 tests
- Reading, spelling, writing tests
- Tests undertaken by the SEND Team as identified

Screening in Other Year Groups

Other screening tests are administered when required. This information is made available to members of staff via the SEND area.

Staff Observation

- Members of staff consult with the SENDCOs if they notice students who may need specialist help during the school year. Evidence for that concern must be produced, prior to any testing and/or additional intervention being undertaken. The SENDCOs may then ask for additional diagnostic assessment to be undertaken for other professionals.

Referrals by Parents or Carers

- A student's parent may express concern. Once information is gathered the process is the same as for staff referrals.
- All parental referrals are acted upon.

3.2 Provision

Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students at The Commonweal School learn and progress through these differentiated arrangements.

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENDCOs but will be planned and delivered by teaching and support staff.

If appropriate, alternative provision can be offered for differentiated curriculum and alternative qualifications after consultation with parents, students and staff.

Graduated Response

Wave 1 – Quality First teaching by all teaching staff.

Wave 2 - Is initiated where students have failed to make adequate progress as identified by the SENDCOs through the assessment arrangements as in 3.1.

Criteria for Wave 2 include:

- Low Numeracy / Literacy scores
- Level 3 or below in Key Stage 2 SATs
- Teacher's observations
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Additional learning programmes such as Literacy and Numeracy.
- Smaller group sessions.
- Appropriate teaching groups / sets.
- Group support on a regular basis.
- KS3 Numeracy & Literacy booster sessions, where appropriate.
- Additional staff training.

Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the school seeks advice and involvement from external support services.

They are requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

The Pupil Profile Sheet is revised and new strategies are put in place following the involvement of student and parents. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school will apply for additional resources. The application will be evaluated against criteria established by the LA.

c) Statutory Assessment/EHC Plan

If a student fails to make adequate progress and has demonstrated a significant cause for concern, the school and/or a parent/carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

The SEND Team is responsible, on a daily basis, for providing support and mentoring. Students with EHC Plans are allocated a specified amount of support as indicated in each individual EHC Plan. The process of target setting, monitoring and reviewing remains the same as at Wave 2 and Teaching Assistants are fully involved.

3.3 Pupil Profile Sheets and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for students with EHC plans are recorded in the student provision map and tracking sheets reflecting provision that is additional to, or different from, normal differentiated provision. Not all students with SEND have a Pupil Profile, but their progress is closely monitored.

Contents of the Information Sheet include:

- Access Arrangement information
- Teaching strategies to be used
- Additional provision to be put in place

The Pupil Profile is communicated to all staff who support the student's learning. Pupil Profile Sheets are constantly reviewed and updated, but also form part of the formal review process following consultation with teaching staff and new targets identified. Prior to review, teaching staff return the completed target sheet.

3.4 Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by The Commonweal School.

3.5 Provision of an appropriate curriculum

Through their departmental development plans, the SEF and in conjunction with SEND EHC Plans, provision for students with SEND is regularly reviewed and revised.

It is the responsibility of individual departments at The Commonweal School to ensure that the requirements of the National Curriculum are met for those students with SEN/D in partnership with the Faculty of Curriculum Support.

3.6 Provision of Curriculum Support

The Faculty of Curriculum Support can help subject areas in the following ways (although this is not an exhaustive list):

a) Curriculum development:

- Planning with individual members of staff / departments.

- Selection / design and preparation of suitable materials.
- Selection / design of teaching strategies.

b) Support teaching:

This is achieved by working collaboratively with a subject teacher. The SENDCOs can assist by:

- Planning appropriate programmes of work.
- Preparation of relevant and differentiated materials.
- Team and individual teaching.
- Helping to facilitate a wide range of teaching and learning styles.
- Evaluating and reviewing what has been achieved.
- Provide appropriate equipment, as required, to meet the needs of the learners.

c) Withdrawal

Some students with special educational needs may be withdrawn 1:1 or within small group sessions or to use technological support; the withdrawal of students is kept to an absolute minimum, in accordance with The Commonweal School's inclusive ethos.

d) In-service Training

- The SEND Team provides INSET for NQTs and other new staff at the school on Code of Practice procedures at The Commonweal School
- Individual departments can ask for INSET from the SENDCOs as required, for specific purposes or generic training.
- Whole-school INSET, focusing on specific needs is included, where appropriate, on staff training days and during twilight sessions.

3.7 Allocation of Resources

The school is funded to meet the needs of all their students through its core budget but is additionally funded to support provision for SEN/D through:

- Deprivation and underachievement factors, based on the number of students receiving free meals and those underachieving on entry.
- Funding for specific students to meet their assessed needs.
- Delegated and designated budgets.
- Also, in some part, the Pupil Premium.

Capitation:

- The SENDCOs are allocated a departmental capitation each financial year.
- Individual departments are responsible, through their own capitation allowances, for identifying subject specific materials or resources for students with additional needs.

PART 4: Partnership

4.1 In school

The SENDCOs liaise closely with individuals on SMT. Information and concerns are always discussed with the appropriate member of staff.

4.2 Parents

The Commonweal School actively seeks to work with parents / carers and values the contributions they make.

- Parental views are recorded as part of the Annual Review procedures.
- Parents are actively encouraged to help their child.
- Parents are encouraged to attend Parents' Evenings where their child's progress is discussed with subject teachers.
- Effective communication is achieved through regular contact with home either through letters, telephone calls or the student's planner.

4.3 Students

The Commonweal School acknowledges the student's role as a partner in his/her own education.

- Students are actively encouraged to be involved in decision making by attending all Reviews and to be involved with negotiating and evaluating their targets.
- Student views are recorded as part of the Review process and their views are valued and listened to.

4.4 External Support

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by The Commonweal School include (this is not an exhaustive list):

- The Educational Psychologist
- Targeted Mental Health Service (TaMHS)
- The Child and Adolescent Mental Health Service (CAMHS)
- The School Nurse
- The Educational Welfare Officer (EWO)
- Speech and Language Therapy Service
- Occupational Therapy
- Physiotherapy
- Swindon Advocacy Movement
- The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

4.5 Between Schools

The SENDCOs and the SEND Team liaises with other SENDCOs:

- From local secondary schools to discuss local and national SEND issues.
- At LA run 'SEND Forum' meetings.
- On the transfer of a student with SEND.
- Cluster SENDCO meetings.

4.6 Transfer Arrangements

All documentation about special needs included in a student's record is transferred between schools. The SENDCOs deals with specific enquiries. Additional induction days are arranged as required for all students with SEND and vulnerability factors. The records of students who leave at the end of Year 11 are kept and stored in school. Documentation relevant to the last Review is forwarded to Post 16 placements.

5. Monitoring and Review

This policy shall be reviewed every year or before that time when considered appropriate by the SENDCOs, the Headteacher or governors.

6. Safeguarding SEND students

The school recognises that SEND is a risk factor for abuse of varying types. Adults who work with young people with SEND should be aware of the additional needs young people may have that could mean they are more vulnerable to abuse and or/less able to speak out if something isn't right. There are several reasons for this such as difficulties in communication (especially in non-verbal students) and being dependent on adult care. At Commonweal, we are especially vigilant when caring for SEND students and need to be alert to changes in appearance and behaviour. Relationship building with families is essential to this.