



## Helsby High School Special Educational Needs and Disability Policy

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This policy complies with the statutory requirements laid out in the SEND Code of Practice 025 January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEND information Report Regulations (2014)
- Statutory Guidance on Supporting Students at School with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards 2011 (undated 2013)

The policy has been created by the school's SENDCO in liaison with appropriate school staff, governors and parents.

### **INTRODUCTION AND VALUES STATEMENT:**

At Helsby High School, we believe that all students should be able to maximize their potential.

The school will act in a way that seeks to remove and reduce the barriers to learning that students with special educational needs may experience. The school recognises that this is the role of every member of staff. Helsby High School will also look to deploy specialist resources in the most efficient manner possible, in order to support students who have additional needs and with a focus on the outcomes that students achieve.

This is an inclusive school and there are high expectations for the achievement of SEND students. The school has a regard for the Code of Practice 2015 in that:

- It sees that all students are entitled to an education that enables them to make progress.
- All students have access to a broad and balanced curriculum.
- Teachers are expected to set high expectations for every student, whatever their prior attainment.
- Teachers are expected to use appropriate assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset.
- Students with SEND are able to study the full national curriculum.
- Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.
- The school regards high quality teaching, differentiated for individual students, as the first step in responding to students who have or may have SEND.
- The school regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement.



At Helsby High School we emphasise social, emotional and academic inclusion. We have a commitment to celebrating diversity within our school community and creating an environment where everyone can flourish, progress and reach their true potential. Every student who enrolls at Helsby is welcome.

**OBJECTIVES OF THE POLICY:**

To provide an education that enables all children and young people to make progress so that they:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

To ensure all students are able to make adequate progress which:

- Is similar to that of peers starting from the same baseline.
- Matches or better the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

To comply with the legal obligations of the Equality Act 2010 so:

- Disabled children and young people are not discriminated against, harassed or victimised.
- Reasonable adjustments are made, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- Discrimination is eliminated, promoting equality of opportunity and fostering good relations between disabled and non-disabled children and young people.

To achieve our objectives, we will:

- Work within the guidance of the SEND Code of Practice 2014.
- Ensure decisions are informed by the insights of parents/carers and those of children and young people themselves.
- Have high ambitions and set stretching targets for them.
- Track their progress towards these goals.
- Keep under review the additional or different provision that is made for them.
- Promote positive outcomes in the wider areas of personal and social development.
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress. Provide support and advice for all staff working with students with SEND.

**IDENTIFYING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND):**

The Special Educational Needs (SEND) Code of Practice: for 0 to 25 years 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 them. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition':

'A child of compulsory school age or a young person has a learning difficulty or disability if they:



(a) have a significantly greater difficulty in learning than the majority of others of the same age;

Or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

#### **FOUR CATEGORIES FOR SPECIAL EDUCATIONAL NEEDS AND PROVISION:**

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

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

#### **SEND PROVISION AT HELSBY HIGH SCHOOL:**

We provide specialist SEND provision in the following areas or via the following means:

- Medical/Physical.
- Curriculum.
- 6th Form.
- Literacy.
- Numeracy.
- Social, Mental and Emotional Health.
- EAL (English as an Additional Language).
- Advisory capacity for teaching staff.

#### **THE ROLE OF THE SPECIAL EDUCATION NEEDS CO-ORDINATOR:**

(SUPPORTED BY THE DEPUTY SENDCO)

Responsibility for SEND lies with the SENDCO, who is supported by the Deputy SENDCO. The SENDCO reports to the Deputy Headteacher and the Headteacher. The SENDCO also reports directly to a named Link Governor for SEND.

The SENDCO should:

- Liaise with the Headteacher/Senior Leadership team to determine the strategic development of the SEND policy and provision for students with SEND.
- Oversee the day-to-day operation of the school's SEND policy.
- Liaise with the relevant designated teacher where a Looked After Student has SEND.
- Advise on the graduated approach to provide SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaise with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.



- Work with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure that the school keeps accurate records of all students with SEND.
- Liaise with and advise fellow teachers and classroom support staff and provide effective ways of disseminating and collecting student information to staff.
- Manage support staff.
- Co-ordinate provision and resources for students with SEND.
- Monitor and regularly review the progress of students with SEND to ensure they are correctly placed on the SEND register.
- Oversee the records of all students on the SEND register.
- Liaise with primary schools, special schools, and units/bases in relation to transition planning and transfer documentation to receiving schools.
- Liaise with parents/carers/carers of students with SEND.
- Contribute to the in-service training of staff.
- Liaise with external agencies, including the Special Education Support Service, Health and Social Services and voluntary bodies.
- Develop effective ways of overcoming barriers to learning through analysis and assessment of need.
- Monitor the quality of provision to ensure it meets the needs of students with SEND.
- Collaborate with Curriculum Area Leaders and classroom staff to ensure equality of learning for all SEND students.
- Provide the Local Authority with necessary documents, as requested.
- Depending on the school's organisation, teach students with Special Educational Needs.
- Ensure effective deployment of SEND staff.
- Ensure that the School Offer is appropriate to need.

#### **A GRADUATED APPROACH TO SEND SUPPORT:**

##### **Graduated Response:**

Our response to SEND issues is incremental. Providing differentiation, in its various forms, is primarily the responsibility of the classroom teacher. The SEND Department supports teachers in this role via training, the provision of guidance materials and the publication of individual student plans. Awareness of students with SEND and the differentiated classroom practice that can be provided in response, should be reflected in teacher's lesson planning and delivery.

We identify required actions for SEND students in terms of rates of progress to be achieved and access to learning. When children or young people have significant gaps in terms of their actual progress or access to learning and when this deficit can be ascribed to an identifiable learning need (as stated in the SEND definition above), the child or young person will be placed on the SEND register so that they are able to make greater progress with SEND support, rather than without it.

##### **Important:**

By defining a child or young person as having SEND does not mean that they will automatically be placed on the SEND register (see below) and it may be the case that should they not meet criteria for this, they will be monitored and that, should their progress dictate, they will be placed on the register at some future



point. A student may have an identifiable SEND, but have their needs adequately met via Quality First Teaching (QFT).

High quality teaching (QFT), differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

### **Quality First Teaching:**

When concerns exist regarding possible SEND, the first response is to check that QFT has been in place and that the student's needs exceed this level of support. QFT is supported and maintained through the following processes and structures.

- Training/Continuing Professional Development (CPD)/Information Provision
- QFT/Ongoing Curriculum Development are supported via the school's CPD programmes

Helsby High School staff are also supported in their delivery, by information on provision maps. This explains strategies based on an individual pupil's needs and diagnosable conditions, as well as the classroom strategies and interventions to consider, in response to them.

### **HOW DO WE KNOW THAT QFT IS TAKING PLACE?**

#### **Curriculum reviews:**

Review of SEND students and differentiation, takes place as part of the schools' Curriculum Review process. Our 2 Higher Level Teaching assistants have the remit to work with and observe students with SEND, in order to gauge their level of access and identify the impact of any barriers to learning. Our three Lead Teaching assistants also supports teachers in the preparation of differentiated learning material and create, monitor and review individual pupil passports for the students with whom they work, across their link curriculum area.

Any issues raised by teaching staff or the SEND department, are either addressed on an individual student basis or are used to inform the CPD programme. When there is clarity that a student's needs are such that something additional to QFT is required, the student will be moved to the next stage of the SEND process.

#### **IDENTIFICATION AND REFERRAL:**

Identification, information gathering and review: The identification of SEND is built into the overall approach to monitoring the progress and development of all our students. At Helsby High School, we carry out a detailed individual assessment of each child or young person and their situation at the earliest opportunity to make an accurate assessment of their needs.

#### **Assessment consists of:**

- Reading and Spelling Age Assessment.
- Key Stage 2 SATs testing.
- Specialised testing, e.g. Dyslexia screening/ visual stress screening/ processing speed tests.

In addition to the above, teachers, supported by the SENDCO and Deputy SENDCO, make regular assessments of progress for all students and student progress is regularly recorded in school monitoring.

Where students are failing to make adequate progress given their age and starting point, they will be initially given additional support by their teacher.

**Adequate progress is progress which:**

- Is similar to that of peers starting from the same baseline.
- Matches or betters the child’s previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

At this initial stage of identification, teachers may suspect that a student has SEND. While gathering further evidence (including the views of the student and their parents/carers) teachers will put general teaching support in place, where required. The student’s response to such support can help to identify their particular needs. Where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the SENDCO and SEND team, working with the class teachers, will assess whether the child has a significant learning difficulty. Where this is the case, then a decision will be made about the level of SEND support that is required to support the child.

**Determining the level of support required:**

After identification and information gathering, a decision whether to take the referral further will be made.

**Step 1:** Consult with referrers.

**Step 2:** Consult with teachers and other internal staff.

**Step 3:** Consult with parents/carers.

**Step 4:** Consult with outside agencies.

**Step 5:** Decision: The student is SEND and will be placed on the register, or not.

**Step 6:** Decision: If the student is SEND but not at a level sufficient for registration, the

SEND team will organise QFT support to be administered in the classroom by teachers.

**Step 7:** If the student is SEND and should be placed on the register, a decision as to what level of support is required will be made.

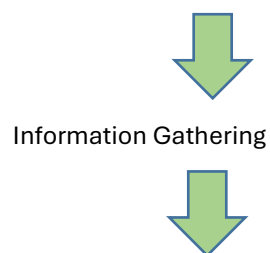
**Step 8:** Inform parents/carers of the outcome.

**Step 9:** For EHCP students: Consultation with outside agencies and parents/carers to agree the EHCP.

**SUPPORT PATHWAY:**

Student identified as Cause for Concern by referrers, who will be either teachers, other school professionals, parents or outside agencies and referral form must be completed.

**ASSESS :**



Decision:

Is the student SEND or not? If so, at what level?

Classroom based awareness and support, where necessary.



**PLAN:**

Additional SEN Support and student placed on the register. Element 2 school funding.



**DO:**

Education, Health Care Plan or Top Up. Element 3 Local Authority funding



**REVIEW:**

**Termly review:**

Key review criteria: Is progress based on the SEND Code of Practice as follows?

All students are able to make adequate progress which:

- Is similar to that of peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

**Termly review decisions:**

- Is the student responding to the level of support given?
- Is the student achieving the targets/outcomes that have been set?
- Do we maintain, withdraw, increase or decrease SEND support?
- Should alternative (none SEND) support be given as an alternative?
- Student should be exited from SEND support?

**MANAGING STUDENTS' NEEDS ON THE SEND REGISTER:**

Appropriate documentation will be initiated for all students placed on the (Code of Practice 2015) SEND register. This includes parental information, and student information. The documents will determine desired outcomes, summarise SEND, Additional Needs, main areas of strength and main areas of difficulty. It will incorporate recent outside agency advice, suggested teaching strategies. There will be termly evaluations in order to monitor progress and decide on next steps. The SEND team will keep it updated at the direction of the SENDCO. It will be reviewed at least termly, as outlined above. The level of provision will be decided according to the progress a student makes. The school will use existing resources in a targeted way initially. If a young person fails to make progress, the Local Authority's advice will be sought. The school will ensure that it works closely with the Local Authority and links with the Local Offer which is available on the authority's web site. The Local Offer incorporates links to outside agencies.



Systems for working with outside agencies are in place. Joint working with other professionals may include advice and support from:

- Specialist support/therapies
- Clinical treatments
- Delivery of medications
- Speech and Language Therapy
- Child and Adolescent Mental Health Service
- Occupational Therapy
- Physiotherapy
- School health
- Specialist equipment and wheelchairs

A SEND information report is available on the school web site so that parents are able to see how the school will support their children.

#### **Use of data and record keeping:**

We will record details of additional or different provision made under SEND support. This will form part of discussions with parents/carers about the child's progress, expected outcomes from the support and planned next steps. We will ensure that we have accurate information to evidence the SEND support that has been provided over the student's time in the school, as well as its impact.

Our teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from Teaching Assistants or specialist staff.

Where a student is not making adequate progress, the SENDCO, teachers and parents/carers must, where appropriate, collaborate on problem-solving, planning support and teaching strategies for individual students.

Quality first teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching. The majority of our students can make progress through such teaching.

#### **Exiting the SEND Register:**

The process of monitoring and review should be such that the SEND register should be a fluid document. The criteria and processes around entry are explained above; the criteria for exiting the register are as follows:

- The student is no longer considered to have a special educational need (occasionally, the cause of an additional need may be temporary. A possible example lies with mental health issues, where successful intervention or other factors may mean that a student's health improves to the extent that they can be considered to no longer have a special need).
- If the student is making good progress and it can reasonably be expected that this progress will continue if the student is only supported through Quality First Teaching.

There may be some instances where students are maintained on the SEND Register despite the fact that they are not currently receiving any additional support. This will be the case when it is anticipated that the student will require support again in the short/medium term and where removal from the Register would only be temporary. Keeping the student on the Register in these circumstances is helpful in avoiding oversights and future omissions.



### **Higher Level Needs:**

Some students may progress through initial levels of support but, through the review and planning process, it may be clear either that it is still proving difficult to meet needs and/or their progress is still below the level that is expected. If a student has been supported within Element 2 funding and either of the conditions (above) apply, then consideration will be given to the question of whether the student should be put forward for consideration for Higher Needs Top Up Element 3 Funding or an Educational Health Care Plan (EHCP).

### **Education Health Care Plans (EHCP):**

EHCPs are granted to students who require an element of funding from the Local Authorities' High Needs funding allocation. The procedure through which applications are processed is as follows:

- Schools identify students and can evidence that support has been effectively offered through QFT and Element 2 funding. Clear 'plan, do and review' cycles have been implemented and the outcomes are such that the student's SEND remain and progress is still inadequate.
- School complete a 'request for needs assessment' and present initial evidence to support this – this is then submitted the Local Authority.
- The Local Authority will decide whether they will agree to carry out a formal assessment of the students' needs.
- If an assessment is agreed, an Educational Psychologist carries out part of the review process.
- On completion of the psychologist's report, the Local Authority will decide whether to grant an EHCP or not.

Note: The process outlined above is subject to statutory timescales. Parents/carers have the right to challenge the Local Authorities' decisions. A process exists whereby disputes are initially referred into a mediation process. If no resolution is forthcoming, parents/carers can refer the case to a tribunal. For more information about EHCPs, parents/carers are advised to review the Local Offer:

<https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948/Helsby>

High School's responsibilities with regard to this process are:

- To have robust processes of identification, support and review in place, such that identification of students is consistent.
- To gather and provide good quality evidence to inform the decision making process.
- To organise and submit good quality paperwork.
- Reviews for students with EHCPs and Top Up Funding

In addition to the processes explained above, there is a statutory obligation to review EHCPs through the Annual Review process. This review can be a multi-agency review. Where there are concerns about performance, provision or when there has been a change in a student's needs, an emergency or interim review can be called at any time.

All of the review processes outlined above, are based on the process of assessing an existing plan, assessing the progress that this plan has generated and reviewing and changing the plan, if necessary.

### **SUPPORTING STUDENTS AND FAMILIES:**

The Local Authority is required to publish The Local Offer with details of support available for families. The school is required to produce a SEND Information Report and this links directly to The Local Offer. Details of the report can be found on the school's web site under School Information. Pupil Premium and SEND Local Authority and NHS agencies will support the family and include those mentioned above as outside



agencies The school will ensure that access arrangements are put in place for those students who meet exam board criteria. Reasonable adjustments are made for students with a disability which prevents or hinders them from being able to sit examinations in the same way as the majority of students. The Exam Officer works closely with the SENDCO to ensure appropriate support is in place. There are very close links with partner primary schools. The SENDCO attends Year 6 review meetings in order to prepare for SEND students entering the school. Students are supported during the Options process at the end of Key Stage 3 There is an effective careers pathways programme and an employed careers advisor who offers valuable information, advice and guidance for post sixteen and adult education. Additional advice is available from the Local Authority for students with additional needs. The school counsellor is professionally trained and qualified and works to support the emotional needs of students for whom there is a concern.

#### **TRAINING AND RESOURCES:**

The school is funded for SEND by the Local Authority following the updated national system used for mainstream schools:

Element 1: Core education, place led funding from the Education Funding Agency for all students attending school

Element 2: Additional Support driven by proxy indicators such as local deprivation and prior attainment decided by the Education Funding Agency

Element 3: Top-up funding from the Local Authority to meet the individual needs of High Need students placed in the school.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice. The SENDCO works closely with the Local Authority and attends meeting and training in order to keep up to date with local and national SEND updates. The SENDCO has arranged and facilitated networking events for all of the SENDCO in the LA (Local Authority)