



Aldercar High School

In pursuit of excellence

SEND POLICY AND INFORMATION REPORT

Approving Body	Governing Body
Date Approved	21 June 2022
Review Date	June 2023
Minute Number	FGB22/6/12.15

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

All members of staff at Aldercar High School, in conjunction with the Governing Body and the Local Authority have a responsibility to ensure that every pupil has an equal opportunity to attain their maximum potential in all aspects of the curriculum. All teachers are teachers of SEND.

We aim to facilitate inclusion into mainstream education for students with SEND allowing them to make progress, be included in the school community and prepare for adulthood.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 0-25](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The Special Educational Needs Coordinator (SENCO) is **Mrs Kate Temple** ktemple@aldercarhigh.co.uk

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education Health and Care(EHC) plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Subject teachers

Each teacher is responsible for:

- The progress and development in their subject area of every pupil in their classes
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy. Aldercar High School is an Enhanced Resource School for Deaf and Hearing impaired students and for physically impaired students (for more information on this, please see the Derbyshire Enhanced Resource Schools Descriptors of Provision).
- We also have a specialist post-16 provision for students with more complex SEND. Students in this provision all have an EHCP and access Level 1 courses.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject staff will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We aim to identify difficulties as early as possible and make effective provision. Staff have responsibility for monitoring students and reporting any difficulties to the SENCO. The SENCO will then investigate further.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support. Should it be felt that a child no longer requires SEN support, parents will be consulted and a collaborative decision will be taken.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher and pastoral team will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs (through Pupil Profiles and information held on file), the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. This may include details of support offered at our school, as well as information on exam arrangements. We will invite the SENCO or representative from the next setting to attend the annual review meeting where appropriate.

All pupils will attend transition days at Aldercar High School in advance of transferring to Year 7. Pupils with SEN will be offered additional transition based on recommendations from the primary school.

The SENCO will attend Year 5 and 6 Annual Reviews where appropriate and meet with primary school teachers and SENCO's in order to prepare for the transition as much as possible.

5.6 Our approach to teaching pupils with SEN

The SEND Code of Practice states that "high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered."

Teachers will be provided with detailed information on pupil's individual needs and strategies for support through the use of Pupil Profiles, the Reasonable Adjustments document and our management information system (SIMS).

The SENCO provides training for staff. As an Enhanced Resource School, all staff are trained in delivering the curriculum to students who are deaf and hearing impaired and the use of relevant technology.

Every effort is made to educate those with SEND alongside their peers in a mainstream classroom. Where this is not possible, the SENCO will work closely with parents and professionals to make flexible arrangements to meet the needs of students.

More information on how we are increasing the extent to which students with Special Educational Needs and Disabilities can participate in the school curriculum can be found in the Disability, Equality Scheme and Accessibility Plan.

5.7 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 are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. All classrooms are equipped with rise and fall tables and a sound field system.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- There are lifts and accessible toilets across the school
- All curriculum areas are accessible for students using wheelchairs

5.8 Additional support for learning

We have a large number of teaching assistants working across the mainstream school, the specialist post-16 provision and the Enhanced Resource provision for deaf and hearing impaired students.

Teaching assistants will support pupils on a 1:1 basis and in small groups, when a student has an Education, Health and Care Plan which states the need for such support.

Communication Support Workers will provide in-class support for deaf and hearing impaired students as well as delivering intervention and catch-up sessions.

The SENCO may seek advice and support from external agencies in the identification, assessment and provision for SEND. The SENCO will liaise with the following (please note that this list is not exhaustive):

- Multi-Agency Team
- Derbyshire Educational Psychology Service
- Behaviour Support Service
- Autism Outreach
- Child and Adolescent Mental Health Service (CAMHS)
- School nurse
- Speech and Language Service
- Sensory and Physically Impaired Service
- Social Services
- Community Pediatricians
- Neurodevelopmental Team
- Health Services such as Occupational Therapy and Physiotherapy
- Derbyshire Information Advice and Support Service

5.9 Expertise and training of staff

Our SENCO has 7 years' experience in this role and has worked with students with SEND for 15 years. The SENCO has a reduced teaching commitment in order to manage SEN provision.

Aldercar High School aims to keep all teaching and support staff up to date with relevant training and developments in relation to the needs of students with SEND.

All staff are offered training by the SENCO, and where appropriate, outside agencies. SEND information is updated regularly and disseminated to all staff.

The school has a programme of Continuing Professional Development and staff are encouraged to attend courses provided by external providers when required.

5.10 Securing equipment and facilities

The school regularly reviews the equipment and facilities needed to ensure that students are able to access all aspects of the curriculum. The buildings are all totally accessible.

The school will use any available funding streams to purchase specialist equipment where necessary. Staff are offered training in the use of specialist equipment where applicable. We also work with relevant outside agencies for example, Occupational Health or Physiotherapy.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after a number of weeks (dependent on the intervention)
- Monitoring by the SENCO including book scrutinies, learning walks and data analysis
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

The school is committed to including all students regardless of SEN or disability and this includes trips, extra-curricular activities and residential visits.

A risk assessment is carried out for all activities that take place off-site and the needs of any students with SEND will be taken into account. Teaching Assistants will accompany students on trips where necessary.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Arrangements for the admission of disabled pupils are as follows:

- All pupils whose Education, Health and Care Plan (EHCP) names the school will be admitted before any other places are allocated – the school follows the advice and policies on admission from Derbyshire County Council.
- The school is completely accessible for students with disabilities. Each building has a lift (students are provided with keys). There is level access to all buildings. Every classroom has at least one rise and fall table. The SENCO will work with the Local Authority and specialist teams to ensure that students with disabilities have all appropriate equipment.
- Students with disabilities are given equal access to curricular and extra-curricular activities within school, as well as to trips and visits.
- More information can be found in the Disability, Equality Scheme and Accessibility Plan available on the school website. This covers:
 - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improving the availability of accessible information to disabled pupils

5.13 Support for improving emotional and social development

- The school has a pastoral support team whereby students are assigned to a House and will have access to a Head of House. All students are placed into a tutor group. Aldercar High School operates vertical tutoring where students will be placed in a tutor group with students from year groups across the school from year 7 to 11. This allows older students to mentor younger ones.
- The Learning Support team runs a Breakfast Club as well as offering a safe haven for students at all social times.
- Student voice is important within the school and is heard through a variety of forms including the Student Council – students with SEND are encouraged to become part of the Student Council.

Aldercar High School has a zero tolerance approach to bullying.

5.14 Working with other agencies

As described in section 5.8, the school works with a number of outside agencies. Where appropriate these agencies are invited to attend meetings with school staff, students and parents. School staff, including the SENCO, will also attend external meetings regarding students.

The school will work with these organisations in meeting the needs of the students either through a multi-agency approach or individual meetings.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the school SENCO, **Mrs Kate Temple** in the first instance. Mrs Temple can be contacted on **01773 712477** or by email at **ktemple@aldercarhigh.co.uk**

Parents can also follow the school Complaints Procedure (available on the school website).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents requiring support are advised to look at the local offer from Derbyshire (see section 5.18). You can also contact the Derbyshire Information Advice and Support Service for SEND who provide impartial advice. They can be contacted via their advice line on **01629 533668** or by email at **ias.service@derbyshire.gov.uk**

5.17 Contact details for raising concerns

If you have concerns regarding your child, please contact their Form Tutor, Head of House or the SENCO at the school. The contact number for Aldercar High School is **01773 712477**

5.18 The local authority local offer

This policy and report works alongside and in conjunction with the local offer offered by Derbyshire Local Authority.

Derbyshire's local offer is published here: **<https://localoffer.derbyshire.gov.uk/>**

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Anti-Bullying
- Behaviour
- Disability Equality Scheme and Accessibility Plan
- SEN Intimate Care Policy