



## **Students with Special Educational Needs and Disabilities**

**1. Rationale** Young people with Special Educational Needs and Disabilities (SEND) can experience significant barriers to learning which hinder their progress. From September 2014, a new Code and Practice outlined significant changes to how schools and other bodies support young people with SEND. This policy outlines how Blue Coat School is implementing these changes as part of our ethos of Inclusion for all.

### **2. Aims**

- To ensure the young person and their family are fully involved in the planning and reviewing of provision and support.
- To ensure students with Special Educational Needs and Disabilities (SEND) receive effective provision so they make good progress in line with expectations and that they develop independence and confidence in all aspects of learning. This provision will be based on Quality First Teaching that includes effective differentiation which allows all students to access learning in a safe and happy environment, supplemented by effectively targeted interventions.
- To ensure that parents/carers of students with Special Educational Needs and Disabilities are fully informed of their child's progress, support and interventions.
- To ensure a robust process for evaluating the effectiveness of interventions is in place.
- To ensure all advice from external agencies is effectively responded to, acted upon and is considered in evaluating a student's provision.

### **3. The identification and review of the needs of students with SEND**

#### **1) Ethos**

- All students make the most progress when they receive high quality classroom teaching.
- All teachers are teachers of students with special educational needs.
- All teachers plan, teach, assess and evaluate the learning of students with a wide range of abilities, aptitudes and interests.
- Some students with SEND may need an enhanced level of provision.

#### **2) Early identification**

If the student is known to have SEND when they arrive at Blue Coat, the Inclusion Department will

- i. use information from the primary school to provide an appropriate curriculum for the student and focus attention on how to support the student within the class,

- ii. ensure that ongoing observation and assessment provide feedback about the student's achievements to inform future planning of their learning,
- iii. ensure opportunities for the student to show what they know, understand and can do through the pastoral program, and
- iv. involve the student in planning and agreeing targets to meet their needs.

Students with SEND may also be identified through assessments of their progress. We measure students' progress by referring to

- i. evidence from teacher observation and assessment
- ii. their achievement across a range of subjects in comparison to their peers and national expectations
- iii. concerns over attendance or social and emotional well-being
- iv. standardized screening or assessment tools.

### 3) The SEN Register

Students who are identified as having special educational needs, in that they have a learning difficulty which is a significant barrier to learning, hinders their progress, and is not being addressed through Quality First Teaching, are placed on the School's SEN Register in one of the two categories below:

- a) **Places on the SEND register are not fixed and permanent.** Where a student is making good progress in line with their peers then their place on the register will be reviewed and there will be a staged approach to removal from the register.
- b) A register review will take place termly. Senior staff, teachers, parents and the students themselves will be consulted.
- c) For students who have an additional need which is not currently a barrier to learning will be placed on the Additional Needs Register.

### 4) Current Categories of SEND

**School Based Category of Support** – As defined in the Code of Practice (2014), a young person has learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has 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

This means that, where quantitative evidence indicates that, despite high quality first teaching, a student is making little or no progress across a range of subjects, then additional support will be considered. Students at the stage will be invited to a Pupil Progress Review meeting, along with their parents/carers to assess and plan for future support. Please see appendix II for further details of Pupil Progress Review meetings.

If we conclude, after consulting parents, that a student may need further support to help them progress, we will consider our reasons for concern alongside any

information about the student already available to the school. The school SENDCO will support the assessment of the student, assist in planning future support for the student in discussion with colleagues, and monitor the action taken. The student's subject and pastoral teachers will remain responsible for working with the student and for planning and delivering an individualized program through Quality First teaching.

In some cases external professionals from health or social services may already be involved with the child. It is good practice for these professionals to liaise with the school and keep them informed of their input. If these professionals have not been working with the school, the SENDCO, with the parent's permission, will contact them. If this is deemed as necessary, parental permission will be requested.

Students at the stage will be part of a termly cycle of assess, plan, do review, monitored and supported by the SENDCO and Assistant Head for Inclusion.

**Education and Health Care Plan (EHC)** - For a few students the help given by schools through School Based Support may not be sufficient to enable the student to make adequate progress. The school, in consultation with the parents and any external agencies already involved, will consider whether to ask the Local Authority to initiate an assessment for an EHC. Where a request for assessment is made to the Local Authority, the student will have demonstrated significant cause for concern and the school will provide written evidence to the Local Authority detailing:

- the school's action through School Based Support
- records of regular reviews and their outcomes
- the student's health including the student's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the student
- involvement of other professionals and
- any involvement by the social services or education welfare service.

**Students who currently have a Statement of Special Educational Needs will be transferred to an EHC plan in line with the Local Authority's transition arrangements. These students will receive the same level of support as outline above.**

#### **4. Our Policy for Inclusion**

Blue Coat School is a fully inclusive environment where the aim is that all students experience a full, wide ranging, engaging curriculum. However, some students may require more specific interventions. The following Inclusion statement outlines our inclusive ethos for every student at Blue Coat.

### All pupils

- will receive quality teaching within the classroom environment
- will be taught by teachers who receive regular training and development opportunities to ensure teaching and learning are all inclusive. This will include high quality resources, including access to ICT
- will have access to a full and rounded curriculum
- will have extra-curricular opportunities
- will be part of a pastoral care structure that will provide moral guidance within a Christian ethos.

### Some pupils, in addition to the above will

- receive personally differentiated materials and teaching that allow supported access to learning
- have some access to in-class TA support, with the TA supporting the teaching and learning, rather than individual students. The school's aim is that all students will grow in independence. Moreover, adolescents often feel uncomfortable with/dislike/resist 1 to 1 support in lessons, which they feel singles them out in their peer group
- will be closely monitored by the Inclusion team to ensure that their individual needs are met, where these differ from the majority. There will be regular communication between the Inclusion team and teachers to advise on effective strategies to be used with individual students in the classroom,
- will have access to support activities offered by the Inclusion team such as Games club and homework club
- have involvement from relevant external agencies, where appropriate
- Attend termly Pupil Progress Review meetings to review progress and set targets

Few pupils, in addition to the above, will receive targeted interventions, either small group or one to one to ensure progress in line with their peers.

- Where appropriate, referrals will be made to external agencies for assessments and additional support
- A few pupils will be assigned a key worker and a link book to ensure effective communication with home. Key workers will liaise closely with teachers and with the Inclusion team to ensure the pupil's individual needs are met. In some cases, pupils will be monitored during unstructured times
- A few pupils will have access to an alternative curriculum that is more appropriate to their learning needs. For further information on interventions and external agencies, please see below
- For pupils with visual or hearing impairment, the Inclusion team will ensure that learning resources are accessible and access to assistive technology

- Attend Person Centred planning and review meetings to review progress and set targets with all agencies involved in their provision and support.

Interventions As part of our whole school system for tracking and monitoring, pupils may be identified as needing additional support to ensure they are able to make good progress. Interventions may take place before or after school, during lunchtimes and tutor times or through withdrawal from lessons. These can be arranged in small groups or some cases on a one to one basis. Withdrawal will be carefully considered and parents/carers will be informed before arrangements are put in place. Interventions are often led by TAs who receive regular training. All personalised interventions will be reviewed and evaluated on a half-termly basis to track progress. (see Appendix IV).

Interventions available include:

- Literacy support including programmes such as Lexia, Nessy, Accelerated Reader.
- Numeracy support including programmes such as Successmaker and Numeracy workout.
- Lego Therapy: mostly targeted at pupils with ASD or for pupils with social skills and communication difficulties.
- Sulp (Social Use of Language Programme): mostly targeted at pupils with social and communication difficulties.
- Speech and Language Therapy: following advice and referrals from the Speech and Language Therapy service.
- Drama Therapy: mostly targeted at pupils with ASD.
- Nurture group: mostly targeted at FSM pupils who have additional needs relating to social and communication difficulties or attendance issues.

Please see Appendix I for a provision map outlining the interventions and provisions available for vulnerable students.

## **5. Monitoring of Provision**

- The SENDCo will monitor progress against end-of-year targets
- All students with SEN will be invited to regular Pupil Progress Review Meetings to set targets and review progress
- All members of staff will monitor students for changes in behaviour, well-being, achievement or attitude to learning and make referrals to the Inclusion Team where appropriate
- Progress, interventions and support for SEN students will be discussed termly at Year Group Review meetings

## 6. Person Centred Reviews (previously annual reviews)

### Calendar for Annual Person Centred Reviews 2014-15

Year 11: w/b 10th November 2014

Year 10: w/b 12th January, 2015

Year 8/Post 16: w/b 2nd March, 2015

Year 9: w/b 23rd March 2015

Year 7: w/b 27th April, 2015

- All Person Centred Reviews will be conducted by the SENDCo.
- One month before the review date, parents/carers and representative from relevant external agencies will be invited to the meeting. Parents/carers will be invited to send their views into school prior to the meeting.
- External agencies will be asked to submit their most up to date reports if these have not been received by the school.
- 2 weeks prior to the meeting date, pastoral support will circulate and collate a standardised proforma for collecting information from teachers.
- 1 week before, the SENDCo or nominated TA will meet with the student to gather their views.

## 7. Funding

Funding received from the Government in relation to students on the SEND and Additional Needs registers can be best explained through the diagram shown at Appendix V1

As the diagram shows the school can receive funding from both the Educational Funding Agency (EFA) and the Local Authority (LA) for pupils with high needs that have the new personalized Education Health and Care (EHC) plans in place (available from 1 Sept 2014) or are still under the old statement system (which is being phased out). Interventions for SEN students that do not have statements or EHC is paid for from basic student funding only (see Notional SEN funding below). The funding is arranged for all these students in three main tiers:

**Pupil base funding** – The EFA provides basic pupil funding of £4 - £4.5k per pupil which is available for the teaching of every pupil in the school (referred to as Element 1 for post 16 students)

**Notional SEN funding** - The school is expected to contribute out of its general annual funding up to a maximum of £6k of additional educational support for each student SEN requirements whether or not the student has a statement or EHC dependent on the assessment of individual pupil needs (where the student has a statement or EHC from the LA these assessments are usually expressed in hours and/or cost as shown in the case studies at Appendix V). The amount allocated by the EFA for this additional SEN provision in our funding is calculated on a notional

formulaic basis and is not based on particular pupils (this additional support is referred to as element 2 for post 16 students).

**High needs block** - Is funding provided by LA as a top up for children requiring a high level of support mainly through particular targeted provisions and for whom support has been assessed and costed either through statements or EHC plans as exceeding the £10k more general support provided by the EFA funding (being the £4k basic pupil provision and the maximum SEN notional fund of £6k) (this high needs block is referred to as element 3 for post 16 students).

So for example

- A Jones is assessed through statement/ EHC as requiring £8k of SEN provision – this would be funded in full from our EFA basic funding being £4k basic funding and £4k of the notional funding
- B Smith is assessed under statement/EHC as requiring £12k of SEN provision – this would be funded as £10k from EFA (being £4k basic pupil provision plus max notional additional support) and a further £2k from LA as high needs block funding

## [Appendix I - Provision Available for Vulnerable Groups click here](#)

### Appendix II

#### **Pupil Progress Review Meetings**

All students with SEND will be invited to attend termly review meetings, along with their parents/cares to discuss and review progress, set medium term targets and agree action points for student, home and school.

The meeting will last for approximately 30 minutes and will be led by a member of the Learning Support Team. Teachers will provide feedback on what is going well and what is not going well in subject areas.

Parents/carers are asked to complete the one page profile with their child before the meeting as a starting point for discussion.

Once action plans are completed, these are shared with teachers and monitored by the Learning Support Department.

The agenda for these meetings is as follows:

1. Introductions
2. What's going well? Student, parent then school
3. What's not going well? What do you see as the barriers? Student, parent then school
4. What would you like to achieve over the next few months?
5. How are we going to do this together?
6. Set new targets
7. AOB

## **Appendix III In Class Interventions**

- Guided group work.
- Directed work with a TA.
- Key questions/targets on post it notes.
- Working with an expert.
- Delegating a specific role.
- One to one with student including work scrutiny.
- Differentiated task to clarify misconceptions.
- Use students as leaders/experts to boost confidence and increase knowledge and understanding.

## **Appendix IV - Monitoring and Evaluation of Intervention Form**

### **Appendix V**

#### **Case Studies of Delegation of Funding for Statemented Pupils**

##### **Student A**

The provision that is made for Student A in school involves a range of interventions.

He has a key worker who sees him every day for 10 minutes, to reflect on the day, discuss his homework, and monitor his behaviour. The key worker also liaises with his parents. S/he needs to collect the information, prepare for the meetings, and follow up recommendations/ideas which come from them.

In 6 of Student A's lessons there is support from a Teaching Assistant. She does not necessarily sit next to Student A all the time, because the aim is that he learns how to concentrate himself, and work independently. And as a 14 year old boy, he does not want the TA sitting next to him. So she drops in and out, ensuring he is on task, that he understands what he is learning, and that he is supported completing the tasks set.

Once a week Student A attends games club at lunchtime. This is where he learns important social skills, such as having a conversation with others, taking your turn, and negotiating.

He also attends a Social Use of Language programme once a week. The TA who leads this group has to prepare, and follow up each session.

All of these interventions are reviewed half-termly. When a student is making progress the intervention with change, or cease. Sometimes we decide to introduce something slightly different.

Eg., in the next half term Student A goes to Nurture Group twice a week. These are quite lengthy sessions which focus on a variety of skills such as understanding emotions, empathy, literacy, social skills and organisation. As this programme is individualised for the students, it has to be prepared thoroughly for each one, and the outcomes and progress evaluated. Because Student A is going to Nurture Group, and

this really helps him prepare for the day, we reduce the Teaching Assistant support in lessons because he is more focused. Going to Games Club and the Social Use of Languages programme helps him have a good and productive afternoon.

Changes to interventions are discussed with parents or carers and are identified in the Annual Review. It's important that we do vary the interventions, so that Student A doesn't slip into particular habits/patterns of behaviour.

What this real description shows is that Student A does not necessarily see 15 hour's work of intervention directly with him, but what he experiences is provision that has been carefully designed and tailored to his needs. And behind the scenes, staff are planning, developing, evaluating and adjusting, taking advice from his teachers, SEND specialists and external professionals.

## **Student B**

Student B is a key stage 4 student who was allocated a statement in Year 5.

Over the past 5 years, a range of interventions have been put into place to ensure that Student B is able to cope with the demands of the key stage 4 curriculum and an adapted curriculum has been planned for and introduced to enable her to develop the skills and knowledge that are appropriate to her needs.

Student B has access to a word processor and/or laptop in lessons to support with literacy and processing difficulties.

She has support in 4 lessons a week from a Teaching Assistant. She does not necessarily sit next to Student B all the time, because the aim is that she develops in confidence to work independently. The Teaching Assistant gathers all relevant learning material and information and then is available for additional support before school starts and at the end of the school day.

Student B has access to additional revision sessions, led by subject specialists, which have been arranged by the SENCo. She also has access to a specialist Inclusion base before, during and after the school day where a Teaching Assistant will be available to assist with homework and revision.

Student B has also had assessments to enable her to have access to extra time and a reader in her examinations.

What this real description shows is that Student B does not necessarily see 20 hour's work of intervention directly with her which was outlined when the statement was first set up when she was in Year 5, but what she experiences is provision that has been carefully designed and tailored to her needs which has been adapted as her needs have changed over the years. And behind the scenes, staff are planning, developing, evaluating and adjusting, taking advice from her teachers, SEND specialists and external professionals.

**[Appendix V1 - Click here for Diagram of SEN Fund](#)**