



Sharple's
S C H O O L

SEND, Disability and Accessibility Policy

Approved by: Full Governing Body

Date: September 2020

Last reviewed on: September 2022

Next review due by: September 2023

Special Educational Needs, Disability and Accessibility Policy

This policy reflects the SEND Code of Practice 0-25 guidance 2014.

- Headteacher (Ms A Webster), Assistant Headteacher (Miss Rebecca Dann) and SENCO (Mrs Rachel Sanderson) have responsibility for coordinating and monitoring the progress of the pupils identified with Special educational needs and disability.

- Mes R Sanderson is the Special Educational Needs Coordinator and can be contacted at school by phone on 01204-333253 or by email r.sanderson@sharplesschool.co.uk

This policy is implemented in conjunction with the Bolton Local Offer for Special Educational Needs

<http://www.bolton.gov.uk/website/pages/Specialeducationalneedslocaloffer.aspx>

Fundamental Principles

At Sharples School we believe the following to be fundamental principles:

1. All our teachers should be committed to the appropriate provision of the full curriculum to each student by understanding and following the principles of differentiated teaching.
2. When necessary and appropriate, we should draw on the knowledge and expertise of other professionals and outside agencies in order to cater for the specific needs of individual students.
3. Opportunities for liaison between feeder primary schools should be encouraged, developed and maintained.
4. Opportunities for home-school liaison should be encouraged, developed and maintained.
5. All students should have the opportunity to participate fully in every area of the school community without regard to race, gender, educational ability or physical disability.
6. Identification and assessment procedures need to be culturally neutral if they are to be valid for use by a range of ethnic groups. Care should always be taken to consider the student within the context of his/her home, language, culture and community.

In brief

- All teachers are teachers of Special Educational Needs (SEND)
- Provision for a student with SEND should match the nature of their needs
- There should be regular recording of a student's SEND, the action taken and the outcome
- All students can learn and make progress
- A differentiated curriculum is not SEND provision; differentiated learning opportunities should be given to all students

Aim

The school's principal aim is to ensure the raising of aspirations and expectations for all pupils with SEND

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work with the guidance provided in the SEND Code of Practice 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide a SENCO who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

Identifying Special Educational Needs

Whilst recognising that all students have individual special needs, we define a student as having SEND if he or she has a learning difficulty which calls for special educational provision to be made, that is provision different from or additional to that normally available to pupils of the same age.

A student has a learning difficulty if he/she has:

- A significantly greater difficulty in learning than the majority of students of the same age.
- A physical disability which either hinders or prevents the student from gaining full access to the school's curriculum.
- A social or emotional need which either hinders or prevents the student from gaining full access to the school's curriculum.

The new code cites 4 broad areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

The purpose of identification is to work out what the action we need to take, not to fit a pupil in to a category. In practice, individual pupils often have needs that cut across all these areas and their needs may change over time. It is important to mention at this point the identification of behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to a pupil's behaviour should be described as an underlying response to an identified need.

It is important to consider other factors that are not SEND but that may impact on progress and attainment.

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of serviceman/woman

A student has an exceptional learning ability if he/she has:

- A significantly greater ability in learning than the majority of students of the same age (see Sharples Able Child Policy).

A Graduated Approach to SEND support

- As previously mentioned a pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. Classroom teachers are at the heart of the graduated approach and our commitment to the provision of quality-first teaching ensures that all teachers are committed to good quality personalised teaching for all pupils.
- If a pupil fails to make adequate progress despite good quality personalised teaching and intervention/adjustments they will be identified as having SEND
- The graduated approach will be implemented via the school's model of Assess-Plan-Do-Review.
- Assess – To establish a clear analysis of a pupil's needs through a range of sources of information.
- Plan – Once the need for SEND support has been identified to provide high quality teaching differentiated for individual pupils.
- Do – Teachers work closely with teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.
- Review – Progress towards meeting planned targets will be tracked and reviewed regularly.
- Pupils and parents will be involved in the process via the pupil passport, the termly reviews, whole school parent meetings and the whole school reporting system.

Code of practice stages of identification of SEND

- K - A pupil on the SEND record defined as a pupil receiving SEP (Special Educational Provision)
- EHC Education, Health and Care Plan/S Statement

Pupil on the SEND Record (K)

Assess

- Identification of student requiring additional or different intervention to the usual differentiated curriculum.
- Evidence needed to support identification

Plan

- SENCO carries out further assessment and helps in planning future support. Monitors and reviews action taken.

Do

- Specific provision recorded – pending implementation of School Provision Map, this information will be part of the Student Profile document

- More specialist assessment involving professionals from LA external agencies to inform planning and measurement of student's progress.

Review

- Specific provision revised in line with recommendations of consulted professionals.

Education, Health and Care Plan (EHC) (previously Statement(S) – there will be a transition period where the two systems will run side by side)

- Proposed EHC drawn up
- EHC completed

Aims of the Department

1. To ensure full entitlement and access for SEND students to high quality education within a broad, balanced and relevant curriculum [including access to the National Curriculum] so that they can reach their full potential and enhance their self-esteem.

- The Governing Body has agreed with the LA admissions criteria which do not discriminate against students with SEND or disabilities and its admission policy has due regard for the guidance in the Codes of Practice which accompany the SEND and Disability Act 2001 (From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply.) Parents of a student with mobility difficulties are advised to approach the local authority well in advance of admission so that consultations can take place.
- The SEND Department seeks to work closely with the senior managers of the school Curriculum and timetable to ensure that the curriculum is regularly reviewed so that it is relevant to the student's needs, both present and future and that it is perceived as such by the students themselves and their parents. SEND provision is an integral part of the School Development Plan.
- c) The school and LA must ensure that the resources that they have at their disposal are being used effectively and efficiently to meet the needs of all students.

2. To educate students with SEND, wherever possible, alongside their peers in the classroom within the normal curriculum of mainstream schools, after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.

- The SEND Department ensures that subject staff are fully informed as to the special educational needs of any students in their charge.
- All departments nominate a senior member (Closing the Gap Representative) to attend "Closing the Gap" meetings which includes SEND.
- Advice and CPD [training] opportunities to subject teachers and other departments on employing differentiated teaching methods and resources.
- The SEND Department provides in-class support to students to enable staff to provide a differentiated and inclusive curriculum.
- Most provision will be met within the classroom but for some, whom it is felt would benefit from individual or small group tuition, it may be appropriate to withdraw these students from the classroom.

3. To identify and assess students with SEND as early and thoroughly as is possible and necessary.

The SENCO and Pupil Support Coordinator (responsible for Yr 7) work cooperatively with primary schools to address transition issues and to ensure a continuity of staged provision, meeting with SEND students and their parents prior to transfer. Primary SEND records are forwarded to the SENCO at the end of the summer term prior to transfer. Students with SEND are identified from admission records (includes non-routine admissions)

- Use is made of screening and assessment tools; Key Stage tests at both Key Stage 2 & CATS, all Year 7 students are assessed in Reading and Spelling by the English department. Teacher referrals and expression of parental or student concern.
- Relevant assessment results are transferred prior to entry and help the department decide how best to support the students. As part of the whole school monitoring of progress as well as predicted

performance indicators, students falling significantly outside the expected range will be identified and referrals made to the SEND department.

- Following concerns raised by staff, parents or the student about lack of progress, the SENCO can carry out a range of norm referenced tests to assess individual performance. Based on the results, further assessment by LA external agencies might be necessary.
- Local Authority External Agencies that may be consulted include; Psychological Services- educational psychologist, Communication Support Service- speech and language specialists (SALT), Children's Early Intervention Team (CEIT)– Behaviour Support, Children's Services Health- School Nurse/Doctor, Physiotherapist, Occupational Therapist, Children & Adolescent Mental Health Service (CAMHS), Children's Disabilities Team, Sensory Impaired Service.

4. To work closely with parents and students through the process of identification, assessment and intervention.

- The department is open and responsive to any expression of concern by parents or students. Parents are always contacted if assessment or referrals indicate that a young person has additional learning needs. The parents are spoken to and consulted along with the student with respect to background history, current and future needs and aspirations.
- Once that identification, assessment and intervention have taken place students and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, parents' evenings, setting of targets and strategies, provision review. Individual multi-agency meetings are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and students are always informed of the 'points for action' and any decisions made during the meeting e.g. the instigation of an Early Help Form.

5. To monitor and record the progress of SEND students.

In accordance with the Code of Practice [DfES 2014], Sharples School and the SEND department will:

- Draw up and keep a list of known students with special educational needs.
- Record the steps we take to meet the needs of individual students whilst following the DfES model of the Code of Practice (2014).
- Devise and keep a record of the programme of study, designed to meet each student's identified needs where students receive individual/small group tuition out of the classroom setting.
- Ensure subject departments are responsible for monitoring and recording all students' progress.
- Headteacher (Ms A Webster), SENCO (Ms J Paradine) have responsibility for coordinating and monitoring the progress of the pupils identified with Special educational needs and disability
- Nominate a governor for Special Education Needs to link the SEND Department with the Governing Body; regular monitoring visits will take place during the year and the link governor will report back to the full governing body. The link Governor can be contacted through the school by writing to them c/o Sharples School or email headteacher@sharplesschool.co.uk.

6. To support successful transition from Primary School to High School as well as successful transition from Sharples School to Post 16 education or employment.

- As part of the liaison with feeder primary schools, identified Year 6 students are given an opportunity to experience and become familiar with Sharples School prior to transfer through a series of individual or small group visits during the summer term prior to entry.
- A Connexions officer from the Vulnerable Young Persons Team is invited to attend KS4 Statement/EHC plan reviews.
- The Connexions officer is also provided with information by the SENCO on all SEND students so that he/she may make early contact with the students and their parents/guardians in order that appropriate guidelines are available for the choices of further education elsewhere or job opportunities.
- Appropriate professionals will be invited to attend and/or contribute to student/s Statement/EHCP reviews.

7. To promote a close working relationship with all schools in the partnership.

We will develop and maintain strong links with cluster partners, special schools and support services to shared current 'good practice' and theoretical thinking to aid professional development of teaching/support staff.

8. Arrangements for Complaints

Staff and governors of Sharples School wish to work cooperatively with parents and other members of the community to ensure the school provides a high quality of service. As a consequence we are very keen that any initial concerns are brought to our attention so that they can be dealt with quickly and effectively. Our Complaints Procedure is available on our school website (<http://www.sharplesschool.co.uk>) or telephone the school to request a copy.

9. Continuing Professional Development (CPD) for support staff.

- Relevant in-house training for support staff is provided as part of a whole school commitment to raising levels of staff awareness of SEND issues.
- Opportunities are made available whenever possible for individual staff to gain qualifications in related skills and expertise to improve theoretical knowledge and develop working expertise within a specific field of learning difficulty.

10. Roles and Responsibilities.

Governing bodies must meet the following main statutory duties in relation to making SEND arrangements and provision:

- Ensure that teachers in school are aware of the importance of identifying and providing for those students who have SEND.
- Must admit a student whose statement names their school (the LA will have consulted the school before naming it).
- Inform the child's parent that special educational provision is being made for the child because it is considered he/she has SEND – this applies in cases where the child does not have a statement; here a child has a statement Part III of the statement sets out the provision that the school is required to make.
- Ensure that, where the 'responsible person' – the Headteacher or the appropriate governor– has been informed by the LA or the link primary school SENCO that a student has SEN, those needs are made known to all who are likely to teach him/her.
- Do their best to secure that the necessary provision and necessary special arrangements are made for any student who has SEND.
- Ensure that a student with SEND joins in the activities of the school together with students who do not have SEND, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the students with whom they are educated and the efficient use of resources.
- Decide (with the Headteacher) the school's general policy and approach to meeting SEND of students (whether with or without a statement).
- Must publish information about SEND policies– to be freely available to all parents.
- Set up appropriate staffing and funding arrangements and oversee the school's work, and may also establish a committee for SEN.
- Consult the LA and governing bodies of other schools when it seems necessary to coordinate special educational teaching in the area.
- Include in their report to parents for the annual meeting a section describing the special educational provision and access arrangements made by the school; in a resourced school this would include a review of the use of any additional resources allocated by the LA.
- Take account of the SEND Code of Practice when carrying out duties towards all students with SEND.
- Meet requirements in relation to disability.

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the governing body fully informed and also work closely with the school's SENCO.

All teachers and non teaching staff should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for students with SEND.

The SENCO, working closely with the Headteacher, senior management and fellow teachers, should be closely involved in the strategic development of the SEND policy and provision. The SENCO has responsibility for day to day operation of the school's SEND policy and for coordinating provision for students with SEND.

11. Student Voice.

Students are able to self refer to the SEND department and request an assessment of need if parents agree to this. Students are invited to submit their views in writing as part of their annual review as well as to attend the review itself. Other SEND students and parents have the opportunity to meet the SENCO at their annual parents' evening, Target Setting Day and as appropriate. Students contribute to the setting of their own targets and strategies.

Updated: September 2022

A Webster

Review: September 2023