

# **KING HAROLD BUSINESS AND ENTERPRISE ACADEMY**

## **AND**

### **DEBDEN PARK HIGH SCHOOL'S**

#### **SEND POLICY 2015-16**

***“Every teacher is a teacher of students with SEN.”***

***Challenge-Support-Inspire***

#### **Aim - joint**

At King Harold Business and Enterprise Academy and Debden Park High School, we aim to create a safe, supportive and happy learning environment, where people are valued and encouraged to make positive contributions to the school community, and where students go on to become responsible, independent members of society who achieve their potential.

#### **Compliance**

The Special Educational Needs Policy has been drawn up in accordance with the new provisions set out in the SEND Code of Practice 0- 25 (2014) and has been written with the reference to the following guidance and documents:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills act 2006
- Equality Act 2010: Advice for schools DfE Feb 2013
- Revised SEND Code of Practice 0 – 25 (2014) updated 1<sup>st</sup> May 2015
- Part 3 of the Children and Families Act 2014
- Schools SEN Information report regulations (2014)
- Statutory guidance on supporting pupils at school with medical conditions April 2014) Updated 2015
- Teacher’s standards 2012
- Mental Health and Behaviour in Schools (March 2015)
- The principles of The Government’s Strategy for SEN ‘Removing Barriers to Achievement’ 2004.
- National Curriculum in England Framework ( July 2014)
- Safeguarding Policy
- Accessibility Plan
- Anti-bullying policy

## **Special Educational Needs, Disability and Inclusion**

### **The SEND code of practice (2014) states that:**

*“A child or young person has SEN if they are having a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning from 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 or mainstream post-16 institutions.”*

### **Disability**

The Equality Act (2010) states that a person has a disability if:

- they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out day-to-day activities.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible, monitor negative incidents and promote positive attitudes to people with disabilities.

Not all students with a disability will have special educational needs.

### **Inclusion**

We believe that all our students are individuals and should be valued and respected for their diverse talents and their uniqueness. We encourage all our students to use their talents and give their best and we encourage equal access and opportunities for this to happen.

### **Objectives of the Policy and school implementation**

This policy details how King Harold Academy and Debden Park High School will use its best endeavors to ensure that teachers in the school are able to identify and provide for students with special educational needs and disabilities in order to ensure students maximise their educational development and enable them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make successful transition into adulthood, whether into employment, further or higher education or training.

In this regard we will do our best to secure the necessary provision for any student who has special educational needs, within the limitations of our resources.

### **Responsible Persons**

	King Harold and Enterprise Academy	Debden Park High School
Overall responsibility for SEND and Inclusion	Kim Thackray	Helen Gascoyne
SLT responsible for overseeing the SEND department	N/A	Gemma Haycock
SENDCo	Nicola Reece	Merys Rees
Safeguarding Lead	Carrie King	Gemma Haycock Bernice Goody
SEN Governor	Lisa Harriss and Mandy Davies	

### **Role of the SENDCo**

The SENDCo, in collaboration with the Head teacher and governing body, plays a key role in helping to determine the strategic development of the SEND policy and provision in the school to raise the achievement of students with SEND. The key responsibilities of the SENDCo include:

- overseeing the day to day operation of the school's SEND policy
- liaising with and advising fellow teachers
- managing the SEND team which includes the Individualised Learning Coordinator, Assistant SENDCo and the TAs
- coordinating provision for students with special educational needs and overseeing the records on all students with special educational needs including the SEND register
- liaising with parents of students with special educational needs
- contributing to the in-service training of staff
- overseeing the meeting of students with medical needs
- liaising with external agencies including special teachers, the educational psychology services, Information Advice and Guidance (formerly transitions pathways) and health and social care and voluntary bodies
- liaise with SENDCos of other schools

### **Fundamental Principles**

Both King Harold Academy and Debden Park High school aim to ensure that:

- teachers are aware of the importance of early identification and providing intervention for SEND students whom they teach
- SEND students will have their needs met

- students views are taken into account
- partnerships with parents/carers play a key role in supporting their child's education and enabling them to achieve their potential. The school will support parents/carers through the process of transition and adjustment
- SEND students are offered full access to a broad and balanced education
- SEND students have full access to all school activities so far as it is reasonably practical and adaptations are made to meet the needs of the student
- The school works in partnerships with external agencies to meet the needs of the students

### **Aims of SEND support**

1. To identify and provide for students who have special educational needs
2. To work within the guidance provided in the SEND revised code of practice (Updated May 2015)
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a special educational needs coordinator (SENDCo) who will work with the SEND policy
5. To provide support and advice for all staff working with special educational needs students

### **Identification of SEN and Graduated Response**

Both King Harold Academy and Debden Park High school work with students, parents/carers, staff and governors to identify and address any barriers to inclusion and to embed inclusive practices. It is our aim that effective systems are operated in conjunction with other agencies as part of a coordinated and graduated approach to early identification and intervention.

Information on whether students may have additional needs can come from a variety of sources such as:

- feeder primary schools
- National Curriculum Key Stage 2 and 3 results and records that indicate levels of attainment
- reading and spelling data
- baseline information – subject specific
- referrals from students, parents, subject teachers or outside agencies
- In house screening e.g. Accelerated reader, Hodder, NGRT
- observations and assessments from SENDCo, outside agencies or an educational psychologist
- teacher observations
- student concerns

### **Triggers for Action**

The Learning Support department follows the guidelines of the SEND Code of Practice: 0 - 25 years (January 2015) and in doing so takes into consideration:

- reading, Spelling and/or thinking skills which are significantly below other students of the same age and students are not closing the gap
- physical/sensory needs require special provision over and above what most students require, in order for the student to gain access to the curriculum
- consistently below expected progress across the curriculum
- emotional/behavioural needs which require significantly more time and structured support than students of the same age
- referrals from members of staff, form tutors
- outside agency referrals including GP, Consultant, SALT

## **Provision**

Teaching such students is a whole school responsibility, requiring a whole school response. Central to the work of every class and every 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 will learn and progress within these arrangements. However, for students with special educational needs, there may be a need to provide an enhanced level of provision that supports and improves their learning. This may include:

- extra time for assessments
- differentiated materials
- texts enlarged or reduced in size
- use of computer for written work where appropriate
- small group intervention such as literacy or numeracy
- special arrangements for tests/examinations e.g. extra time or readers
- positive behaviour programs
- social skills groups
- adaptations to individual timetables
- in class support
- early identification and primary school work

## **Communication and Interaction**

These students have difficulty in communicating with others and may have difficulty with some or all of the different aspects of speech, language or social communication at different times of their lives. Some of these students may have a diagnosis of ASD and may experience particular difficulties with social interaction.

## **Cognition and learning**

Support for learning difficulties may be required when students learn at a slower pace than their peers even with appropriate differentiation. The category includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

## **Social, Emotional and Mental Health difficulties**

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect an underlying mental health difficulty such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

## **Sensory and/or physical needs**

The equality act 2010 defines a person with a disability as someone who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. "Some children and young people require special education provision because they have a disability which prevents or hinders them from making use of the educational facilities provided." (p.98 SEND Code of Practice: Statutory Guidance January 2015). The definition of disability encompasses a broader range of impairments than might be commonly assumed, including children with autism, those with Tourette's syndrome and those with communication difficulties.

## **Monitoring student progress (Assessment)**

Teachers may conclude that the strategies they are currently using with a student are not resulting in the student learning as effectively as possible. In these circumstances, they will consult with the SENDCo to consider what else might be done. King Harold Academy and Debden Park High School follows the criteria for SEND support specified by the Kennal Academy Trust. The starting point will always be a review of the strategies being used and the way in which these might be developed. Evaluation of the strategies in place may lead to the conclusion that the student requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the student and the student's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the student's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in student's behaviour

## **Statutory assessment of SEND**

For a few students the help given by the school may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LA to initiate a statutory assessment. Where a request for a statutory assessment is made to the LA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LA detailing:

- the schools' action already taken
- progress reviews for the student
- records of regular reviews and the outcomes
- the student's health and the student's medical history where relevant
- attainment levels 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
- any involvement by the social care or educational welfare service

When the LA receives a request for an EHC plan, it will decide within six weeks whether to provide additional services and support. Following a successful outcome to this process the school will then implement the necessary steps to enable the student to achieve the best possible educational outcomes.

### **English as an additional language**

The identification and assessment of the special educational needs of young people whose first language is not English requires particular care. Where there is uncertainty about an individual, King Harold Academy and Debden Park High school will look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or whether it arises from special educational needs.

### **Supporting students medical needs**

Both King Harold Academy and Debden Park High school recognise that students with medical conditions should be properly supported so that they have full access to all areas of education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010:

- some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed
- relevant staff are made aware of the student's condition and supply staff are fully briefed
- where necessary staff receive suitable training
- cover arrangements are in place when staff are absent
- risk assessments are undertaken for school visits, holidays and other activities outside of the normal timetable

- procedures are in place to cover any transitional arrangements between schools to ensure that the student's needs are met at the time of transition. In other cases, such as a new diagnosis or students moving to a new school mid-term, every effort is made to ensure that arrangements are put in place within two weeks.

Both King Harold Academy and Debden Park High school do not wait for a formal diagnosis before providing support to students. In cases where a pupils' medical condition is unclear, or whether there is a difference of opinion, judgements will be needed about what support to provide based on available evidence. This would normally involve some form of medical evidence and consultation with parents. Where evidence conflicts, some degree of challenge may be necessary to ensure that the right support can be put in place.

### **Health care plans**

Students with medical needs have a health care plan in place that is drawn up with the school nurse, office manager (Debden Park High school), student services (King Harold Academy), parents and the student themselves. These health care plans can help to ensure that both schools effectively support students with medical conditions. Each school will provide clarity about what needs to be done, when and by whom. This process will be ongoing especially in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed. In order to decide what information should be recorded on health care plans we consider the following:

- the medical condition, it's triggers, signs, symptoms and treatments
- the student's resulting needs, including medication (dose, side-effects and storage) and other treatments, time, facilities, equipment, testing, access to food and drink where this is used to manage their condition, dietary requirements and environmental issues e.g. crowded corridors, travel time between lessons
- specific support for the student's educational, social and emotional needs – for example, how absences will be managed, requirements for extra time to complete exams, use of rest periods or additional support in catching up with lessons, counselling sessions
- the level of support needed, (some students will be able to take responsibility for their own health needs), including in emergencies. If a student is self-managing their medication, this should be clearly stated with appropriate arrangements for monitoring
- who will provide this support, their training needs, expectations of their role and confirmation of proficiency to provide support for the student's medical condition from a healthcare professional; and cover arrangements for when they are unavailable
- who in the school needs to be aware of the child's condition and the support required
- arrangements for written permission from parents and the Head teacher for medication to be administered by a member of staff, or self-administered by the student during school hours
- separate arrangements or procedures required for school trips or other school activities outside of the normal school timetable that will ensure the student can participate, e.g. risk assessments
- where confidentiality issues are raised by the parent/student, the designated individuals to be entrusted with information about the student's condition



- what to do in an emergency, including whom to contact, and contingency arrangements. Some students may also have an emergency healthcare plan prepared by their lead clinician.

The governing body ensures that the school's policy clearly identifies the roles and responsibilities of all those involved in the arrangements they make to support students at school with medical conditions.

### **Liaison with outside agencies**

Both schools support a multi-disciplinary approach to maximize the educational provision for students. There are many agencies and support services who can help to identify, assess and provide support for students with additional needs. Such agencies and support services include specialist teachers and other professionals. Each school has a named school nurse to whom referrals are made in accordance with the procedures for assessment.

Both schools have worked and continue to work with the following services, although the list is not exhaustive:

- Educational Psychology Service
- Emotional Wellbeing and Mental Health Service (EWMHS formerly CAMHS)
- SEN and Children with Additional Needs (SENCAN)
- Educational Welfare Service
- Children's Social Care (CSC)
- General Practitioners and Specialist Consultants
- Catch 22
- Local Delivery Group (LDG)
- Essex Young People Drug and Alcohol Services (EYPDAS)
- Specialist Teacher Team
- Youth Offending Team (YOT)
- Safer Places
- Children's Society
- Family Solutions
- Victim Support
- MIND
- South Essex Rape and Incest Centre
- OPAL

### **Liaison with parents and students**

Every effort is made to maintain a close liaison with parents/carers of all students. Regular meetings are held with staff and parents/carers working together to support students identified as having additional needs. At the review meeting a student's strengths and weaknesses are discussed. Suggestions are made as to how parents/carers can help at home. Regular consultation days provide opportunities to discuss concerns and progress. Communication between school and home ensure that any concerns are promptly acted on. All students or parents/carers requiring information in formats other than in print have this provided e.g. student information is in Braille or translated.

## SEND INSET and training

- The SENDCo will attend appropriate course and conferences as they arise.
- A member of the SEND team will attend meetings arranged by the Local Authority and other outside agencies.
- Other teachers and teaching assistants will attend SEND courses which interest and have a particular bearing on students they are supporting.
- Regular staff development sessions will focus on whole school priorities and provide opportunities to learn how to support students with SEND more effectively.

## Accessibility

Accessibility is monitored each year. Classrooms are laid out to allow access. All out-of-school activities are planned to ensure participation of all students. Parking is provided and safe routes around the building are provided and marked. At Debden Park High school wheelchairs can move around without barriers and ramp access is available from the disabled parking bays at the front of the school to the ground floor of the building. The school also has a lift. At King Harold Academy wheelchair access is only possible in some areas of the school building and there are ramps to enter the school on the ground level. Special arrangements in school to improve accessibility include:

- advice from professionals disseminated and followed
- use of any recommended equipment
- high visibility paint on outdoor steps and external posts.
- corridors are user friendly for students with physical difficulties
- disabled toilets
- hygiene room
- a designated SEND room consisting of a classroom and a meeting room/office
- disabled parking
- medical Room available
- specialist furniture to accommodate students with physical disabilities including height adjustable tables.
- All school brochures, school newsletters and other information for parents are available in alternative formats

## Bullying

Both King Harold Academy and Debden Park High school make every effort to ensure and mitigate the risk of bullying of vulnerable learners within the school community. All students are aware that bullying is unacceptable and will not be tolerated. They are encouraged to seek help and support if bullying occurs. **Any reported incidents of bullying are dealt with effectively and rapidly and in accordance with each school's bullying policy.** Staff work with students affected by bullying in a range of ways to equip them with the skills and knowledge to counter and deal with bullying. All students have access to Pastoral Support Managers who take the lead in dealing with any incidents of that nature.

## **Complaints**

In the case of complaint regarding special needs provision, then procedure outlined in the school complaints policy will be followed.

## **Evaluating the success of the SEND policy**

The following procedures provide evaluative points for assessing the effectiveness of the SEND Policy:

- senior Leadership Team meetings
- audit of SEND provision by school governors
- student Assessment for review meetings
- student and parent/carer views recorded at review meetings
- collation of Value Added data
- parent Voice via parent forum meetings
- audit of SEND provision by Kemnal Academy Trust
- staff awareness of individual need identified in departmental feed forward documents and make suitable provision in curriculum areas
- success of the identification process at an early stage
- academic progress of students with special educational needs
- improved behaviour of the children, where this is appropriate
- number of children participating in reading intervention
- monitoring of pupil attendance
- number of exclusions of SEND students
- students' awareness of their targets and achievements

Review date: April 2016

Reviewed by: Nicola Reece and Nicole Newby

Date ratified by Governors:

Review date: April 2017