



# **Studio@Deyes**

## **SEND Policy**

**March 2015**

## **Context**

Studio@Deyes' SEND Policy is informed by the statutory framework set out in:

- Education Act 1996
- SEN Code of Practice 2001
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010
- SEN Code of Practice 2014

## **Definitions**

Please see [Appendix A](#) for:

Definition of Special Educational Needs

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

## **Classification of SEND and levels of support**

Please see [Appendix B](#)

## **Roles and Responsibilities**

The Special Educational Needs Code of Practice 2001 sets out the statutory responsibilities held by Local Authorities (LA) and schools.

## **SEN Information Report (Local Offer)**

School, LA and other services have set out an SEN Information Report (previously known as the Local Offer) of all services available with the intention of giving parents a real choice of school. Studio@Deyes aims to provide a Local Offer which is informed by the expertise of families, teachers, the Local Authority, health professionals and other relevant external agencies. This Local Offer is available to parents via the School website.

## **SEND Policy**

*‘Identifying children’s support needs early is vital if they are to thrive, and enables parents and professionals to put the right approach in place quickly.’*

***Support and Aspiration: A new approach to special educational needs and disability  
(Government green paper)***

Studio@Deyes aims to promote the successful inclusion of students with special educational needs and disabilities; we acknowledge that many students will have a special educational need at some time in their school life. We are committed to offering an inclusive curriculum to ensure the best possible outcomes for all students, whatever their needs or abilities, as a result of everyone working together.

### **Aims**

- To ensure that students with SEND are identified early and placed on the SEND register appropriately.
- To work closely with parents and predecessor schools to ensure appropriate transfer of information relating to students’ abilities and needs.
- To ensure the fair and appropriate use of available resources in order to secure the best possible outcomes for students.
- To work closely with parents and support agencies to ensure clear communications and sharing of expertise in the best interest of the student.
- To ensure students are fully included, where appropriate, in the mainstream classroom and wider school community.
- To ensure students with SEND make reasonable progress in line with their level of ability.
- To ensure that interventions for each student are reviewed regularly to assess their impact.

The success of the school’s SEND policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body’s Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

The named SEN coordinator (SENCO) for the school is Mrs E. Wylie. The Governing body as a whole is responsible for making provision for pupils with special educational needs and have appointed (To be confirmed) as link governor to the SEN faculty.

The Governing Body has agreed with LA admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the Guidance in the Codes of Practice which accompany the SEN and Disability Act 2001.

## Identification and Assessment of Special Educational Needs (SEN) and Disabilities

The school is committed to early identification of special educational need and disabilities and adopts a graduated approach to meeting special educational need in line with the Code of Practice 2014.

*“Teachers and staff in schools must be equipped to identify correctly barriers to children’s learning and understand whether this is a special educational need so that every child can be given the best opportunity to succeed by professionals who know how to support them. At present, the way that schools identify children with SEN is not achieving this. In particular, children are often identified as having lower level SEN (at School Action) when in fact the barrier to their learning could and should be addressed through normal day to day classroom practice.”*

### **SEN Green Paper**

#### Process

Most students with SEND transferring to Year 9 will have already been identified as having additional needs by this stage although there may be some who have not been recognised as requiring extra support.

The SENCO is fully involved in the transition of students from KS3 to KS4, liaising with predecessor SENCOs to ensure that the needs of students transferring into year 9 are, as far as possible, fully met. This process involves the SENCO:

- meeting regularly with primary colleagues,
- visiting students due to transfer in their primary school setting
- attending Statement Review meetings,
- reviewing students’ prior attainment data (SAT and teacher assessed levels of attainment)

Additionally information is gathered from parents or carers and external agencies as appropriate.

Students in year 10 are assessed on entry using a variety of diagnostic and screening processes as appropriate. Identification of SEND may occur as a student progresses through school. This is done through:

- Observations of teachers or support staff and subsequent referral to the SENCO
- Analysis of assessment data; internal assessments, reading and spelling test results
- Referral by parents or carers
- Self-referral by students
- Health or medical issues which affect the ability to learn.
- Referral from outside agencies (Speech and language, OSSME – Autism Initiative)

Any student who has difficulty learning within a subject may be assessed by the subject teacher as having SEND; initially this would be subject-specific. Normally this would be a student who is not progressing in the normal class range or a student who is having difficulty with particular areas of work or a student with behavioural or physical needs. Subject teachers should assess students and inform the SEN Co-ordinator of their concerns. They are required to provide at least two reviews of the student’s progress. If no further progress within the subject is made and the student is falling behind further investigation follows. If an SEN is confirmed the student is placed on SEND Support.

Students with Special Educational Needs or Disabilities have their needs classified (see Appendix B); if a student has more than one category of need these are recorded as primary, secondary need etc.

A review of each student’s progress is carried out termly using Progress Review data and other available information.

Approved by Governors on:

## Assessment, Monitoring and Review Procedures

### Pupil Profiles

All students placed on the SEN register have a Pupil Profile, sometimes referred to as an Individual Education Plan (IEP), which is drawn up following consultation with staff, external agencies, parents and students.

The Pupil Profile is a working document that is under continuous review. They are made available to all staff through the shared area of the school computer network.

The SENCO formally reviews the Pupil Profile once a term. Reviews are also carried out at with parents at Consultation Evenings and Annual Review Day.

The Pupil Profile includes:

- Attainment data (including prior attainment data, reading and spelling ages)
- Pen portrait (as appropriate)
- Long term learning aims
- SEN category- Learning Need
- Additional or different resources required
- Strengths and interests
- Suggested strategies for teaching and learning
- Suggested rewards and sanctions
- Quality First Teaching Strategy
- Exam Access Arrangements

### **Graduated Response**

The four stages of SEND support are:-

- Assess
- Plan
- Do
- Review

**Assess:** This should include, for example, asking you what you think, talking to professionals who work with your child (such as their teacher), and looking at records and other information. This needs to be reviewed regularly so that the support provided continues to meet your child's needs. That might mean getting advice and further assessment from someone like an educational psychologist, a specialist teacher or a health professional.

**Plan:** Your school or other setting needs to agree, with your involvement, the outcomes that the SEN support is intended to achieve – in other words, how your child will benefit from any support they get – and you need to be involved with that. All those involved will need to have a say in deciding what kind of support will be provided, and decide a date by which they will review this so that they can check to see how well the support is working and whether the outcomes have been or are being achieved.

**Do:** The setting will put the planned support into place. The teacher remains responsible for working with your child on a daily basis, but the SENCO and any support staff or specialist teaching staff involved in providing support should work closely to track your child's progress and check that the support is being effective.

**Review:** The support is reviewed at the time agreed in the plan. It is then decided together if the support is having a positive impact, whether the outcomes have been, or are being, achieved and if or how any changes should be made.

Approved by Governors on:

From September 2014 students can be referred for an Education, Health and Care Plan, which replaces Statutory Assessment. The referral can be made by a variety of sources including:

- Parents
- Teachers
- SENCo
- Social care
- Health professionals

Students who currently have a Statement of Educational Need will retain this status for a further three years.

#### Statements of Special Educational Need

All pupils with statements of SEN have short-term targets set. The strategies for meeting their additional needs are set out in the Pupil Profile. A statement of SEN is issued. Annual Reviews follow.

The Code of Practice stresses the importance of the involvement at this stage, of the child's parents. The school must supply the Liverpool Authority with all the relevant records, and they must obtain information and advice on health related matters from the appropriate agents. A Statement must be reviewed every six months if the child is under five years, or annually if older.

The information supplied to the Liverpool Authority will also include records of the student's progress in the National Curriculum and any standardised test results. The Liverpool Authority will not request additional information, in a bid to reduce the administrative burden on schools, but for this reason it is important that school maintain accurate records throughout the two initial stages.

Students at this stage have pupil profiles written by Educational Psychologists / SENCO, which will set achievable targets. Work will be done both in class and individually. Pupil profiles will be given to subject staff in order for them to help students meet the said targets.

## **Provision**

### Transition

The following activities take place in preparation for transfer of students:

- The transition team, which includes the SENCO, visits predecessor schools to gather information enabling students' needs to be assessed and appropriate provision to be made in advance of transition
- Prospective students visit Studio@Deyes on induction sessions.
- The SENCO from Studui@Deyes meets with the predecessor SENCOs to discuss individual students, attend Statement reviews and to meet parents. Additional visits are made by TA's to the predecessor schools and by SEND students to Studio@Deyes.
- Parents attend a consultation evening in June prior to starting in September where Progress Development Managers, Form Tutors and SENCO are present.
- Planning meetings each term with Educational Psychologist and Advisory Teacher

### Curriculum

Students with SEN are taught for most of their curriculum time with their peer group except on occasions when they are withdrawn for specific purposes:

- SAIS intervention,
- Statement support on a one to one basis,
- disapplication from specific subjects,
- reading or spelling intervention from SEN team.

### Curriculum content

Curriculum provision for students with SEND offers the same range of subjects available to all other students throughout key stage 4. Consideration of prior attainment and learning ability is taken into account when grouping students for some subjects to ensure that the needs of all students can be met. School self-evaluation and the annual curriculum review ensure that provision is modified as required to meet students' needs. This ensures that appropriate allocation of time, courses and schemes of work, size of teaching groups and deployment of teachers, support staff and other resources match the needs of students.

### Grouping of students

Setting is used in KS4 to group students by prior attainment and ability as appropriate.

### Teaching

All teachers are expected to differentiate as appropriate to ensure that all students are able to access the curriculum and make good progress. In order to do this they are expected to have an understanding of the needs of students on the SEND register and to be familiar with their Pupil Profiles.

They are also expected to work effectively with support staff and are responsible for deploying them appropriately so that students make at least good progress.

Each Learning Coach will attend a termly SEN meeting. This ensures that subjects maintain close links with the SENCO and support team.

### Learning Support

The support staff team, led by the SENCO, includes non-teaching Teaching Assistants, Higher Level Teaching Assistants and dedicated Literacy practitioners.

The SENCO meets at least fortnightly with the SLT line manager and also maintains close liaison with subject and pastoral leaders including the Director of Student Support Services.

Teaching Assistants are deployed by the SENCO to support individual students or whole classes under direction of the Learning Coach. (See Appendix C for further clarification on role of TA)

HLTA and dedicated Literacy practitioners provide opportunities for students to develop literacy, and other skills, through one to one, small group and whole class teaching under the guidance of the SENCO and other teaching staff.

The support team provides:

- literacy intervention; reading and spelling support for small groups or individual students
- curriculum support for students in class
- additional maths support
- supervision of lunchtime activities

### Resources

Differentiation is viewed as a fundamental and essential component of effective teaching and learning. This might also include adaptations to the physical environment to meet the needs of students with specific disabilities.

*Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs (NCET Differentiation 1993)*

*Differentiation is the process by which curriculum objectives, teaching methods, learning styles, assessment methods, resources and learning activities are planned to cater for individual needs (Science for students with SEN: NCC 1991)*

The school strives to provide opportunities for all staff to experience INSET on differentiation and quality first teaching strategies, which is aimed to develop their awareness of how to differentiate appropriately. This includes differentiation of:

- resources
- activities and tasks
- objectives and outcomes
- support
- response to work

### Pastoral Support

Pastoral support for students with SEND ensures that their personal development, confidence, self-esteem, participation in the school and wider community is provided by staff at all levels from form tutors, subject teachers and support staff to pastoral and curriculum leaders.

### **Standards and Achievement**

It is recognised that the standards and achievement measures for students with SEND are significant in judging the overall success of a school. As such the attainment and progress made by students within this group are monitored using the data available. The performance indicators for students completing KS4 are compared with both those for all students nationally and also for SEND students nationally to make judgements about standards and achievement. These indicators also enable more detailed analysis to be made so that the performance of sub-groups within the SEND group can be compared.

Although RAISEonline reports the performance of groups SEN support and Statements separately it does not take into account the varied SENs which exist within these groups, so the school's more detailed analysis is critical.

The SENCO, together with the SLT responsible, undertake an analysis of the results and final outcomes looking at both attainment, progression and value added measures. This process supports development planning as part of the faculty self-review process.

## **Roles and Responsibilities**

The SEND faculty consists of a team of support staff led by a designated teacher, as SENCO. The SENCO is responsible for:

- Identification of students with SEND; testing, screening and referrals
- Preparation of Pupil Profiles
- Liaison with curriculum and pastoral managers and all teaching staff
- Establishing links with parents, support agencies and other professionals
- Reviewing and monitoring of progress of students with SEND following the graduated response to ensure students are given maximum support
- Ensuring appropriate liaison and transfer of information as students progress from each phase of education (primary to high school, high school to further education / employment/training)
- Organisation of a programme of in class support and withdrawal lessons for students and deployment of Teaching Assistants
- The organisation of voluntary help
- INSET and curriculum development
- Close liaison with Director of Student Support regarding support of students with emotional, behavioural and social difficulties
- Specific advice, consultation and INSET to help all staff in differentiating the curriculum and developing a range of strategies to meet student's individual needs
- Use of software and hardware to further students' access to the curriculum
- Identified students receive Lierpool Teaching and Educational Psychology Service tuition for specific learning difficulties

## **Links with External Agencies and Professionals**

The school based staff work closely with colleagues who have the additional expertise to enhance the provision available in school, such as:

- Educational Psychologist
- Advisory Teacher
- Home tuition service
- Health Authority
- Social Services
- LA
- Speech and Language Therapy
- Education Welfare
- Connexions
- School Nurse
- Child and Adolescent Mental Health Service
- SENCO Network
- Autism Initiatives - OSSME

## **Role of Parents**

Parental rights and responsibilities are as laid down in the Code of Practice for SEND.

Parents play a crucial role in the effective education of their children and especially for students with SEN and/or disability.

To this end we:

- Encourage parents to help identify problems
- Keep parents informed of provision

- Involve parents in decision-making
- Invite parents to all Statement/EHC reviews
- Invite parents to discuss in person the progress of all students on SEN support respective parents evenings

The school's complaint procedures are set out in the school prospectus. Parents of students with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school is able to provide further information about this process on request.

### Home School Partnership

The following methods of informing parents of student progress are currently in place:

- Progress Assessment
- Parents' consultation evenings
- Letters home
- Telephone calls
- Open access to parents
- Open evenings
- Newsletter
- School Prospectus
- Awards ceremonies

### **Involving Students**

Student voice is an integral part of self –evaluation and as such students are involved as much as possible in making decisions about the provision and support they might need, about their learning and progress and in evaluating the success or otherwise of the support they receive.

### **Staff Development**

Inset is provided for colleagues regarding SEND issues to ensure that staff are aware of their responsibilities and that they have the knowledge and skills to support students to make at least expected progress. Teaching Assistants are engaged in the Appraisal process and have access to an extensive range of training opportunities and associated accreditation where applicable.

### **Self-Evaluation**

The SEND faculty embraces the process of self-evaluation as a means of monitoring, reviewing and developing the provision at Studio@Deyes and raising standards and attainment. The faculty self- review process is modelled on the whole school cycle incorporating a review of standards and achievement, behaviour and safety, teaching and leadership with outcomes and judgements used to inform priorities for future development.

## Appendix A

### Definition of Special Educational Needs

The term "special educational needs" (SEN) has a legal definition which is set out in the Education Act 1996. Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- (a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational needs can arise for a number of reasons and may involve, for instance:

- reading, writing, number work or understanding information
- expressing ideas or understanding what others are saying
- making friends or relating to adults
- behaving properly in school or other settings
- personal organisation
- sensory or physical needs.

*Special educational provision* means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area  
*SEN Code of Practice; DfES 2001 (See Section 312, Education Act 1996)*

### Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

*Section 17 (11), Children Act 1989*

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.

*Section 1(1), Disability Discrimination Act 1995*

## Appendix B

### Codes used to categorise SEN (as recorded in SIMS and submitted as required in census return)

<b>K</b>	SEND Support
<b>N</b>	No longer SEN support
<b>E</b>	Education Health Care Plan
<b>SPLD</b>	Specific Learning Difficulty
<b>MLD</b>	Moderate Learning Difficulty
<b>SLD</b>	Severe Learning Difficulty
<b>PMLD</b>	Profound & Multiple Learning Difficulty
<b>BESD</b>	Behaviour, Emotional & Social Difficulties
<b>SLCN</b>	Speech, Language and Communication Needs
<b>HI</b>	Hearing Impairment
<b>VI</b>	Visual Impairment
<b>MSI</b>	Multi-Sensory Impairment
<b>PD</b>	Physical Disability
<b>ASD</b>	Autistic Spectrum Disorder
<b>OTH</b>	Other Difficulty/Disability

### Classification of Levels of support (Code of Practice September 2014)

Statement of Special Educational

Education, Health Care Plan

SEN Support

### SEN Support Categories-The Graduated approach (New Code of Practice September 2014)

- Cognition and Learning
- Communication and Interaction
- Sensory and Physical
- Social and Emotional

## **Appendix C**

### **The role of the Teaching Assistant**

Teaching Assistants have Job Descriptions appropriate to the level of responsibility which they hold, however the following list provides some of their expected roles and responsibilities:

- Support students experiencing learning difficulties.
- Contribute to the management of student behaviour.
- Contribute to the maintenance of a safe and secure learning environment.
- Contribute to the health and well being of students.
- Establish and maintain relationships with individual students and groups.
- Assist in preparing and maintaining the learning environment.
- Contribute to the planning and evaluation of learning activities.
- Contribute to maintaining student records.
- Observe and report on student performance.
- Promote students social and emotional development.
- Provide support for bilingual and multilingual students.
- Support students with communication and interaction difficulties.
- Support students with cognition and learning difficulties.
- Support students with behavioural, emotional and social development needs.
- Provide support for students with sensory and / or physical impairment.
- Support the use of information and communication technology in the classroom.
- Help students to develop their literacy skills.
- Help students to develop their numeracy skills.
- Help students to access the curriculum.
- Review and develop their own professional practice.
- Support the development and effectiveness of work teams.
- Develop and maintain effective working relationships with other professionals.
- Liaise effectively with parents.