

Yateley School

SEN Policy

SECTION 1

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (September 2014)
- School SEND Information Report Regulations
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding policy
- Accessibility Plan
- Assessment policy
- Behaviour Policy
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEND Governor in liaison with the SLT, staff and parents of students with SEND.

Name of SENCO: Dr Lize van der Merwe

Currently working towards the National Award for SEN Coordination (NASENCO award), clause 64 (C & F Bill, 2014) responsible for managing Yateley School's provision for children and young people with SEND.

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Member of SLT with responsibility for SEND: Mr Rupert Keeble.

SEN Governor: Ms Sarah Jones

PRINCIPLES UNDERLYING THE POLICY

At Yateley School, we acknowledge current legislation and recognise that a percentage of our children may have a special educational needs and/or disabilities (SEND) at some stage in their school career. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students, whatever their needs or abilities.

Not all students with disabilities have special educational needs and not all students with SEN meet the definition of disability. However, this policy covers all of these students.

'Students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

'Students with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area'.

Students have a learning difficulty if they have:

- a) a significantly greater difficulty in learning than the majority of children of the same age or
- b) 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 (LEA).

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

The school adheres to the principles of the new code of practice and in particular would like to highlight the Hampshire County Council policy statement on special educational needs <http://www.hants.gov.uk/decisions/decisions-docs/050315-eduprc-R0308153910.html>

The Governing Body will adhere to the guidance in the Hampshire County Council document outlining the governing body's responsibilities <http://documents.hants.gov.uk/childrens-services/Agoverningbodysresponsibilitiessen2013.pdf>

STATEMENT

Yateley School is a mainstream setting. We aim to provide the best possible education for every student. We are committed to ensuring equality of education and opportunity for all students, and believe that all students are entitled to a broad, balanced and relevant curriculum that can be adapted to meet any specific need. We provide "high quality inclusive teaching" in line with the graduated response from the Code of Practice (2014) to allow all students to reach their potential. However, at times a student may require additional support beyond this practice.

Every teacher in our school is responsible for meeting the needs of all students in their class, including those with SEND. This is the first step in responding to students who have or may have SEND.

We aim to support the 4 areas of need identified by the Code (section 6.28-6.35):

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs.

SECTION 2: AIM

At Yateley School we want to ensure that:

- All students in the school are encouraged, valued and accepted equally, regardless of their ability and behaviour.
- All students are entitled to access a broad, balanced and relevant curriculum which is differentiated to meet individual needs and which enables all students to reach their full potential through the National Curriculum.
- The aspirations and expectations of all students with SEND are raised by a focus on outcomes for children, not just provision and support.
- Parents/Guardians play a vital role in supporting their child's education and we would like them to work in partnership with the school.

OBJECTIVES

The specific objectives of our SEND policy are as follows:

- To identify and provide for students who have special educational needs and additional needs and respond flexibly to ensure their needs are met;
- To work within the guidance provided in the SEN code of Practice, 2014;
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs that ensures that reasonable adjustments are made so that students with special educational needs and disabilities are encouraged and able to join in with school activities;
- To provide support and advice for all staff working with special educational needs students to ensure that all learners make the best possible progress;
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school and to work closely with parents, sharing information on children's progress and their individual needs;
- To ensure that learners express their views and are fully involved in decisions which affect their education;
- To promote effective partnership and involve outside agencies when appropriate;
- To continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available.

This policy sets out how Yateley School intends to meet these objectives. The procedures set out will be reviewed every year to ensure that the school community is doing all it can to meet the objectives.

SECTION 3: IDENTIFICATION OF SPECIAL EDUCATION NEEDS

As stated in the SEN Code of Practice 2014, there are four broad categories of need:

1. Cognition and Learning
2. Social, Emotional and Mental Health difficulties
3. Communication and Interaction
4. Physical and/sensory impairments

We identify the needs of students by considering the needs of the whole child. In accordance with the Code of Practice, students are only identified as having a Special Educational Need if they do not make adequate progress, once they have had all the intervention/adjustments and good quality personalised teaching (Section 6.37).

SECTION 4: A GRADUATED APPROACH TO SEND SUPPORT

At Yateley School we follow a graduated approach to SEND from an *ASSESS-PLAN-DO-REVIEW* framework.

Students with SEND that join Yateley are identified throughout enrolment. If needed, visits to feeder schools are arranged to make a note of students who have already been identified as having SEND, and collect information about their educational history. Follow-up visits are also arranged to discuss individual students in more detail. We also collect information about the student's educational history from the last school attended by the student, any educational support services who may have been involved with the student, and from the parents/carers. Additional transition sessions can also be arranged, as required.

Students who join Yateley School in Year 7 undertake a range of assessments to identify possible SEND and to identify their strengths and establish areas of difficulty. These include:

- Dyslexia Screener
- CAT4 (Cognitive Ability Test)
- Standardised Reading and Spelling Assessments.

We also review any existing Individual Educational Plans (IEPs) in consultation with the student and their parents/carers. The necessary information about students' SEND is passed on to appropriate school staff. Staff are also aware that they can request that a student be further assessed.

When students leave the school we will:

- pass on information about the student's educational history to any receiving school; and
- complete other transfer documentation as required.

Reporting of a student's attainment will be made in the context of the School's Assessment Recording and Reporting Policy.

SECTION 5: MANAGING STUDENTS NEEDS ON THE SEND REGISTER

Once a student's needs has been identified and assessed, we plan for outcomes and steps on how to achieve these outcomes, through an Individual Education Plan (IEP) in the form of a Learning Support Profile (LSP). A LSP will be written by the Key Worker for those students with an Education, Health and Care Plan (E), a SEN Statement (S) and those who are at SEN Support (K). This is a living document that:

- describes the student's SEND needs;
- the outcomes to be achieved within an agreed time frame;
- strategies to remove key barriers to learning effectively and
- the provision in place to allow this to happen.

The student will also be placed on the SEND register and parents/carers informed.

SEND students, receiving an intervention, are assigned a Key Worker. The Key Worker is responsible for compiling and creating the student's LSP in consultation with the student. The Key Worker will also review and update the outcomes and provision in the LSP if necessary.

The LSP will be reviewed termly for students with an Education, Health and Care Plan or a SEN Statement, and bi-annually for those at SEN Support. Students will participate fully in the review process. Parents/carers will also be invited to participate in the target-setting and review process. Parents are informed with each annual review. The level and type of provision is dependent on each individual student's needs.

The class teacher is responsible for evidencing progress according to the outcomes described in the LSP. Progress of the student is tracked and monitored termly to ensure that the provision is working. Teachers are responsible and accountable for the progress and development of all the students in their class, including where students access support from learning support assistants or specialist staff. Therefore, high quality teaching, differentiated for individual students, is the first step in responding to students who may have SEND. Our school regularly reviews the quality of provision for all students through lesson observations and the performance management system for staff.

If a teacher thinks they may have a student with SEND that is not currently on the SEN Register, the teacher completes an Intervention Request Form. The teacher and SENCo review what has been put in place for the student already and their progress, in line with their peers and national expectations. We follow the Hampshire criteria for SEND and standardised assessment tests for reading, spelling and mathematics may be used as screening tools.

SEND provision or intervention that is additional to or different from that available to all students, will be recorded on the departmental Provision Map. The Provision Map is updated termly to monitor students' progress from a range of evidence that is collected through the usual assessment and monitoring arrangements in school and any supplementary assessments conducted.

If, despite significant support and intervention at SEN support, the school has evidence that a student is making insufficient progress we may seek further advice

and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Students and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

External support services play an important part in helping the school identify, assess and make provision for students with special education needs. For example:

- Specialist Teacher advisors
- Multi-agency liaison meetings, with representation from Social Services, the Connexions Service, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable students.
- The Connexions Service Personal Adviser is invited to attend all Annual Reviews in Year 9 in order to contribute to the first Transition Plan, and then to the subsequent reviews of the Transition Plan.
- Educational Psychology Service
- Education Welfare Officer

For students who have statements of SEN or an Education, Health and Care Plan, in addition to the review of LSPs, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority. If a student makes sufficient progress a statement may be discontinued by the Local Education Authority.

SECTION 6: CRITERIA FOR EXITING THE SEN REGISTER

Once the termly review of SEND students' progress has been completed, students who are making progress in line with their targets will be removed from the SEN Register and placed on the Monitor Register. Their progress will continue to be monitored.

If a student is not making adequate progress, the Head of Learning Support (SENCo) will decide whether additional and / or different provision is necessary.

SECTION 7: SUPPORTING STUDENTS AND FAMILIES

Local Offer

Along with all other local authorities, Hampshire County Council now publishes information about services that are available for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities. This is known as the 'Local Offer'. On this site, you'll find a wealth of useful material that can help you access the right services and support for you and your family by visiting the website: http://www.hantslocaloffer.info/en/Main_Page

SEN Information Report

Yateley School's SEN Information Report can be accessed at:

<http://www.yateleyschool.net/wp/about-2/special-educational-needs/>

Admission Arrangements

For further information on the school's Admission arrangements, please visit:

<http://www3.hants.gov.uk/admissions/>

The Admission Policy is available from:

<http://www.yateleyschool.net/wp/about-2/admissions/>

Access Arrangements for exams/formal assessments

Heads of Department will ensure access for students with poor literacy skills when written formal assessment is required for NC purposes.

For students completing GCSE's and A level exams, access arrangements are formally applied for to the relevant exam board/s.

Transition

The school will liaise with the Career Guidance Service and other agencies to arrange Transition Plans for students with Statements (and other students with SEND who may benefit from Transition Planning) in Year 9, and will ensure that these Transition Plans are reviewed annually as part of the Annual Review process. (refer to <http://www3.hants.gov.uk/childrens-services/specialneeds/sen-home/sen-parentpublications.htm> for copies of Hampshire County Council parent information documents – The Transition Plan & The Annual Review).

SECTION 8: SUPPORTING STUDENTS AT SCHOOL WITH MEDICAL CONDITIONS

Yateley School recognises that students at school with medical conditions need to be supported in order to have full access to education, including school trips and physical education. Some students 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 students with Medical conditions 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 SEN Code of Practice (2014) is followed.

In order to support students with medical conditions at Yateley School, once a medical condition is disclosed, the student is placed on a Medical List that is distributed to all staff. The school is also in the process of creating a policy for supporting students with medical conditions.

Students that take medicine in school, has to adhere to the school's policy on [Administration of Medicines](#).

SECTION 9: MONITORING AND EVALUATION OF SEND

Yateley School regularly and carefully monitor and evaluate the quality of provision for SEND students.

This is done through termly reviews of SEND students' academic progress, audits of provisions and sampling of parent, students and staff views. This promotes an active

process of continual review and improvement of provision for all students.

SECTION 10: TRAINING AND RESOURCES

The school makes an annual audit of training needs for all staff through the school's self-evaluation process. This takes into account school priorities as well as personal professional development.

All teachers and support staff undertake induction training that includes a session with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual students.

The school's SENCO regularly attends the Local Authority's SENCO network meetings in order to keep up to date with local and national updates in SEND. The school is also a member of NASEN (National Association for Special Educational Needs).

The Continuing Professional Development coordinator, together with the Head of Learning Support (SENCo), takes responsibility for prioritising the SEND training needs of staff.

SECTION 11: ROLES AND RESPONSIBILITIES

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for all students and to be aware that needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for all students with SEN. It maintains a general overview and has appointed a representative governor (the SEN Governor), who takes particular interest in this aspect of the school.

The Head of Learning Support (SENCo) will:

- manage the day to day operation of this policy
- ensure that SEND provision for students is arranged
- manage the timetables of teachers and teaching assistants assigned to the SEND department
- report on the effectiveness of provision to the senior management team and to governors
- keep up to date with new initiatives to support students with SEND and share good practice with all teachers
- manage arrangements for monitoring, reviewing and evaluating the policy.

The Headteacher and Senior Leadership team will:

- manage the work of the Head of Learning Support (SENCo)
- identify resources for SEN
- plan with the Head of Learning Support (SENCo) how resources are used to support students in the most efficient, effective and equitable way
- set the overall school policy for Educational Inclusion with reference to the LEA's policy
- decide whether to put forward students for statutory assessment, in consultation with parents/carers

Subject teachers will:

- identify students experiencing difficulties
- discuss students with SEND with the Head of Learning Support (SENCo) and parents/carers
- review progress for students on the SEND register and set appropriate targets in accordance with the whole school target setting cycle.
- contribute to planning and provision to meet identified needs
- contribute to monitoring and reviewing procedures
- seek to meet SEND within the overall framework of inclusion in the school

Heads of Faculty will oversee the work of Heads of Department to:

- monitor progress made by students
- ensure LSPs are distributed to relevant teaching staff
- ensure curriculum plans detail strategies for differentiation
- use departmental resources to build the teaching resources available for SEND
- monitor teachers plans to ensure they include appropriate differentiation for students with SEND
- ensure assessment procedures are appropriate for students with SEND

Learning Support Assistants will:

- work in partnership with the teacher and other staff to foster effective participation of students in the social and academic processes of the school
- undertake additional roles and responsibilities, as specified in the appropriate role profile

All Governors will:

- identify and appoint one governor (or several) with a special interest in SEND
- ensure that students' special educational needs are identified and provided for
- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for students

SEN Governor will:

- meet termly with the SENCO and report back to the Governing Body
- be conversant with the SEN policy and ensure it is the latest version and on the school website
- ensure staff are informed of latest SEND measures

- attend any governor training pertaining to SEND
- monitor progress of different groups of students in comparison with national averages as well as the impact of any intervention put into place
- have an overview of the Learning Support staffing, their key skills and abilities and how the staff are used within the school to impact on SEND student progress
- have an up-to-date awareness regarding the SEN register

All support staff should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for students with additional needs
- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.

SECTION 12: STORING AND MANAGING INFORMATION

SEND documentation and information is stored confidentially and used in line with the school's Fair Processing of Personal Data and Privacy Notice. Available from: <https://moodle.yateley.hants.sch.uk/mod/page/view.php?id=14940>

SECTION 13: ARRANGEMENTS FOR MONITORING OF SEN POLICY

The success of the school's SEN policy will be judged against the aims set out above. The head teacher and governors will set new success criteria, in accordance with the School Development Plan. The Governing Body will ensure that it makes appropriate special educational provision for all students identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Provision Maps. The policy will be reviewed annually.

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of Learning Walks and classroom observations
- analysis of student tracking data and test results for individual students and for cohorts
- value-added data
- regular monitoring of procedures and practice by the SEN governor
- the school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- the school development plan, which is used for planning and monitoring provision in the school
- visits from Local Authority personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce LSPs and targets, revise provision and celebrate success.

SECTION 14: DEALING WITH COMPLAINTS

Complaints are addressed through Yateley School's complaints procedure. This is available at: <https://moodle.yateley.hants.sch.uk/mod/resource/view.php?id=10002>

SECTION 15: RELATIONSHIP TO OTHER POLICIES

Links to other whole-school key policies:

- [Equalities Information](#)
- [Behaviour Policy](#)
- [Teaching and Learning Policy](#)

Further information regarding Hampshire County Council's policies on SEN can be found at <http://www3.hants.gov.uk/childrens-services/specialneeds/sen-home.htm>.

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First review: January 2017

Next review : January 2018