



# PATCHAM HIGH SCHOOL

One Team, One Dream

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**

Review: October 2022

Next Review date: October 2023

*At Patcham High School we are committed to being a school for all and consider ourselves a proactive community who promote inclusivity and celebrate diversity. We are an Anti-Racist School who endeavour to create an environment which allows all our pupils and staff to thrive and learn from each other's differences; experiences, cultures, backgrounds, identities and abilities. It is our intention to ensure that all students are supported to be proud of themselves, respect each other and ultimately succeed as young adults. We are particularly conscious of the need to ensure the identities of those from minority groups are acknowledged and celebrated – in every field, at all times, every day - whether students of colour or LGBTQ+ we have an overall aim of providing equal opportunities for all by having One Team and One Dream.*

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

### Status Statutory

This policy relates has been developed in consultation with the SEN Parents' Forum, the SEN Link team and the SEN Representative on the Governing Body.

### Key personnel

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SENCO	Candice Bocking	01273 503908 Ext 265	cbocking@patchamhigh.org.uk
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### Purpose

All teachers are teachers of students with Special Educational Needs (SEN). We recognise that it is the teacher's responsibility to meet the needs of all the students in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if a student does not make adequate progress even when teaching approaches are targeted at a student's identified area of weakness, then the student may be identified as having SEN.

At Patcham High School, 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 SEN and not all students with SEN meet the definition of disability, but this policy covers all of these students. Further to this, not all students of low ability have SEN, and not all students with SEN are of low ability.

Patcham High School is a mainstream secondary school. We believe inclusive practice is central to developing higher quality teaching, with teachers holding responsibility for meeting the needs of all students within their class through classroom organisation, teaching materials, teaching style and differentiation. We offer a wide range of support to break down barriers to learning in order to reflect the needs of students with communication and interaction, cognition and learning difficulties, social, mental and emotional health and physical or sensory needs.

## **Guiding Principle**

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning.

The specific objectives of our SEN policy are as follows:

- to identify students with SEN and disabilities and ensure that their needs are met
- to work within the guidance provided in the SEN Code of Practice 2015 and operate a graduated approach to support
- to ensure that students with SEN and disabilities are able to join in with the activities of the school
- to safeguard students with SEN and disabilities as they are more vulnerable to abuse and exploitation
- to ensure that all learners make the best possible progress
- to ensure there is continual dialogue taking place between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnerships between school, parents/carers and students and outside agencies when appropriate in order to provide a holistic view of the student's needs
- to ensure all staff working with students with special educational needs are provided with opportunities for suitable support and advice

Further details of specific school actions relating to SEND can be found in Appendix 1.

## **Relationship to other policies**

This policy links with other school policies such as: anti-bullying, equalities, safeguarding, and health and safety policies.

## **Roles and responsibilities of Headteacher, other staff, governors**

Provision for students with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEN in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's SEN 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 students with SEN. The governing body maintains a general overview and has appointed a representative governor (the SEN governor), who takes particular interest in this aspect of the school.

The **Headteacher** has responsibility for:

- the general management of provision for students with SEN as it relates to the overall work of the school.
- working closely with the SEN personnel within the school
- ensuring all staff are aware of the need to identify and provide for students with SEN
- keeping the governing body informed about SEN issues
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors
- Ensure there is an SEN Advocate on the SLT

The **governing body** will ensure that:

- they keep themselves fully informed about SEN issues, including the requirements of the SEN Code of Practice (2015)
- SEN provision is an integral part of the school development plan
- they set up appropriate staffing and funding arrangements
- students with SEN join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- parents are notified if the school decides to make special educational provision for their child
- they appoint an SEN governor to liaise with the SENCO and report back to the governing body

The **special educational needs co-ordinator (SENCO)** is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the extra/alternative provision for students with SEN as and when it is needed
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify students with SEN
- carrying out detailed assessments and observations of students with specific learning problems
- supporting class teachers in devising strategies and advising on appropriate resources and materials for use with students with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of students with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and records
- monitoring and evaluation of progress of students with SEN through the use of existing school assessment information
- contributing to the in-service training of staff

- managing learning support staff/teaching assistants
- liaising with the SENCOs in feeder and other schools to help provide a smooth transition from one school to the other

**Teachers** are responsible for:

- providing for students with SEN in his/her class and to be aware that these needs may be present in different learning situations
- making themselves aware of this policy and procedures for identification, monitoring and supporting students with SEN
- including students with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- giving feedback to parents of students with SEN.
- providing information and assessment on individual students to the SENCO when required

**All staff** should:

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

### **Arrangements for monitoring and evaluation**

The Student Support Committee will receive a report in the Autumn term summarising the outcomes of SEN students across the previous academic year.

# **APPENDIX 1:** **Specific support for SEND Students at Patcham High School**

## **Identifying special educational needs**

The SEN Code of Practice refers to four broad categories of need:

- Cognition and Learning (C and L)
- Communication and Interaction (C and I)
- Social, emotional and mental health (SEMH)
- Physical/Sensory needs (PD)

These broad areas of need are for the purpose of identification which will enable the school to decide upon the action that should be taken. Within Patcham High School, the needs of students are identified by considering the whole child, not just their special educational needs.

The additional areas are not a special educational need, but may have an impact on a student's progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Student Premium
- Looked After Child
- Child of a Serviceman/woman

The process of identifying and responding to special educational needs is through a graduated approach with the initial focus being on high quality teaching within the classroom.

## **A Graduated Approach to SEN Support**

The graduated approach to support is based upon the whole school practice of continually assessing, planning, implementing and reviewing our approach to the teaching of all students. The SEN Code of Practice 2015 identifies high quality teaching which is differentiated for individual students as being the first step in responding to students who have or may have SEN. The SEN Code of Practice 2015 also states that teachers are accountable and responsible for the progress and development of students in their class, including students who have additional interventions, teaching assistant support or specialist input.

If it is felt that with additional support in the form of a short-term intervention or further advice from members of the Personalised Learning Team, a clearer picture of the student's needs will be built.

Referrals for additional input can be made as follows:

- Staff refer through a panel which includes the SENCO, Deputy SENCO, SLT member, Behaviour Manager, Head of Year, Advocate and Learning Mentor. These referrals will outline concerns and initiatives already in place and a course of action will be decided upon.
- Parents may refer concerns via the Year Group Leader or Form Tutor

In some circumstances a short-term intervention may be considered appropriate. Such interventions are then devised in consultation with the relevant specialist agency and are based around the student's needs. All interventions are planned and tracked using an 'assess, plan, do, review' process.

If, as a result of these interventions, it is considered that a higher level of intervention may be necessary, an Education and Care Plan may be applied for.

### **Managing students' needs on the SEN Register**

The details of all students who have a special educational need are held on the SEN register. The SEN register is a fluid document which is accessible by all teaching and support staff. In order to ensure the register is current and up to date:

- The SEN register is reviewed on a regular basis.
- Specific interventions are recorded on the Provision Map and shared with all staff
- Interventions are undertaken over a twelve-week period with targets set and tracked over this period. Interventions are reviewed in line with progress checks
- The range of interventions and support are outlined in the Local Offer: [www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer](http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer)
- If students are removed from the SEN Register they are placed on a monitoring register

### **Supporting students and families**

There are a number of means by which we aim to encourage links between home and school and thereby support both students and families.

- Parents' evenings and Options evenings
- Individual support for families over key transition phases
- SEN parent forum
- Close links with primary schools in order to develop transition programmes for SEN students
- Close links with colleges in order to support transition post-secondary school
- Access Arrangements testing undertaken and results shared with students and parents
- Links with AMAZE
- Further information is available on the local offer at: [www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer](http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer)

- The full school SEN Report can be found on the school website
- The policy for supporting students with medical conditions can be found on the school website

### **Supporting students with medical conditions**

- The school recognises that students within school with medical conditions need to be properly supported so that they have full access to education. This includes school trips and PE.
- Where a medical condition is classed as a disability the school will comply with its duties under the Equality Act 2010
- Some students may also have special educational needs and their Education, Health and Care Plan will outline provision required

The policy is part of our overall strategy to safeguard and promote the welfare of all children. We recognise that students with medical conditions need to be properly supported so that they have full access to education, including physical activities and out of school visits. The school recognises Section 100 of the Children and Families Act 2014 which places a duty on the Governing Body to make arrangements for supporting students at their school with medical conditions. A copy of the full policy can be found on the school website.

### **Monitoring and evaluation of SEND**

At Patcham High School we value parent/carer and student feedback. All parents' evenings encourage feedback and are aimed at providing suitable meeting times for all parents/carers.

Students are encouraged to share ideas via student voice and SEN students are encouraged to join all student bodies.

Students provide direct feedback on interventions they have undertaken and are included in the direction of interventions when suitable.

We welcome input from specialist teachers on how to develop teaching of SEN students within the classroom.

### **Training and resources**

We are very fortunate to be working with a wide range of specialists who regularly visit and advise on specific training. We work collaboratively in order to identify and plan training that will enhance high quality teaching within the classroom.

Both teachers and support staff are offered opportunities to undertake off site training.



Staff are audited on where they feel training is required and many training needs are identified through professional development discussions.

The SENCO attends the local authority forum in order to remain up to date with both national and local updates in SEND.

The SENCO has completed the NASENCO course and is a member of NASEN.

### **Storing and Managing Information**

All SEN files are kept within a locked space within the SEN work area. The IT department have responsibility for electronically held information.

### **Reviewing the policy**

The SEND policy is reviewed annually in conjunction with staff and parents through the SEN Parent Forum.

### **Accessibility**

#### **Statutory responsibilities:**

- Patcham High School is committed to increasing accessibility for disabled students in line with the DDA guidance
- We work in conjunction with specialist agencies, parents and students in order to identify and remove barriers to learning
- Regular observations and training for staff encourages discussion and targets for increasing accessibility to the curriculum, whilst focussed homework clubs and after school clubs encourages participation in the wider curriculum of the school for all students
- Written documentation can be provided in a range of mediums to improve accessibility for all students, parents and carers

### **Dealing with complaints**

Initial concerns should be forwarded to the SENCO. These will then be forwarded to the relevant area. All complaints are dealt with on an individual basis.

### **Bullying**

The school policy on bullying can be found on the school website. We offer a range of activities to support vulnerable students and a robust buddying system is in place. Our partnered reading scheme also offers support to our vulnerable students and encourages students to take on responsibility. We offer a range of small group activities aimed at improving resilience and promoting independence, with clearly identified safe spaces being available.

Training on specific needs, such as autism, is offered to students on a regular basis and is delivered by a specialist when possible.

The Lifeskills curriculum covers a range of protective lessons on areas such as the use and understanding of social media.