

Introduction – Legislative Framework

This policy has been written as guidance for staff, parents or carers with reference to the following guidance and documents:

- SEN Code of Practice 0 - 25 September 2014 (Appendix 1 – key changes).
- Ofsted Section 5 Inspection Framework January 2014.
- Equality Act 2010: advice for schools DfE Feb 2013: Non-statutory advice from the Department for Education, produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.
- Children and Families Act.

The policy was written by the school’s SENCO with the SEND Governor, in liaison with the SLT, all staff and parents of pupils with SEND. All stakeholders have been given the opportunity to be involved in the co-production and review of the policy at Department level, Academic Board Level, SLT Level and through SEND Parent’s Coffee Morning events.

Scope

This policy applies to leadership team, teachers, support staff and governors. It sets out details of how we will identify when a student has SEN and how staff, parents and students will work together to achieve the best possible outcomes for all children. The policy will be applied to all school based and extracurricular activities.

Aims

We want all pupils to achieve their potential and be able to access and enjoy the full range of life opportunities for the future. To achieve these aims we will:

- Make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
- Raise aspirations and enable all pupils to achieve their potential.
- Use high quality and accurate formative assessment to determine when special educational provision is appropriate.
- Have a consistent and graduated whole school approach for students who are not making adequate progress.
- Ensure a high level of staff expertise in adjusting and personalising teaching to meet pupil need, through well targeted continuing professional development.
- Ensure parents and students feel fully involved in SEN planning.
- Raise the expectations for all pupils with SEND, with a focus on outcomes for our students and not just hours or provision/support.

Responsibility:	SENCO
Review Period:	2-yearly
Last Review	Sep 17
FGB Approval:	
Review Date:	Sep 19

Responsibilities

Governors

- Report annually to parents on the implementation of the school's SEN Policy.
- Ensure there is a qualified teacher designated as SENCO for the school.
- Publish information on their website about the implementation of the governing body's policy for pupils with SEN. (Appendix 2).
- Ensure information published is updated annually.

Headteacher

- Report to governors on the progress of students identified as having SEN.
- Review the effectiveness of the policy.

SENCO

- Day-to-day operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Liaise with feeder schools and parents to gather SEND information prior to transition and ensure transition information is shared in a timely manner with all appropriate staff.
- Analyse progress data to monitor progress of SEN students and identify students whose progress raises concern.
- Undertake appropriate diagnostic assessment, to identify SEN needs as early as possible, using the structured SEN Protocol (Appendix 3) to ensure a Graduated Approach.
- When an Additional Educational Need (AEN), Disability or SEN is identified, provide teachers with comprehensive information about a student's strengths and weaknesses in the form of an Awareness Form (Appendix 4) with appropriate strategies to remove barriers to learning.
- Review and, where necessary, improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Identify individual, department and whole school CPD needs.
- Involve parents, the student and appropriate staff in the planning and review process for any student needing SEN Support. (Appendix 5).
- Ensure that the school keeps the records of all pupils with SEN up to date.

Leadership Team

- Monitor quality of teaching and learning for SEN students and vulnerable groups.
- Monitor progress of SEN students, those with Disabilities or AEN.
- Ensure SEN is a regular agenda item for Academic Board Meetings.
- Inform SENCO of CPD needs.

Heads of Department

- Ensure SEN is a regular agenda item for Department Meetings.
- Monitor lessons and planning to ensure there is high quality teaching targeted at individual areas of weakness.
- Monitor Awareness Form Strategies are being used effectively.
- Submit SEND/SEMH concern forms to SENCO for any student who is not making adequate progress
- Inform SENCO of CPD needs.

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Teachers

- Are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Plan well differentiated lessons that ensure all students have access to personalised quality first teaching.
- Make appropriate adaptations to teaching and materials, targeting individual needs and using strategies in Awareness Forms.
- Submit SEND/SEMH concern forms to SENCO for any student who is not making adequate progress
- Inform SENCO of CPD needs.

Support Staff

- Ensure information on Provision Map is up to date.
- Submit SEND/SEMH concern forms to SENCO for any student who is not making adequate progress
- Understand the needs of students they work with and make appropriate adjustments to class tasks and interventions.

Monitoring and Review

Monitoring and evaluating of the effectiveness of our policy and provision for SEND/ vulnerable learners is embedded in whole-school processes for the monitoring and reviewing of the progress of all students. These students will be tracked as discrete groups as well as compared to whole school community and against national averages.

Monitoring/evaluation	Person/s responsible
Implementation of policy	Governors, LT, SENCO
Effectiveness of policy	Governors, LT
SEN Support Plan/Annual Review (EHP) Outcomes	SENCO, Teachers, Parents, Students
Classroom Snapshot	SENCO
Progress made by intervention groups	SENCO, SpLD Teacher, Literacy Co-ordinator, Reading Co-ordinator, GLH Manager, Student services
Observations	LT, HODs
Work sampling	LT, AB, SENCO
Scrutiny of planning	LT, HODs
Pupil and/or parent interviews	Tutors, Teachers, HODs, HOH, Student Services, GLH Manager, SENCO
Pupil progress tracking	Whole-school processes
Attendance tracking	EWO, All staff
Child Concern Board	LT, HOH, Student Services, EWO, SENCO
Monthly Parent SEND Coffee Morning	SENCO

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SEN Code of Practice (2014)

The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities.
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus).
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs).
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.
- Information is provided on relevant duties under the Equality Act 2010.
- Information is provided on relevant provisions of the Mental Capacity Act 2005.

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King Richard School SEND Report

The SEND Report is published on the school website: www.kingrichardschool.net and will be regularly reviewed and updated.

The Report explains the four types of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

as outlined in the Code of Practice 2014 and explains 'Ordinarily Available Provision'. It gives information about interventions, the different ways we support pupils and parents/carers, provides answers to some frequently asked questions and has a glossary of common terms and acronyms.

The Report has a link to the **Portsmouth Local Offer** website www.portsmouthlocaloffer.org

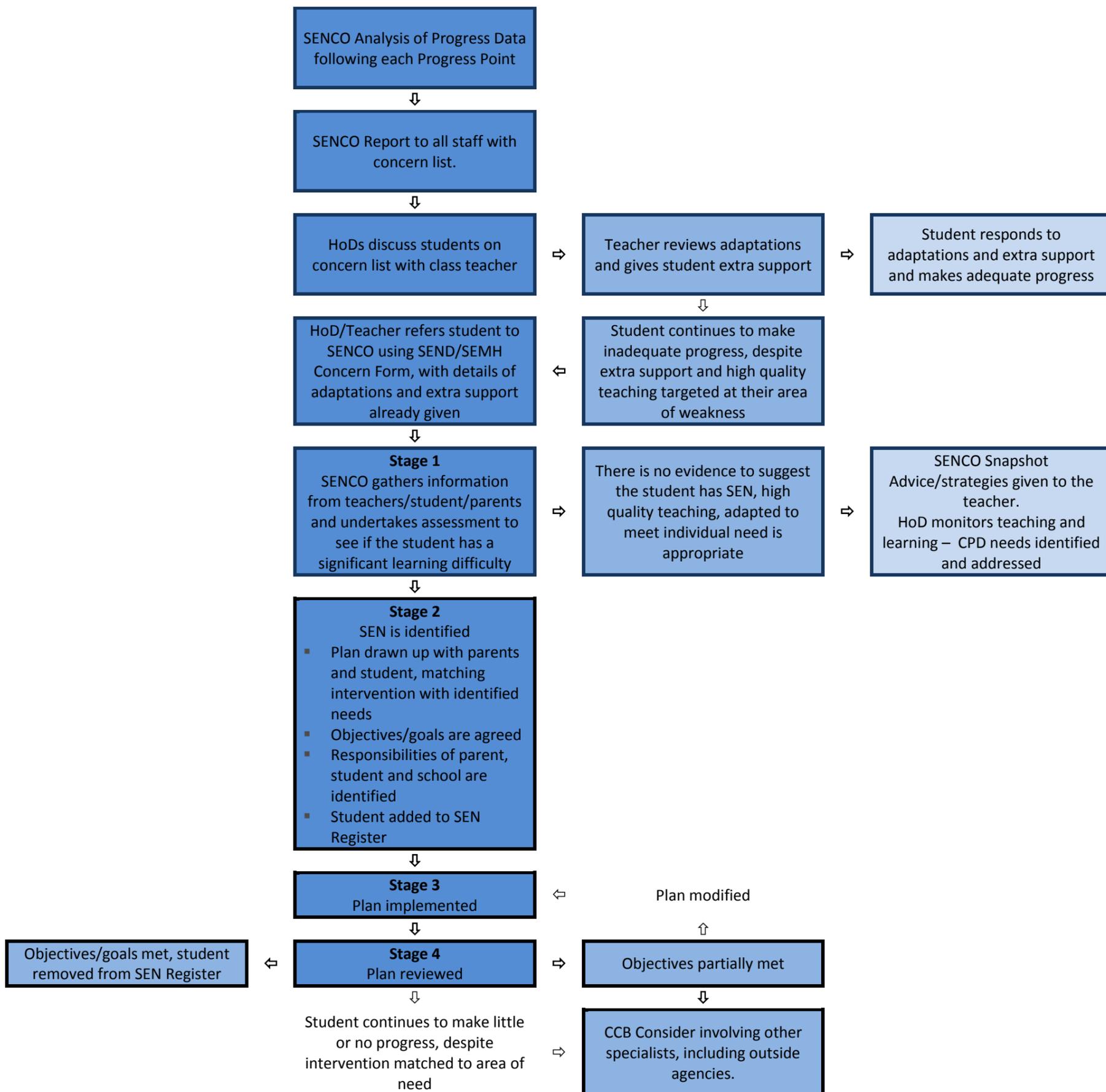
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SEN Protocol

Children's needs should be identified and met as early as possible and the school has a structured SEN Protocol to ensure the needs of all children who are not making adequate progress are identified and met.



SEN PROTOCOL



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Alongside the SEN Protocol, needs are identified using a range of sources with early transition planning being vitally important. The SENCO and key support staff hold transition meetings with Primary Schools to ensure all background data and information is collected and used in planning. Parents are invited to attend induction meetings to meet staff and discuss their child's needs.

The SENCO attends Year 6 Annual Review Meetings for students with an EHCP.

Every Year 7 student is assessed on entry to determine their reading age and cognitive ability. Students highlighted as being below expected levels, or who are already on the SEN register from KS2, will then be assessed further to provide full diagnostic evidence of their needs. Students who are significantly below their expected reading level will be targeted for individual reading intervention. Students reading will then be assessed on an annual basis until they reach expected levels. Students who have not reached expected levels by Year 9, despite appropriate intervention, will be tested to see if they meet the criteria for Examination Access Arrangements to support reading.

Students may be identified as having additional needs which could impact on progress and attainment but are not considered to be SEN. Typically these needs would fall into one or more of the categories listed below.

- Disability
- Social, Emotional or Mental Health
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The school has a team of designated staff to support these students and their families.

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

Well differentiated quality first teaching will be appropriate for most pupils. All learners will have access to quality first teaching which will be monitored through observations by Heads of Department and Leadership Team.

Some vulnerable learners will have access to interventions, these will be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not be pupils with identified special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

All vulnerable learners will be included on a 'provision map' which outlines and monitors additional intervention across the school. The provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need

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- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment

The class teacher is responsible for the progress of each child in their class and reviewing the impact of any intervention. Training our teachers to be able to understand and plan to meet the needs of each child in their class is ongoing.

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Awareness Form

When an Additional Educational Need (AEN), Disability or SEN is identified, an Awareness Form is written to provide teachers with comprehensive information about a student's strengths and weaknesses and give a range of appropriate strategies to remove barriers to learning.

AWARENESS FORM



Name: XXXXXXXXXXXX

Year Group: X

Strengths:

XXXXX has good verbal comprehension and fluency. He has a particular strength in generating words. He is better able to make sense of things when he is able to talk about a task. He has a positive attitude and is well behaved.

Main Issue(s): Problems with working memory – slow speed of writing

- **Communication and Interaction**
 - No concerns
- **Cognition and Learning**
 - significant difficulty with working memory will make it difficult for XXXX to hold information in his mind while he works on it. He may have difficulty following instructions and discussions in class.
 - slow speed of processing information
 - XXXX is able to decode words that follow phonological rules but he struggles with irregular words which require rote learning and recall.
 - XXXX finds it difficult to process and makes sense of visual information like pictures and patterns.
- **Social, Mental and Emotional Health**
 - XXXX will find it much harder to remain focused than his peers so the school day is likely to be more tiring and effortful for him than for others.
- **Sensory and/or Physical**
 - XXXX has a history of medical problems and he is reviewed annually following heart surgery at the age of 5. There have been a number of factors contributing to a general delay in learning and given time he should catch up completely.

Strategies:

- Break tasks into small chunks, prompt at each step.
- Keep instructions short and deliver them one part at a time. Check XXXX understands instructions by getting him to explain in his own words what he has to do.
- When working with XXXX, speak the thought process aloud, e.g. when working through a maths problem, to model the approach he needs to adopt to help him use well developed verbal skills to solve problems.
- XXXX should use his finger to track words when reading and for other appropriate visual tasks.
- XXXX should use a highlighter to pick out key words in sentences in text he is reading. A plastic overlay can be used with worksheets and text books.
- Get XXXX to use his finger to show where capital letters and full stops are.
- Give XXXX extra time to process information and complete tasks, this includes homework, class work and tests.
- keep a look out for signs of working memory overload. Signs are; appearing not to be paying attention, incomplete recall, place-keeping errors, not managing to follow instructions and abandoning the task.

Further information on working memory in the classroom can be found at <http://www.york.ac.uk/res/wml/Info%20parents%20and%20teachers.html>

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SEN Support

Pupils will be offered additional SEN support when it is clear that they are not making adequate progress despite appropriate intervention/adjustments and good quality personalised teaching and their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offered for all pupils in the school; ie they have a special educational need as defined by the SEN Code of Practice 2014.

The SENCO will use the Graduated Approach of ‘assess, plan, do, review’, as set out in the Code of Practice 2014, to:

- outline what needs have been identified
- agree how the key barriers can be remove effectively
- set clear outcomes to be achieved within a time frame
- agree who is responsible for each part of the plan
- monitor the implementation of the plan
- review the plan

A Plan will be drawn up by the SENCO in consultation with parents, student and key teachers/support staff. The Plan will be maintained and updated by the SENCO, each person named within the Plan will have their own responsibilities and will be accountable for evidencing progress according to the outcomes described in the plan.

Students with an SEN Plan will be placed on the school’s SEN Register, at the ‘review’ stage all those involved in the plan will seek to determine if the objectives of the plan have been met, partially met or not met and decide if the plan needs to continue or not. If the objectives of the plan have been met the student will be removed from the SEN Register. If the plan has been partially met it may be modified and a new time frame set for review. If the plan has not had a reasonable impact on the student’s progress the student will be taken to Child Concern Board (CCB) to consider further actions which may include referral to other specialists or outside agencies. The time frame for each SEN Plan will be agreed when the plan is drawn up but it is our intention that most plans will be reviewed termly.

The school’s SEN Report sets out details of the four types of SEND and the provision we have to support these areas of need. We regularly review and evaluate our provision, committed to achieving the best possible outcomes for our students.

Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support but may be included in the school’s Provision Map.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan.

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