



Codsall Community High School

SEND Policy

Contents

Glossary	2
Introduction	3
Aims and objectives	3
Management of SEND provision	4
The role of the SENCo	4
Admissions, access arrangements and specialisms	5
Resources and finance	6
Identification, assessment and review procedures	6
Individual education plans and curriculum entitlement	7
Criteria for evaluating the success of the school's SEND policy	8
Arrangements for considering complaints about SEN provision	8
Staff deployment and development	9
External services	9
Partnerships with parents	10

Arrangements to support transition	10
Appendix – Example of a SEN Passport	11

Glossary

AEN	Additional Educational Needs
APS	Approved Provider Standard
BMS	Bilbrook Middle School
CCHS	Codsall Community High School
D&T	Design and Technology
EHC Plan	Education, Health Care Plan
EP	Educational Psychologist
HLTA	Higher Level Teaching Assistant
IEP	Individual Education Plan
ICT	Information, Communication & Technology
LA	Local Authority
PHSEE	Personal, Health, Social and Economic Education
PMS	Perton Middle School
PSP	Pastoral Support Plan
SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Coordinator

SENSS Special Educational Needs Support Service

TA Teaching Assistant

Introduction

The Special Educational Needs and Disabilities (SEND) Policy outlines the policies used in Codsall Community High School to support students with SEND. The school website also hosts the Special Educational Needs & Disabilities Local Offer, which contains key elements of the policy presented in a suitable format for parents.

The SEND policy at Codsall Community High School is based on the SEND Code of Practice: 0 to 25 years (DfE, 2015). It recognises that all students entering Codsall Community High School are different in their abilities, aptitude and interests. The school aims to provide all students with a physically, morally and educationally secure environment in which to develop and reach their true potential as set out in the school aims and values.

The principles, practices and procedures underpinning the SEND policy are:

- All students with SEND are identified and assessed as early as possible using information received from feeder schools on transfer documents and discussion with staff.
- In most cases a student on the SEND register will not be statutorily assessed and support will be internal. Each student should have their needs assessed against a consistent framework determined by the LA.
- Where a student has severe and complex learning difficulties, or physical difficulties, and where the LA considers it necessary to undertake a statutory assessment, the LA will seek to ensure that all the necessary procedures are completed within 20 weeks of the date these procedures are formally initiated. The LA has a duty to specify the provision required to meet the needs identified as effectively as possible, and ensure the annual review of the special educational provision.
- Students who have a particular gift or talent may also require specific support in order for them to realise their potential. This is addressed through the Gifted and Talented Provision.
- Special Educational Needs provision will be more effective when there is a cohesive working partnership between all involved: the student, parent or carer, staff and the LA.

Aims

- To provide a framework for all students on the SEND register who may have Special Educational Needs or Disabilities either throughout, or during a set time, during their school career.
- To identify, diagnose and assess the learning need of all students and to liaise with faculties to ensure individual needs are met.
- To ensure that a broad and balanced curriculum is made accessible to all students by providing appropriate support.

Objectives

The aim of this policy will be realised through the following objectives:

- By working within the SEND Code of Practice: 0 to 25 years.
- By raising expectations, performance and achievement.
- By ensuring continuity through close liaison with partner schools.
- By offering an appropriate curriculum;
- By providing effective support through a student passport and through provision mapping.
- By the use of appropriate resources, teaching materials and styles to encourage and reward positive behaviour and achievement.
- By involving SEND students in their own learning, and the processes by which it is acquired.
- By keeping accurate and up-to-date records on all SEND students.

Management of SEND Provision

- The Executive Headteacher delegates the day-to-day management of SEND matters to the SENCo.
- The SENCo is responsible for the implementation of the policy and the assessment of students with SEND throughout all years.
- The SENCo will meet regularly with Middle School SENCos and visit Middle Schools in the summer term to meet students and parents where necessary.
- All documentation relating to students at various stages of assessment, along with names of students who may require support, are passed in transition meetings between school SENCos.
- The SENCo will make good use of all internal assessment data to identify students with SEND.
- The overall responsibility for allocating personnel to support SEND students will be with the SENCo.
- The SENCo is responsible for liaising and working with outside agencies and with parents whose children have SEND.
- Providing appropriate work and encouraging the development of all students, including those with SEND, is the responsibility of all teachers.
- The provision of specific individual support lies with the SENCo and this is documented in the SEN Passport and provision map.

The role of the SENCo

The Special Educational Needs Coordinator at Codsall Community High School is Miss E Davies who has been appointed as the permanent full-time SENCo. The SENCo can be contacted at edv@ch-pb.com .

The SENCo is responsible for:

- Completion of all administration for the school based stages of assessment.
- Facilitation and coordination of LA assessments.
- Liaising with and advising teachers.
- Coordinating provision for pupils with SEND including in class support and/or specialist teaching.
- Maintaining the school's SEND register which will be updated termly.
- Contributing to staff training, which may be in-house or specialised training from outside sources.
- Liaising with parents and those with parental responsibility for students with SEND.
- Liaising with external agencies and meeting with them on a need basis.
- Liaising with the SEND Governor at least termly.
- Reporting to the SEND Governor and the Governing Body on SEND at each Governing Body Meeting.

Admission Arrangements

- The Federation's admission policy is set out in the document "Admission arrangements Policy" on the school website and is based on the LA document "Information for Parents" which is published annually. A copy of this is in the prospectus and is available from the school office.
- Each individual request for admission of students with SEND is judged using the following criteria – Is it in the best interests of the student? and would the education of the student hinder the education of others?
- Each request will be viewed sympathetically.

Accessibility

Codsall Community High School is a large and complex site, with ramps, disabled toilets, hoists, handrail provision and internal lifts, which is suitable for wheel chair access.

Full details of how the school's accessibility will improve over time is show in the "Accessibility Plan", which can be found on the school website.

Specialism

Over the past few years Codsall Community High School has managed and supported pupils with a wide spectrum of SEND. These needs fit into one of the four broad categories of primary need outlined in the Code of Practice. These are:

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

Codsall Community High School has a dyslexia policy in place, with agreed whole school strategies (see website).

Resources and finance

Funding for SEND students is received by the school through the age-weighted pupil unit and the notional SEND budget. Additional Educational Needs (AEN) funding is received for a small number of students and some SEND students also receive funding through the pupil premium (see "Pupil Premium Report" on the school website).

All funding for SEND is spent on supporting students with statements/EHC plans and those with needs identified by the school's SEND Register. Responsibility for allocating staffing and physical resources, both within faculties and across the school, lies with the SENCo.

This academic year, the SEND department has been allocated **£1,327** from the school capitation to support the curriculum and resource new initiatives.

Physical provision

The Codsall Community High School SEND base is located in the "inclusion" area and primarily operates from room H8 which is a large well-equipped room with computers linked into the main school network. Adjacent to room H8 is the Learning Support Centre.

Identification

The vast majority of students with SEND who join Codsall Community High School have been identified earlier in their academic life and information relating to their needs has been received from partner schools prior to transfer. During the first half term of Year

9 all students are screened for reading, spelling and maths and students who join Key Stage 4 at a different time are assessed during their first week.

The Accelerated Reader: Star Renaissance Reading Group Test is used to assess reading ability and Assertive Mentoring are used for Mathematics. Access arrangement tests are also used to establish difficulties with reading, processing and speed of handwriting. Students found to have a standardised age score (SAS) in reading, spelling or maths of 84 or less are identified as "learning concern" and receive targeted intervention from teachers and TAs in the English and Mathematics faculties. If students do not make rapid progress within a term then additional support is provided by the SEND department and, where appropriate, an application is made for access arrangements.

Each term all students in the school are assessed in all their subjects. If a student is performing significantly lower than expected for their age in English and/or Mathematics then they are identified as "learning concern" and receive targeted intervention from teachers and TAs in the English and Mathematics faculties.

SEND support

The SENCo is responsible for assessing students who do not make adequate progress after classroom based intervention. In consultation with teachers, parents and the student, an SEND Passport is written with all needs highlighted, the strategies being suggested and a date by which it must be reviewed. The SENCo is responsible for monitoring progress for all students at SEN support.

Where there are social, emotional or mental health needs, the pastoral team, which includes the Assistant Headteacher: Inclusion, Heads of House, Pastoral Managers, Form Teachers, external support agencies and parent/carers are all involved in the implementation of the programme of support.

At the end of the review period the SENCo and others who are involved in the SEND Passport will decide if the student:

- Stays at SEN support with continued intervention coordinated by the SENCo.
- Reverts to "Learning Concern" for monitoring.
- If after two reviews there is no improvement the SENCo may decide to seek help from external agencies to support the student's specific needs.

The SENCo is responsible for making sure that outside agencies have full access to any information on the student. The outside agencies will assess the student and in conjunction with the SENCO, set up a further SEND Passport or provide external agency support. Parents are involved and kept informed of progress, assessments and review dates. Should the students fail to make progress after two reviews, even with support

from outside agencies, further external assessments will be sought, which may result in a statutory assessment.

Statutory assessment

At this stage the school along with the support services involved, make a case for the LA to formally assess a student with a view to gaining an Education, Health Care Plan (EHC Plan). The LA must respond to the request within the maximum of 6 weeks but legally as soon as it is able to. The Educational Psychology service and other agencies involved with the student will liaise with the SENCo and parents at this juncture.

The LA together with outside agencies, will decide if a student needs formal assessment or not. After formal assessment, if an EHC Plan is issued, this will set out the legal guidelines on provision for the student.

Terms of inclusion on the SEND register

Students with learning difficulties, i.e. those who have **significantly** greater difficulty in learning than the majority of young people of the same age. This is usually evidenced from results of formal tests undertaken throughout their academic careers e.g. Key Stage test and teacher assessment data.

Students with a disability, which prevents them from making effective use of the educational opportunities provided in school.

Students whose Social, Emotional and Mental Health is hindering their potential to achieve at their expected levels of performance.

Students who require something additional or different to be able to access the curriculum.

Student Passports and Provision Mapping

When a student requires additional SEN support an SEND Passport must be drawn up.

The aim of this is:

- To make subject teachers aware of the student's needs;
- To outline the support that should be put in place to address these needs;
- To set clear targets for the student to achieve.

The Passport will be compiled by the SENCo in consultation with the student, parents and carers and teachers. It will contain the following information (see appendix 1):

- Identity of the pupil
- Nature of the need(s)
- Support to address needs
- Review date
- Targets to be achieved are the agreed with each student and recorded on a separate mentoring form as part of the mentoring programme in place for all students at SEN Support. These targets are reviewed termly.

A provision map of students' support arrangements is recorded on the School Information Management System (SIMS).

If after two periods of review a student, with a Passport, is failing to make sufficient progress then further intervention and adjustments are implemented. Where progress occurs the student will be moved to "Learning Concern" and monitored - This is the process for exiting the SEND register.

Local offer

Codsall Community High School sets out the provision it offers to children and young people with SEND on the school website (www.cc-hs.com/send-inclusion/) in the School information report. Staffordshire LA also publishes each school's information report in their Local Offer page, on their website.

Curriculum entitlement

- The school's Inclusion and Equality Policy includes a statement of the curriculum entitlement of every student, including those with SEND and the steps taken to prevent pupils with SEND from being treated less favourably than other pupils (see school website).
- All departments promote the skills of oracy, literacy and numeracy through everyday teaching of their subject.
- Some classes are mixed ability and differentiation occurs by task and outcome. In other subjects setting occurs e.g. Maths, English, and to some degree differentiation occurs through the setting by ability.
- Teachers and Teaching Assistants help support students in mainstream classes and provide specific help on an individual basis.
- Students entering in Year 9 have the opportunity to select courses suited to their needs.
- It is expected that every student irrespective of their ability will have full access to the opportunities offered in the school both educational and social.
- The use of personal tutors and Teaching Assistants to support students in their classes and provide specific help should aid development, promote confidence and build self-esteem in the student.

Criteria for evaluating of the SEND policy

The criteria used to evaluate the effectiveness of the SEND policy are:

- English progress for SEN: Support and SEN: Plan;
- Maths progress for SEN: Support and SEN: Plan;
- Overall attainment for SEN: Support and SEN: Plan;
- Overall progress for SEN: Support and SEN: Plan;
- Average attendance for SEN: Support and SEN: Plan;
- Persistent absence for SEN: Support and SEN: Plan;
- Fixed term exclusions for SEN: Support and SEN: Plan;
- Repeat exclusions for SEN: Support and SEN: Plan;
- Permanent exclusions for SEN: Support and SEN: Plan;
- Destinations data for SEN: Support and SEN: Plan;
- Levels of parent and student satisfaction with provision and progress.

Complaints about SEND provision

- All parents with children on the SEND register will be informed of the fact and be made aware that the SENCO is always available in school to answer any queries they may have. We operate an open door policy.
- Any concerns about provision should be dealt with by the SENCo in the first instance.
- In the event of a parent or guardian not being satisfied with provision after contacting the SENCo, they should follow the school complaints procedure (see website).
- In the event of continued dissatisfaction, parents may appeal in writing to the LA.

Staff deployment

Codsall Community High School works on the principle that students with an EHC Plan will receive the required number of welfare hours and specialised teaching hours dictated by the EHC Plan. Students receiving SEN support will receive up to 5 hours of support, specific to their needs.

Teaching Assistants provide in class support or small group support as appropriate. At Codsall High there is currently 3 full-time Higher Level Teaching Assistant (HLTA), 5 full-time and 1 part-time Teaching Assistant (TAs) and 1 apprentice TA.

The SENCo meets regularly with Teaching Assistants and apprentice TAs to ensure support is being effectively and appropriately utilised.

Staff development

- It is school policy that all staff (teaching and non-teaching) are encouraged to remain up- to- date and skilful in their area, attending courses that will enhance their skills and knowledge.
- As part of appraisal and the commitment to ongoing staff development the SENCo should ensure that relevant courses are brought to the attention of the Teaching Assistants.
- Many of our Teaching Assistants are specially trained to work with pupils with SEND and deliver interventions and different forms of additional provision.

External services

Codsall Community High School regards the support services and outside agencies as an essential aid in helping to meet the needs of students with SEND and each service provides their own professional perspective. The services and agencies used by the school include:

- The Educational Psychology Service (EP)
- The Special Educational Needs Support Service (SENSS)
- The Speech and Language Therapy Service (SALT)
- Autism Outreach Team (AOT)
- Physical Disability Outreach Service
- Sensory Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nurse
- Attendance Advice Practitioner (AAP)
- Education Welfare Officer
- Local Support Team (LST)
- Base 25

Partnership with parents

- Codsall Community High School encourages all parents of children with SEND, to make contact with the SENCo, to form an effective working partnership.
- The views of parents form an integral part of the annual review and they are made to feel welcome.
- Review meetings are arranged at a time convenient for them to attend, and their views of the student's provision are paramount to the successful implementation of that provision.

- A partnership is essential with parents of children with SEND because the aim is to create a situation where parents do not feel afraid or apprehensive about contacting school.
- Specific parent's evenings concerning students on the SEND register are part of the school calendar and these are organised and staffed by the SENCo and Teaching Assistants.

Arrangements to support transition

- The SENCOs in the pyramid meet regularly throughout the year and annually in July to discuss and hand over the information and files on all children on the SEND register, using the pyramid transfer document.
- The SENCo from Codsall High visits Middle Schools throughout the summer term to obtain relevant information on students transferring in September and also to meet with parents of these students where necessary.
- Students nervous about transferring have extra visits organised (other than the normal induction day) in an attempt to overcome some of their concerns.
- Transfer of students from "out of area schools" is not a major issue and files are usually passed through via SENCOs. Any further information that maybe required can usually be obtained by a telephone call to the previous school.
- At Codsall High Annual Review meetings at Year 9 and beyond include information about post-16 opportunities available to students through the preparing for adulthood document. The Careers Service provides this guidance and works regularly with the special needs department; it's students (and their parents/carers) throughout their school career.

Appendix

Student name

SEND register information

SEND Support Code: K- (SEN support)

Cognition and learning – Moderate learning difficulty

SEMH – Social, emotional and mental health

Areas of need/areas for development

- Poor literacy and numeracy skills
- Displays dyslexic traits when writing

Strengths/Hobbies:

- Loves Music and Performing Arts

Support strategies for all staff:

- Ensure reading material appropriate to reading age
- Additional time for processing
- Provide template to help organise writing
- Provide topic/subject specific glossary and key words to aid spelling

Targets:

- To record regular spelling errors in spelling book to aid memory of common words

Review date:

January 2020