



THE CORBET SCHOOL

SEND Policy

Associated Policies

Please refer to the SEND Information document which can be found on the school website.

Other Policies which link with the SEND policy include: The Accessibility plan; Admissions Policy; Behaviour Policy; Teaching and Learning Policy and the SEND Information Report

Review Period:- Annual

**Review Completed:- February 2019
Assistant Head)**

Next Review Due:- February 2020

Policy Manager:- RVS (SENCO

Approval Authority:- Curric/GB

Compliance

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

- . Equality Act 2010: advice for schools DoE Feb 2013
- . SEND Code of Practice 0-25 (September 2014)
- . Schools' SEN Information Report Regulations
- . Statutory Guidance on supporting pupils at school with Medical Conditions (April 2014)
- . Safeguarding Policy
- . Accessibility Plan
- . Teachers' Standards 2012

This is a policy created by the SENDCO in liaison with the SEND Governor and the Senior Leadership Team.

SECTION 1

SENDCO Contact Information:

- . The named SENDCO at the Corbet School is Mrs Rachel Stokes.
- . The SEND Governor is Mrs Helen Scarisbrick

Core values

At the Corbet School we believe that success is the right for all of our students. We want all students to become confident young people, living fulfilling lives and making a successful transition to adult life. We work to ensure that all students are included in the life of the school.

We believe that every teacher is a teacher of SEND and is responsible for meeting the needs of learners through appropriate differentiation.

SECTION 2

The aims of this policy are:

1. To raise standards of achievement for all students identified with Special Educational Needs and Disabilities through a focus on outcomes for students.
2. To ensure full entitlement and access for SEND students to high quality education within a broad, balanced curriculum to enable them to reach their potential.
3. To educate SEND students where possible, alongside their peers, within the mainstream curriculum, whilst balancing the views of parents and individual student needs.
4. To expect all students to be actively involved and contribute positively to school life.

5. To use best endeavours to identify and assess students with SEND as early and as thoroughly as possible.
6. To expect active parent participation in decision-making regarding provision affecting educational progress.
7. To support smooth key stage transitions for students on entry, within key stages and beyond school.

Objectives:

1. To work within the guidance provided in the SEND Code of Practice.
2. Designate a teacher to be responsible for co-ordinating SEND provision (SENDCO).
3. Designate a member of the SLT to be a champion for SEND. (The SENDCO is also Assistant Head)
4. Designate a School Governor to oversee the school's arrangements for SEND.
5. Publish our SEND Information report on the school's website.
6. Set aspirational targets for all students.
7. Track progress of students to identify underperformance early.
8. Provide support for all staff to ensure that they are equipped with the skills and information to remove potential barriers to learning in their lessons.
9. Work with other professionals when required, to inform SEND support.
10. Ensure that SEND students are actively encouraged to engage in the opportunities of school life alongside their peers.
11. Deliver targeted interventions focussed on positive outcomes.
12. Inform parents when additional and different provision beyond the classroom is being made for their child.

SECTION 3 **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

A pupil has Special Educational Needs when their learning difficulty or disability requires special educational provision, that is provision which is different from and/or additional to that normally available to students of the same age.

The 2014 Code of Practice identifies 4 broad categories of Special Educational Need and these are:

- . Communication and Interaction
- . Cognition and Learning
- . Social, emotional and mental health difficulties
- . Sensory and/or Physical Needs

How we identify students with SEND

Tracking systems across the Corbet School are used to identify students who are making less than expected progress given their age and individual circumstances. This can be categorised as progress which:

- . Is significantly slower when compared with peers starting from the same baseline.
- . Fails to match or improve upon the student's previous rate of progress.
- . Fails to close the attainment gap between the student and their peers.

In this situation, it is possible that a slow rate of progress may be due to a Special Educational Need and further investigation/assessment is required. Other triggers can come from a number of sources including:

- . Concerns raised by parents, teachers and support staff through observation and/or screening.
- . A student asks for help.
- . Information received from a previous setting.
- . An outside agency

We also recognise that there are other factors that are not Special Educational Needs but may have an impact on progress and attainment.

- . Disability (The Code of Practice outlines the 'reasonable adjustment' duty under current Disability Equality legislation. However, these alone do not constitute SEND).
- . Attendance and Punctuality
- . Health and Welfare
- . English as an additional language
- . Being in receipt of Pupil Premium Grant
- . Being a Looked After Child

SECTION 4

A Graduated Approach to SEND Support

The provision of high quality teaching, differentiated for individuals is the first step to responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of quality first teaching.

Classroom teachers are responsible and accountable for the progress and development of all pupils in their classes, including where students access additional support from the school's Teaching Assistants.

The classroom teacher's planning takes into account individual student's needs and any personalised learning requirements. Differentiation is approached in a range of ways to support access and to ensure that all students experience success and challenge in their learning. Grouping arrangements are organised flexibly for both ability and mixed setting to maximise learning opportunities for all.

Teachers and support staff take part in regular professional development opportunities to support a wide variety of methods of differentiation in the classroom. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and extend their knowledge of the types of SEND most frequently encountered. Rigorous lesson observation, learning walks, work scrutiny and pupil voice ensure the performance of teachers is closely monitored. Alongside this, teachers have access to relevant information for individual student needs through student passports. These documents are regularly up-dated by students, teachers and teaching assistants to ensure that good practice is shared effectively.

Assess

Where students are continuing to make slow progress despite high quality classroom based interventions, there is a graduated approach to planning targeted interventions and support for individual students. Decisions regarding whether to make special education provision, involve the teacher, the SENDCO, parents and the students themselves, alongside national data, expectations of progress and any formative assessments carried out. For higher levels of need, we can also draw upon the advice and support of outside agencies, such as the Educational Psychologist, the Child and Mental Health Service, SPECTRA and the Woodlands' Outreach service to offer expert advice on how to support students effectively in school.

Plan

Once assessment has been carried out, appropriate support for individuals is planned. This may involve teaching staff, Teaching Assistants, the SENDCO and other professionals. This is then communicated to parents/carers so that they are fully aware of any additional support their child is receiving.

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Once the outcome for planned support has been decided, the support is then actioned. This may involve specialist literacy or numeracy support, together with some in-class support.

Review

In the planning phase of the process, a review date is set with clear impact measures recorded. The progress towards the identified outcomes and the impact of the specialist support is used to inform the planning of the next cycle of support when required or if outcomes have been fully achieved, its removal.

SECTION 5

Managing Students' needs on the SEND register

When students are receiving additional specialist education provision in excess of 3-5 hours per week, they will be placed on the SEND register. If the amount of provision is no longer necessary as the student is able to make above expected progress without such intervention, they will be removed from the Register. The progress of students removed from the register will continue to be monitored during the year through the whole school tracking systems.

Students on the SEND register fall into 3 categories, as directed by the SEND Code of Practice:

- . Students with an Education, Health Care Plan
- . Students with a Graduated Support Plan (GSP)
- . SEND support

As an inclusive school, we ensure that the needs of all students with SEND are met to the best of the school's ability within the funds available. The students with most complex needs are given most support, which may involve individual support from specialised equipment and/or adult support.

Supporting Students and Families

At the Corbet School we value and encourage the involvement of parents, students and families. Parents are kept up to date through a variety of ways including letters, phone calls, emails, reports, as well as face-to-face meetings. All information regarding assessment and intervention is shared with parents so that they are fully informed regarding support for their child. A previously mentioned, where additional services are required, parents will always be consulted and will be part of the decision-making process.

Transition

During periods of transition between key stages, parents are invited to be involved to ensure that choices are collaborative and focus on desired outcomes for students. We have strong links with our feeder primary schools and visits are made prior to transition to share information. Parents with children with identified SEND are invited to meet with the SENDCO during the summer term, if not before.

At GCSE, we strive to ensure that all students, including those with SEND have access to a broad and balanced curriculum and support is tailored to facilitate this.

The SENDCO is responsible for applying for access arrangements for formal examinations. Judith Till is our named assessor for testing the students for access arrangements.

The SENDCO will also be involved in the transition from GCSE to post 16, ensuring that students and parents are able to make informed choices about their continuing education. We have a Careers Advisor to support all students.

SECTION 7

Supporting Pupils at the Corbet with Medical Conditions

We recognise that pupils at the Corbet School with medical conditions should be adequately supported so that they have full access to education and this includes school trips.

Some students with medical conditions may have a disability and where this is the case, the school will meet its duties under the Equality Act 2010.

Some students with medical conditions may also have SEND and may have an Education, Health and Care Plan, which brings together health and social care needs, as well as their special education provision under the guidance of the SEND Code of Practice. (2014)

SECTION 8

Monitoring and Evaluation of SEND

At the Corbet School, teachers are responsible for ensuring that the needs of students with SEND are being met in the classroom. It is the role of the SENDCO to monitor this provision to ensure that all SEND students have the opportunity to learn effectively across the curriculum and to ensure that the students are making good progress.

The Senior Leadership Team, in collaboration with Curriculum Leaders undertakes regular monitoring of student progress against a range of measures to determine the effectiveness of provision. Interventions are monitored to check effectiveness in terms of high quality outcomes and value for money.

- . The SEND Governor is responsible for ensuring that policy and practice supports national legislation.
- . The SEND Governor will receive regular written reports from the SENDCO on the progress of SEND students.
- . The SEND Governor will act as a 'critical friend' to the SENDCO and liaise with the post-holder termly.
- . The SEND Governor ensures that the SEND budget supports the Academy's policy and practice.

The views of parents and students form part of our reviews for SEND students and are an important part of reviewing the effectiveness of additional provision. At certain times in the year, we also ask parents to respond to questionnaires which focus on a wide range of school issues.

As a school, we actively encourage students to express their views on all aspects of school life, the student voice exercise being just one example of this.

SECTION 9

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are required to undertake training and development. An example of this is Autism Awareness training in October 2018.

The SENDCO meets with newly qualified staff and new staff to the school to explain the structures and systems in place.

SECTION 10

Roles and Responsibilities

Please see the school website, the SEND Information report or Section 1 of this policy for key contact details.

Keyworkers – Each child with an EHCP has a nominated keyworker and this may be a TA or HLTA who has daily contact with the pupil.

SENDCO – The SENDCO has wider responsibility for all students with an EHCP and on the SEND register at SEND support. She leads on the development of high-quality SEND provision which is an integral part of the School Improvement Plan.

SEND Governor – The SEND Governor has responsibility for holding the SLT of the Corbet School to account for SEND provision.

SECTION 11

Accessibility

The Corbet School is compliant with the Equality Act of 2010 and Accessibility legislation. The Corbet School Access Plan can be viewed on the school website.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in 'Statutory Policies for Schools' (February 2014).

SECTION 12

Dealing with Complaints

As a school, we encourage parents to address any concerns to either the Form Tutor or to the SENDCO.

Complaints will be dealt with through the School's Complaints procedure as agreed by the governing body. This is available from the Corbet School website.

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