



SEND Policy

Nominated Lead member of staff: Mrs Sarah Dunston
(Assistant Head Teacher SENCo & Alternative Provision)

Lead Governor: Mr J R Taylor

Next Review Date: September 2017

PRINCIPLES:

Dyke House Sports & Technology College actively seeks to include students from all cultures and backgrounds regardless of race, gender, ability or social and economic background. We believe that students with special educational needs or disabilities (SEND) have the right to a broad and balanced curriculum and to be educated alongside peers in their local community mainstream school wherever possible in accordance with the DFES Special Educational Needs Code of Practice 2014.

The college believes that all pupils should be encouraged and enabled to realise their full potential academically, socially, emotionally and physically according to their age, aptitude and ability.

We further believe that all pupils should feel respected, in order that their self-image and self-esteem is enhanced in a safe, happy and nurturing environment. The views, opinions and feelings of our students are important and valued and we firmly believe the role of parents and carers is vitally important in supporting their child's learning.

All teaching staff at Dyke House Sports & Technology College teach students who have SEND and are accountable and responsible for their progress, attainment and enjoyment.

Aims:

- The staff and governors at Dyke House Sports & Technology College support a whole school approach to special educational needs. We work together as a team, collaborating all that we do for the benefit of all children.
- We believe in a fully inclusive approach.
- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children.
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school.
- We endeavour to identify children with special educational needs as early as possible and review progress regularly in order to support their learning.
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register.
- Through using guidance, nurture, support and challenge we will enable all children to fulfil and reach their potential.

Objectives:

- To identify and provide for pupils with special educational needs and additional needs (in consultation with parents, teachers, the SENCo and outside specialists where appropriate).

- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
- To have a designated SENCo who will work within the SEN inclusion policy and co-ordinate provision.
- To provide support, training and advice for all staff working with special educational needs pupils.
- To develop and maintain partnerships and high levels of engagement with parents.
- To ensure access to the whole curriculum for all pupils.
- To improve standards of achievement of pupils by raising their expectations and what is expected of them.
- To enable all students to achieve their full potential in examinations.
- To encourage, develop and strengthen links with special schools and shareholders in the immediate and wider community.

Roles and responsibilities for SEND provision

ROLE	DESIGNATED PERSON(S)
Assistant Head Teacher SENCo	Mrs S K Dunston
SEN Governor	Mr J R Taylor
High level Teaching Assistant i/c Lexia	Mrs L Mason
SEND Teaching Assistants	R Acton, C Burdon, G Haggar-Citro, F Johnson, K Boylan, D Lott, J Macnamee, V Palmer, K Byers, M Butcher
Designated Teacher for Child Protection	Mr D Tucker
Designated Teacher for children who are looked after (CLA)	Mrs S K Dunston

Identifying Special Educational Needs and Disabilities:

The definition of Special Educational Needs taken from the Special Educational Needs Code of Practice 0-25 year is:

- A child or young person has SEN if they have learning difficulty or disability which calls for special educational provision to be made for him or her.

It continues,

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age or
- Has a disability that prevents or hinders him or her from making use of facilities or a kind generally provided for others of the same age in mainstream schools or main stream post 16 institutions.

Section 6.25 – 6.32 of the Code of Practice identifies 4 broad categories of special educational needs:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

As such, all children who require school support must be registered under one of these categories. In addition we will monitor those children who we feel have an additional need but do not meet the threshold for School Support on our in-school Additional Needs Register. (ANR)

Graduated Approach to SEND Support

STAGE	PERSON RESPONSIBLE
<p>1. Staff and/or parents to initially highlight concerns to SENCo, who will offer advice, support and strategies that can be put into place within the classroom as part of Quality First Teaching and differentiation.</p>	<p>SLT including SENCo Heads of School (HOS) Heads of Department (HOD) Teaching staff</p>
<p>2. Identify what the barrier to learning is and discuss strategies for Quality First Teaching. Monitor intervention and impact.</p>	<p><u>SENCo</u> SLT at whole School Students at Risk (WSSAR) Teaching staff Teaching Assistants</p>
<p>3. Identification of students who continue not to make progress despite Quality First Teaching Strategies and identify further assessment/intervention.</p> <p>At this stage the ASSESS-PLAN-DO REVIEW process has completed one full cycle and the child is placed on the SEND register.</p>	<p>SENCo (SLT) HOS HOD Assistant SENCo SaLT External agencies</p>
<p>4. Implementation of further intervention and outside agency involvement recommendations.</p>	<p>SENCo HOS HOD Teaching staff Teaching Assistants</p>
<p>5. Monitoring of impact and progress to inform future provision, intervention.</p> <p>SENCo is informed at all stages.</p>	<p>SLT (including SENCo) HOS HOD Teaching staff Teaching assistants External agencies</p>

Identification and Review:

Identification of pupils needs will be achieved prior to entry to the school where possible, through liaison with partner primary schools and link special schools. Teacher assessment and test results are used to assist identification.

All students are assessed on entry to the school using the CAT tests and reading tests using the Suffolk reading test. Identification will also take place by diagnostic testing, National Curriculum assessment and by the observations of teachers, parents and non-teaching staff. Teachers pupils and parents will be able to nominate themselves/their child for screening and diagnostic assessment.

The SEN procedure will allow for the initial identification of SEN pupils in line with the code of practice. Where appropriate external agencies will also be involved in diagnostic testing.

Students needs will be reviewed via regular SEN meetings in line with SEN support in school and Educational, Health and Care Plan (EHCP) Stages of the Code of practice. At both stages parental, pupil and staff views will be sought and individual education plans (IEPs) drawn up and reviewed at regular intervals. All staff will have a copy of an individual strategy sheet for each pupil. The teachers of pupils at both stages will refer to individual strategy sheets on a daily basis and implement them into their lessons in order to help pupils access the lesson. TA support will also use these strategy sheets and record achievement and pupils' progress in a monitoring book. All staff are responsible for the implementation of such plans in their curriculum areas. The aim is to have an inclusive not exclusive system as this is of most value in meeting the needs of pupils.

In addition, some pupil will be placed on the school's additional Needs register (ANR) to ensure their needs are met. All these pupils will have an individual strategy sheet and the majority will also have an Individual Educational Plan. All these students will be monitored and reviewed termly.

If progress is made pupils will move down a stage or off the SEN register and parents informed. If little or no progress is made steps will be taken in line with the Code of Practice to move them to the relevant stage.

SEN information will also be held on a school SEN provision map, which will be updated by relevant staff on a regular basis.

ASSESS – PLAN - DO – REVIEW PROGRESS	
STAGE	PERSON RESPONSIBLE
<p>ASSESS:</p> <ul style="list-style-type: none"> ▪ Teacher’s assessments and experiences of the pupil ▪ Pupil progress, attainment and behaviour ▪ The individual development in comparison to their peers ▪ The views and experiences of parents/carers ▪ Advice and support from external support agencies (as appropriate) 	<p>SLT (including SENCo)</p> <p>HOS</p> <p>HOD</p> <p>Assistant SENCo</p> <p>Teaching staff</p> <p>Teaching Assistants</p> <p>Parent/Carers</p> <p>Outside agencies</p>
<p>PLAN:</p> <ul style="list-style-type: none"> ▪ Teacher to plan highly differentiated lessons in conjunction and support with the SENCo. (What changes will we make to teaching and learning to ensure the child’s needs are catered for in the classroom. This may include resourcing) ▪ All staff working with the child to be made aware of the individual needs (shared IEPs and Strategy sheets) ▪ The plan for targeted provision will be discussed with the parents, the child and the subject teachers. Once this has been decided class teachers retain the responsibility for the child even when the child is undertaking targeted provision away from the classroom and supported by another adult (this provision must be connected to the whole class learning and teacher must be fully aware of the activities and delivery of the provision so that they can incorporate the progress the child has made in such additional intervention) 	<p>Teaching Staff</p> <p>Teaching Assistants</p> <p>SENCo</p> <p>Assistant SENCo</p> <p>Parents/Carers</p> <p>Pupils</p>

into whole class activities when they return)

- Training to be put in place where appropriate
- Timetabled targeted intervention which is monitored regularly
- Class teachers to provide planning time to support staff in implementing interventions
- Teachers to take responsibility for monitoring progress
- Clear objectives to be explained to the child to impact on clear expected outcomes – additional provision that cannot be catered for by Dyke House Sports & technology College will be considered if recommendations from outside agencies indicate this

DO:

- The class teacher to be at the centre of the day – to – day responsibility for working with all pupils including those identified with SEN
- Teachers to have access to joint planning time with support staff
- Intervention to be completed and recorded effectively so that teacher can have access to all work carried out and can therefore make informed judgements on progress made
- On – going assessments of pupils with SEN is the responsibility of the class teacher and feedback to the SENCo should occur when issues begin to emerge, it is not necessary to wait until review meetings

<p>Review:</p> <ul style="list-style-type: none"> ▪ Termly review meetings will be held to help track the progress of SEN pupils to assess if the child has achieved the target set during the plan stage. Discussions may include: <ul style="list-style-type: none"> ▪ Evidence of progress will be taken from a variety of sources such as observation, work scrutiny, assess work, use of assessment, standardised tests. ▪ If the child is on track to meet their end of year target ▪ Is there improvement in their former rate of progress? ▪ Has there been a generalisation of skills developed during intervention which have been transferred back into the classroom? ▪ Responses of pupils and parents should also be considered <p>If, as part of the review of the cycle, it is felt that this cycle is still not achieving the desired outcomes for the child despite all of the above actions being completed thoroughly, an EHC plan may be considered. If this is successfully applied for then:</p> <p><u>Children with One – Plans (EHCP – Education Health and Care Plans)</u></p> <ul style="list-style-type: none"> ▪ All adults working with the child that has a One- Plan must read the plan and be familiar with the content ▪ A clear range of strategies and approaches to support class 	<p>Teaching Staff</p> <p>Teaching Assistants</p> <p>Outside Agencies</p> <p>SENCo</p> <p>Parents/Carers</p> <p>Pupils</p>
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differentiation are implemented

- Teachers must monitor progress towards meeting agreed outcomes regularly, adjust planning where needed
- SENCo to monitor progress termly with relevant staff, parents and pupils
- SENCo to hold annual review meetings in accordance with SEND CoP 2014

INSET AND TRAINING:

In service training in SEN is encouraged. The governing body ensures that money is available for training in SEN, but resources are also available through the LA. Training needs can be identified from a number of sources i.e. when a member of staff highlights a specific problem, when interest is initiated concerning existing difficulties i.e. AD/HD, dyspraxia and particularly to meet inclusion needs.

The Assistant Head Teacher SENCo provides SEN training for members of staff following ITT, NQT and GTP programmes annually as well as ongoing whole school and departmental training as part of the College CPD programme.

SUPPORT SERVICES:

Full and appropriate use is made of all LA and other Support Services available to the school. This includes:

- Educational Psychologists
- Alternative Educational Provision
- Specialist Social Worker
- Health Authority (including School Nurse)
- Youth workers
- EAL Services
- Hearing Impaired Services
- Speech and Language Services – Extended Services Contract
- Visual Impaired Services

There is a specific allocated time from some of these agencies, however they do try to meet the needs of the school population.

COMPLAINTS:

Any complaints regarding SEND will follow the same procedure as all complaints in the school.

STORAGE AND MANAGING OF INFORMATION:

All information is treated with the highest level of confidentiality and is in line with the school's policy on data protection and storage of information.

REVIEWING THE POLICY:

The SEND policy will be reviewed annually.

Next Review: September 2017