# The Corsham School Special Educational Needs and Disabilities Policy

Part of

# The Corsham School Teaching & Learning Policy

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## Aims

Our SEN Policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN) and/or disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## Rationale

The school is committed to recognising the individual needs of all its students and to maximising their individual potential by striving to offer a caring and educationally appropriate environment for all.

**This policy relates to teacher's standards:**

5. Adapt teaching to respond to the strengths and needs of all students

**Specifically:**

**5.4** Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

## Definition of Special Educational Needs (SEN)

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to students of the same age.'

(6.12 SEND Code of Practice, 2014)

## Definition of the Term Disability

A student has a disability when they have a physical or mental impairment that has a '**substantial'** and '**long-term'** negative effect on their ability to do normal daily activities.

'substantial' is more than minor or trivial i.e. impacts on daily life
'long-term' means 12 months or more
(Equality Act 2010)

## Objectives of the SEND and Learning Difficulties Policy

Specific objectives of our SEND are as follows:

- To identify students with special educational needs and disabilities and ensure that their needs are met.
- To ensure that students with special educational needs and disabilities can join in with all the activities of each school within the Trust.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of their daughter or son's special needs and that there is effective communication between each school and parents.
- To ensure that learners have the opportunity to express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

## Principles

- The school will endeavour to create a climate of support and encouragement in order that students' self-confidence and self-esteem can develop and that individuals feel valued.
- Students of compulsory school age seeking admission to the school will not be barred on the grounds of race, sex, gender identification, religion or religious belief, sexual orientation, first language, national or ethnic origin, level of ability, disability, background, or academic attainment. The school does have some but not all facilities adapted for use by physically disabled persons. However, the school will approach the difficulties this might cause parents or students in an active, caring and flexible way. Where appropriate the school will follow the advice given by the specialists employed by the LA.
- The National Curriculum is seen as an entitlement and will only be disapplied in extreme circumstances. With the exception of any legal requirements the school tries not to distinguish students with EHCPs from others who have special education needs.
- The school will endeavour to ensure that appropriate resources are available to enable students with SEND to access a broadly based and balanced curriculum.
- The school considers the integration and the support for students with special needs across the curriculum to be a priority.
- The school considers it to be socially, educationally and emotionally desirable that all students should be educated alongside their peer group within the school. Whilst needs are generally best met by the integration of all students into mainstream classes with suitable support wherever possible, occasionally a more person-centred approach may be appropriate for some students.
- The work of the Learning Support Team is integral to the work of the school.

- The Learning Support Team has an overall responsibility for those who will from time to time require adaptations to meet their learning needs; be that cognition and learning; social, emotional and mental health needs; sensory and/or physical needs; communication and interaction needs. (SEND Code of Practice 2014, Chapter 6)

## Admission Arrangements

- The Headteacher is responsible for the admission arrangements which do not discriminate against students with special educational needs or disabilities; this policy has due regard for the guidance in the Codes of Practice which accompany the Admissions Code, 2021.
- Parents and carers seeking the admission of a student who may require adaptations to the environment due to difficulties associated with mobility are advised to approach the appropriate school well in advance so that consultations can take place. Each school has an Accessibility Strategy.

See Schools admissions policy for further details

## Review of the Special Educational Needs and Disabilities Policy

- The success of each school's SEND policy will be judged against the objectives above.
- The annual report to the governing body will detail the implementation of the policy and the effectiveness of the provision made for the students.

## Practice

Resources are allocated to students on the following criteria:

- the legal responsibilities and observance of the statutory guidance of special educational needs legislation;
- the support of any health and safety needs outside the normal requirements of students;
- the support of developing language skills;
- the support of developing numeracy skills; and
- the regular, consistent and effective support of students across the curriculum.

## Identifying, Assessing and Supporting Students with SEND

The school's arrangements for identifying students with SEND take into account information provided by primary schools on transition, standardised tests, national curriculum and teacher assessments and other information provided by staff, outside agencies, parents and the students themselves.

The types of difficulty identified in the 2014 Education Act are:

- Communication and Interaction; this includes children who experience a difficulty in communicating with others; children who may not understand or use social rules of communication and children who have speech or language difficulties.

- Cognition and Learning; this includes children who may learn at a slower pace to their peers even with appropriate differentiation and excellent classroom teaching.

- Social, Emotional and Mental Health Difficulties; these difficulties manifest themselves in many ways including withdrawal or disruptive behaviour.

- Sensory and/or Physical Difficulties; this includes disabilities which prevents or hinders a child from making use of the educational facilities generally provided.

The purpose of identification is not to fit a student to a category but to understand what action the school can take to remove barriers to learning and accelerate progress. As such, our priority is to understand each particular student's strengths and needs so that we can provide appropriate support.

The identification of special educational needs is through a 'graduated approach', as outlined in Chapter 6 of the SEND Code of Practice, 2014. In the vast majority of cases, a student's needs are met through 'Quality First Teaching'. High quality planning, teaching and tracking by subject teachers ensures that most of our students, including those with learning difficulties and/or disabilities, make good progress.

## Monitoring

Where students make less than expected progress for their age and individual circumstances despite high quality teaching, the subject teacher and/or tutor will liaise with the SENDCo/learning support team in order to assess the student for SEN. At this stage a student might be placed, in discussion with parents, on the school's SEN register as a **"Mon" Monitor**–for students who have a diagnosis or are on the diagnostic pathway but are not currently receiving intervention.

This is an informal category for students who are receiving advisory input from the Learning Support Team and OPAL (Ordinarily Available Provision for All Learners). The SENDCo or another member of the Learning Support Faculty will work with subject teachers to develop strategies to support classroom teaching.

## Monitoring and Evaluating the Success of the Education Provided for Students with SEND

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work.

The school employs a series of methods to gather data for analysis including:

- Student voice
- Observation of teaching and learning walks, carried out by the Leadership Group, SENDCo and Governors
- Analysis of the attainment and achievement of different groups of students with SEND
- GCSE results
- Post 16 destinations of students with SEND
- The views of parents and the students at Parents' Evenings and Parent Consultation Surgeries
- Maintenance of assessment records that illustrate progress over time
- Regular meetings between SENDCo and HOHs, Senior Curriculum Leaders, Behaviour Centre staff and Teaching Assistants
- Whole school and subject evaluation on progress of the School Improvement Plan

Following the collection of data, the school reports annually on its successes and identifies aspects for future development.

## SEN Support

Occasionally, despite advisory input from the Learning Support Team, a student will require provision that is 'different from or additional to' their peers in order to make good progress. These students will be placed on the SEN register as 'K' and follow a 6-week intervention programme before then reverting to "MON" Monitor.

Effective special educational provision will be put in place and, where necessary, input from outside agencies will be sought. We aim to follow a thorough 'Assess-Plan-Do-Review' cycle in order to set and secure desired outcomes for students. Parents are involved throughout the process, and we always endeavour to seek the student's input when arranging additional provision.

**'Assess-Plan-Do-Review'**
**Assess:** Information will be gathered and further testing will be undertaken if needed.
**Plan:** Parents and the student will be invited to contribute to their SEN ISP (Individual Support Plan).
**Do:** The plan, designed to promote progress in the identified area of weakness, will be actioned.
**Review:** The plan will be reviewed and, where necessary, new outcomes will be set.

In instances where a student continues to make limited progress a "MSP" (My Support Plan) will be developed to enable next steps of a graduated response.

## Statutory Assessment/Education Health and Care Plan

If there is still a concern that a student on SEN Support is not making sufficient progress and the attainment gap between this student and his/her peers is widening, which would benefit from additional recognition and support, then we will consider applying for a Statutory Educational Health Needs Assessment, or support parents in their application for an assessment.
The Local Authority will issue an Education, Health and Care Plan (Wiltshire 'My Plan') when a student's level of need is either so complex or so severe as to require further action. The EHC Plan is monitored annually by the Local Authority through an Annual Review.

## Responsibilities

The following responsibilities will be reflected in the appropriate job descriptions.

**All staff:**
All teaching and support staff have the responsibility to support the work of the Learning Support team.

**Special Educational Needs Co-Ordinator (SENDCo):**
The named SEND co-ordinator for the school is Mr Justin Derby: JDerby@corsham.wilts.sch.uk

The SENDCo is responsible for monitoring and administering the school's implementation of the Special Educational Needs and Disabilities Code of Practice 2014 and appropriate Education Acts. This includes the following responsibilities:

- Identification, planning, actioning and reviewing of SEN programmes.
- Undertaking liaison work with parents and outside agencies.
- Undertaking liaison work with primary schools as part of the school's primary liaison programme.
- Maintaining close links with Heads of House and Tutors to support all aspects of learning.
- Attending Curriculum Team Leaders' meetings to support the development of whole school approaches to learning.
- Supporting subject teams in the development of appropriately differentiated resources and learning strategies.
- Undertaking the assessment, monitoring and reviewing of EHCP student's

A member of the Governing body, Jane Rourke, takes an interest in SEND although the governing body as a whole is responsible for overseeing provision for students with special educational needs and disabilities.

**Class Teacher:**
- will liaise with learning support staff directed to work within their classroom
- will aim to give every student the opportunity to experience success in learning and to achieve as high a standard as possible.
- will use a greater degree of differentiation for those students whose attainments fall significantly below or significantly exceed the expected levels of attainment during a particular key stage.
- will plan their approaches to teaching and learning so that all students can take part in lessons fully and effectively.
- will provide equality of opportunity through teaching strategies

**Curriculum Team Leader:**

- will regularly monitor their team to ensure the Policy for SEND is being fulfilled
- All staff have the responsibility for liaise with the Learning Support Team. Consult with the SENDCo to refer a student for SEN support

**Tutors:**

- will consult with HOH/Year learning Manager to refer a student for SEN support

**Heads of House:**

- will consult with the SENDCo to refer a student for SEN

**Assistant Headteacher:**

- will co-ordinate the SEND provision for allocating resources to students.
- ensure that school policy enhances and promotes a whole-school approach towards learning support
- ensure that resources are appropriate for the purpose of promoting a whole-school approach towards learning support
- keep the school's governing body aware of issues pertaining to special needs and the support for learning

**Deputy Headteacher:**

- will work with HOHs and CTLs on strategies to maximise the individual potential of all students.

**Headteacher:**

- ensures that the school fulfils its responsibilities

## Dealing with Complaints from Parents

Please refer to our whole school Complaints Procedure found on our school website.

## Related Documents

- **Corsham School SEN Information Report**
- Admissions Policy
- Policy relating to Equal Opportunities
- Accessibility Policy and Plan
- Medical needs
- Bullying Policy
- Behaviour Policy
- Examinations Policy
- Complaints Procedure

## Legislation and Guidance

This policy and information report is based on the statutory SpecialEducationalNeedsandDisability(SEND)Codeof Practice and the following legislation:

- Part3oftheChildrenandFamiliesAct2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information