Sheldon School
Chippenham

Policy Title: Special Educational Needs and Disabilities Policy	Effective Date:	May 2018
SMT Member Responsible: Tim Rand	Review Date:	May 2021
Governors' Committee Responsible: Curriculum		

1. Rationale

Sheldon School believes that all children have the right to a broad, balanced and inclusive curriculum and is committed to providing every possible opportunity to develop the full potential of all its pupils. We aim to raise the aspirations of and expectations for all pupils with SEND and ensure that they are fully integrated, valued members of our school community.

2. Objectives

2.1. To work within the guidance provided in the SEND Code of Practice, 2014.
2.2. To identify, provide for and monitor the progress and wellbeing of pupils with special educational needs and disabilities.
2.3. To ensure the provision for pupils accurately matches needs, is reviewed regularly and maximises the opportunity for progress.
2.4. To take into account the views and wishes of pupils and parents in the planning of provision and ensure that parents are kept fully informed of their child's progress.
2.5. To ensure that all staff are aware of the procedures for identifying, supporting and delivering the curriculum to pupils with special educational needs and disabilities.
2.6. To take all reasonable steps to enable pupils with special educational needs and disabilities to access the curriculum and be involved in all school activities, including trips and extra-curricular activities.
2.7. To draw on, where appropriate, the advice of outside agencies to support pupils with special educational needs.
2.8. To provide a Special Educational Needs and Disabilities Co-ordinator (SENDCO) to oversee the day-to-day implementation of this policy.

3. Definition of Special Educational Needs

' A pupil 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 pupils of the same age.'

(6.12 SEND Code of Practice, 2014)

4. Roles and Responsibilities

4.1. **The Governing Body** ensures that the school complies with legislation related to special educational needs. The Governing Body plays an important part in developing and monitoring the school's SEND policy. There is a link governor responsible for SEND.

4.2. **The SENDCO**, line-managed by the Deputy Head of Curriculum, has day-to-day responsibility for the operation and strategic development of the school's SEND policy and co-ordination of specific provision delivered to promote pupil progress and narrow gaps in performance.

4.3. **Subject teachers** are responsible for providing 'Quality First Teaching' and liaising with the SENDCO to further support the identification and progress of pupils with SEND.

4.4. **Teaching Assistants**, working in partnership with SENDCO and subject teacher, are responsible for supporting identified pupils with SEND in accessing the national curriculum and achieving specific outcomes.

5. Identifying Assessing and Supporting SEND

5.1. The school's arrangements for identifying pupils with SEND take into account information provided by primary schools on transition, standardised tests (CATS, Vernon spelling and Suffolk reading tests), national curriculum and teacher assessments and other information provided by staff, outside agencies, parents and the pupils themselves.

5.2. At Sheldon School, the special educational needs register is categorised into four broad areas of need:

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

(SEND Code of Practice 2014, Chapter 6)

5.3. The purpose of identification is not to fit a pupil 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 pupil's strengths and needs so that we can provide appropriate support.

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

5.5. **Active Monitoring.** Where pupils 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 in order to assess the pupil for SEND. At this stage a pupil might be placed, in discussion with parents, on the school's SEND register at **'Active Monitoring'**. This is an informal category for pupils who are receiving advisory input from the Learning Support Faculty. The SENDCO or another member of the Learning Support Faculty will work with subject teachers to develop strategies to support classroom teaching.

5.6. **SEN Support.** Occasionally, despite advisory input from the Learning Support Faculty, a pupil will require provision that is 'different from or additional to' their peers in order to make good progress. These pupils will be placed on the SEND register at **'SEN Support'**. 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 pupils. These outcomes will be recorded on an **'Individual Progress Plan' (IPP).** Parents are involved throughout the process and

we always endeavour to seek the pupil's input when arranging additional provision. Pupils whose levels of need are significantly complex will be issued a school based 'My Support Plan'.

5.7. **'Assess-Plan-Do-Review' Cycle**

Assess: Information will be gathered and further testing will be undertaken if needed.
Plan: Parents and the pupil will be invited to contribute to the 'Individual Progress Plan'.
Do: The plan, designed to promote progress in the identified areas of weakness, will be actioned.
Review: The plan will be reviewed and, where necessary, new outcomes will be set.
In instances where a pupil continues to make limited progress we will consider applying for an EHC Plan to support further interventions.

Statutory Assessment/EHC Plan. If there is a concern that a pupil on SEN Support is not making sufficient progress and the attainment gap between this pupil and his/her peers is widening, then we will consider applying for a Statutory Assessment. The Local Authority will issue an Education, Health and Care Plan (Wiltshire 'My Plan') when a pupil'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.

6. SEND Provision

6.1. We aim to provide pupils with identified SEND with personalised provision that is tailored to their specific needs.

6.2. **Examination Concessions.** Any pupils referred by their Head of Year, tutor or subject teacher for consideration for examination concessions will be seen by the Deputy-SENDCO who, where appropriate, will test and assess the pupil using standardised assessments. If exam access arrangements are deemed appropriate, she will formally apply to the examination boards for any concessions and will keep copies of the relevant documentation on file.

7. Allocation of Resources

7.1. Delegated SEND funding is deployed to meet all students' special educational needs equitably and effectively.

7.2. In accordance with good practice, a system of 'provision management' is in place to effectively deploy resources and map provision for all students with special educational needs.

7.3. Sheldon School, in common with all Wiltshire Secondary Schools, has both Enhanced Learning Provision and Named Pupil Allowance to meet the needs of pupils with higher levels of need. It is the responsibility of the SENDCO to ensure this funding is used efficiently to meet the needs of these pupils.

8. Learning Support Faculty

8.1. The Learning Support Faculty forms an integral part of the school structure, receiving its own capitation and having representation on Heads of Faculty meetings, Senior Staff meetings, Head of Year meetings and at pupil review meetings. In order to ensure representation at governor level a school Governor is invited to be a link Governor and to take a particular interest in the Learning Support Faculty. Monthly faculty meetings are held which both teachers and teaching assistants attend.

8.2. Specialisms in the Learning Support Faculty include provision for pupils with Specific Learning Difficulties (SpLD) and Hearing Impaired pupils.

8.3. The Learning Support Faculty is subject to the normal school procedures for evaluation, appraisal and performance management and arrangements for considering complaints (refer to Governors' procedure for dealing with complaints).

9. Hearing Impaired

In September 2000 Sheldon School became a specialist Resource Base for pupils with Hearing Impairment. Most classrooms have been fitted with Soundfield systems which improve the listening environment for all pupils, but especially for those with hearing difficulties. The hearing impaired pupils receive support from our Teacher of the Deaf, a team of HI specialist TAs and Wiltshire's Hearing Impairment Service.

10. Training

10.1. Staff are encouraged to develop their expertise through the many opportunities for training throughout the year; these are delivered by the SENDCO and other specialists. At all staff twilight sessions there is a SEND option on offer to staff. All new staff, NQTs and PGCE students receive SEND training as part of their induction programme. The SENDCO keeps regular contact with other secondary SENDCOs in the local area through the North Wiltshire Cluster Group meetings every term.

10.2. Through the Learning Support Faculty appraisal system and development planning and review cycle, whole-school SEND and faculty specific training needs are identified and planned for.

11. Admission Policy (see School Admission Policy)

The admission arrangements for pupils on SEN Support are the same as those for all students. The school will liaise with the LA in the admission of pupils with EHC Plans. Such pupils are not subject to the school's normal admissions policy.

12. Integration & Inclusion

12.1. Sheldon aims to successfully include pupils with special educational needs and disabilities in a positive and pro-active way through:

- An inclusive ethos (defined as one in which teaching and learning, achievements, attitudes and well-being of every young person matters).
- An appropriate, broad, balanced and differentiated curriculum for all pupils.
- A timetable organised in order to secure maximum support for pupils with special educational needs and disabilities.
- Effective systems for early identification of barriers to learning and participation.
- High expectations and suitable targets for all pupils.

12.2. **Physical Disabilities.** The school responds to the needs of pupils with physical impairment on an individual basis, involving the support of external agencies where appropriate. Wherever premises development occurs, consideration is given to improving facilities and access for pupils with physical

disabilities and visual impairments. The school publishes an Access Plan which is updated every three years.

13. Links with Parents

Sheldon School recognises the important of effective dialogue between staff and parents. Parents are actively encouraged to contact the SENDCO if they have concerns or would like information about their child's progress. The involvement of parents in the planning and reviewing of provision is sought and welcomed and parents of pupils on SEN Support or with an EHC Plan are invited to meet with a member of Learning Support three times a year to review their child's progress.

14. Links with External Professional Agencies

The Learning Support Faculty works closely with a range of outside agencies. Many of these agencies form part of the Local Authority. As Sheldon School has Academy status, the school may commission the services of a range of independent support agencies as appropriate.

15. Links with Other Schools

15.1. **Primary Liaison.** Sheldon School has a well-established and successful transition programme for pupils with special educational needs. Early information on pupils who are about to transfer to secondary education is considered vital if an effective and smooth start at Sheldon School is to be achieved. Information is gained from:

- Prospective Parents' evenings.
- Consulting with the primary liaison co-ordinator and designated Head of Year.
- Gathering reports from educational psychologist.
- Visits to primary schools and contact with Primary SENDCOs.
- Information from the Local Authority on pupils with EHC Plans.
- Application forms where SEND has been indicated.

15.2. Specialist staff from the Learning Support Faculty maintain close links with feeder primary schools and during the summer term pupils with SEND are visited at their primary school. Special induction programmes are arranged for pupils who might find the transition difficult.

15.3. **Local Colleges/Post-16.** The school has strong links with local colleges and supports pupils with special educational needs and disabilities in their transfer to their chosen post-16 establishment. College representatives are invited to Year 11 Annual Reviews of EHC Plans and visits to Colleges are often arranged by the school.

16. Complaints Procedure

Any parent or carer who is dissatisfied with the SEND provision for their child should first seek to discuss it with the SENDCO by letter, email, phone or in person. Should the matter still be unresolved, parents should contact the Headteacher, Mr Spurdell. If it is felt that the school is not addressing the concern the Link Governor for SEND can also be contacted. (See Sheldon School's Complaints Procedure.)

17. Evaluation

17.1. The success of this policy and its implementation will be evaluated using the following methods:

- The School's standard Quality Assurance procedures.
- Analysis of pupil progress using appropriate data.
- Recorded views of students and parents/carers.
- Feedback from teachers, faculties and outside agencies.
- Evidence of implementation of Learning Support Faculty systems.

17.2. The team's performance is reviewed annually in the SEND Governor's Report to Governors.

18. Links with other policies

This policy should be implemented in conjunction with the following school policies:

- Admissions procedures
- Anti-Bullying
- Child Protection
- Complaints Procedure
- Equalities
- Health and Safety
- Access Plan

This policy should be read in conjunction with the school SEND Information Report.