



Chipping Sodbury School

SPECIAL EDUCATIONAL NEEDS POLICY

Key document details

Statutory Policy

Author: NHT
Approved by: School Committee
Ratified: October 2021
Date: October 2021
Next review: October 2022

Linked Policies

Inclusion Policy
Equalities Policy
Anti-Bullying Policy
Curriculum Statement

SPECIAL EDUCATIONAL NEEDS POLICY

The named person responsible for co-ordinating the day-to-day provision of the education for students with special educational needs is the SENCO (Special Educational Needs Coordinator) and Head of Inclusion: Mrs Jessica Reay-Jones:

Contact Jessica.reay-jones@chippingsodburyschool.com or Tel: 01454 862900

SLT link for SEN is David Hinkins

Contact david.hinkins@chippingsodburyschool.com or Tel: 01454 862900

AS Access Centre Manager is Annette Box:

Contact annette.box@chippingsodburyschool.com or Tel: 01454 862890

The Special Needs Governor is Dr Kris Kinsey.

Rationale

Chipping Sodbury School is committed to meeting the needs of students with special educational needs within the guidance offered by the Special Educational Needs 2014 Code of Practice.

All teachers are teachers of SEND and the first response to a student's lack of progress should be high quality teaching targeted at their area of weakness.

It is every teacher's responsibility to adapt teaching to respond to the strengths and needs of all students and therefore this is a whole school responsibility requiring a whole school response. The school acknowledges that effective management of the school ethos, the learning environment, and curricular, disciplinary and pastoral arrangements are key to meeting students' needs.

Contextual Information

Chipping Sodbury School is an 11-18 mixed comprehensive. Setting and mixed ability teaching is used throughout the school. In KS3 and KS4 groups of students are identified to support students with SEND and these students may have differentiated timetables according to their need. Students with SEND are identified through the SEND register and SEND referral forms and supported by a Personalised Provision Plan, appropriate grouping, in-class support and targetted interventions as deemed necessary. The Inclusion team work closely with our Pastoral team to ensure consistency of support for students on our SEND register. All provision is co-produced with parents and carers, as we fully appreciate the importance of the role they play in ensuring successful progress, both academically and from a holistic point of view.

Inclusion centre

Our Inclusion centre is able to offer targetted small group interventions and 1:1 support for those students on our SEND register as part of their identified provision, both in terms of academic and emotional support. This facility also offers support before school, as well as during break time and lunchtime, with a particular focus on supporting students with communication and interactions needs, as well as those with social, emotional and mental health needs.

The Access Centre

The Access Centre is a specialist provision for students on the Autism Spectrum. It is designed to meet the specific needs of students who benefit from a nurturing learning environment which takes account of their individual communication, social interaction, and sensory needs.

Staff at the Access Centre are experienced and skilled at working with young people on the Autism Spectrum. There is also a team of subject teachers from our mainstream school timetabled to teach in the Centre contributing their expert subject knowledge whilst working in close partnership with the Centre staff. The Access Centre Team also includes a Speech and Language Therapist and a CAMHS (Child and Adolescent Mental Health Worker) worker who meet regularly with students, families and staff to share their knowledge and expertise.

Programmes of support are devised within this multi-professional team ensuring a consistent, structured approach to learning and positive outcomes for the students.

Aims

- A student with special educational needs will have their needs met.
- The special educational needs of a student will normally be met in mainstream settings.
- The views of both the student and parent / carer are vital to the process.
- Parents/carers will have a pivotal role to play in supporting their student's education.
- Students with special educational needs will be offered full access to a broad, balanced and relevant curriculum.
- To have high expectations and aspirations for all students with SEND across the whole curriculum.

Objectives

- Quality first teaching is the basis of all SEND support at Chipping Sodbury School.
- All staff strive to know and understand the special needs of the students they teach, referring to specialist support documentation, for example, Personalised Provision Plans and pastoral Support Plans.
- Plan appropriate, engaging and meaningful learning opportunities which take into account the special needs of the students.
- Share lesson plans and schemes of work with Teaching Assistants and plan meaningful in-class support.
- Highlight the special needs of the students within a seating plan as part of their AFL (Assessment for Learning) using the appropriate coding, e.g. E,K
- Ask for help, support and guidance from Teaching Assistants, SENCO/Head of Inclusion, Heads of House and tutor.
- Raise students' unidentified needs with Heads of Faculty via the SEND referral form for discussion with SENCO/Head of Inclusion.
- Work in accordance to the guidelines set out in the National Curriculum Inclusion Statement (2020).

Identifying Students with Special Educational Needs

The Code of Practice 2014 refers to the four broad categories of need:

- Communication and interaction (SLCN - Speech Language and Communication Needs & ASD – Autistic Spectrum Disorder)
- Cognition and learning (MLD - Metachromatic leukodystrophy, SpLD – specific learning difficulty)
- Social, emotional and mental health (anxiety, self-harming, ADHD - Attention deficit hyperactivity disorder, ADD - attention deficit disorder)
- Sensory and/or physical needs(VI,HI)

Identification of students' needs within school will be done through close liaison between Heads of Faculty, Heads of House and the SENCO/Head of Inclusion. It is important to recognise the needs of the whole child and not just the SEND need.

The School's SEND register will maintain a record of the students' Code of Practice Stage: for example, SEN support or EHCP Students. The School will also store this coding on the Information Management System SIMS and provide this on data trackers.

The school will use a graduated response to SEND support

All teaching staff should be familiar with and use the Assess-Plan-Do-Review cycle to continually evaluate the support given to SEND students and be able to adapt to their needs.

- Exploit best practice when devising targeted interventions, with interventions regularly reviewed to consider progress of students and effectiveness of the intervention.
- Provide opportunities for training and updates for staff, for example, via the School CPD – Continuous Professional Development Programme.
- Uses a graduated response to students with special educational needs, acknowledging that there is a continuum of special need and offer a wide range of strategies in response to these needs (Assess-Plan-Do-Review), and as such all provision must be personalised and tailored to the needs of the individual.
- Review the SEND register regularly and assess students' needs, progress made and update Personalised Provision Plans accordingly.
- Assess students, particularly those in Year 7, on entry to ensure they build on the pattern of learning and experience already established during schooling.
- Build up positive relationships with feeder primary schools to ensure a smooth transition for students on the SEND register.
- Involve the student and parents / carers in planning and agreeing strategies via Personalised Provision Plans, SEND Parents' Evening and annual review process that develop and implement co-production, including signposting parents/carers to support networks.
- Work closely with outside agencies offering a co-ordinated multi-disciplinary approach to meeting students' needs.

Managing Students' Needs on the SEN register

The SEND register is reviewed twice a year in line with the updating of Personalised Provision Plans. Students may be added or removed from the register at any time deemed appropriate.

All teachers are responsible for evidencing progress of SEND students and to use the information provided on the Personalised Provision Plan to enable this.

The Inclusion team will monitor and evaluate the progress of SEND students at review points during the school year. SEND referral forms are available for staff to use to support this process.

The level of provision is decided upon after discussion between the student support team, parents / carers and students. The school's SEND offer further describes provision provided by the school, and our SENCO/Head of Inclusion is happy to discuss any points in regards to this in more detail on a 1:1 basis where appropriate.

If the school feels they are unable to meet the needs of any student within school or further advice is required then external agency support is sought. This will usually be done through the ART – Access and Response Teams, referral process.

If it is decided additional funding is required through the high needs funding block the school follows the EHCP Local Authority process, with additional support and guidance being sought from the SEND Cluster group. This will usually happen after discussion at a meeting with senior staff, SENCO/Head of Inclusion, members of the student support team, along with student and parents / carers.

Training and Resources

SEND is funded through the basic per-pupil entitlement and notional SEN budget (based on the South Gloucestershire Council formula which includes deprivation and prior attainment factors) with more complex needs met through high needs block funding.

Training is identified on an annual basis for all staff and funding is met through the whole school CPD budget. Extra training needs may be identified through the School Development Plan.

Roles and Responsibilities

The role of the SEND Governor is to have an overview and understanding of SEND policy and practice in school. They will be an advocate for the SENCO/Head of Inclusion on governing body committees and be aware of current practice in school. It is good practice for the SENCO/Head of Inclusion and governor to meet at least once a year.

Teaching Assistants are deployed regarding individual and group need and managed by the SENCO/Head of Inclusion.

The designated teacher for child protection is Mrs Jennifer Howe.

The designated member of staff responsible for looked after children is David Hinkins (Deputy Head) and the student advocate for LAC is Alison Arnott (Higher Level Teaching assistant).

Information Supporting Implementation of the Special Educational Needs Policy

Arrangements for co-ordinating the provision of education for students with special educational needs are as follows:-

- The SENCO/Head of Inclusion works closely with both the Student Support Team and the Leaders of Learning Team.
- The SENCO/Head of Inclusion reports to the Governing Body on the work being undertaken, progress of students and developments needed.
- The SEND Governor meets with the SENCO/Head of Inclusion each school year.
- The SENCO/Head of Inclusion works collaboratively with Heads of House.
- All staff can access learning support guidance files at anytime through the Shared Documents area, as well as having access to student information via Go4Schools. This contains reference materials on the main types of learning difficulties faced by students and details of general guidance on how to approach planning for the needs of SEND students should be approached.
- The Inclusion team meet regularly to review student progress and co-ordinate provision.
- The main document co-ordinating students' support is their Personalised Provision Plan. All staff must ensure that they have read and can implement strategies on the students' Personalised Provision Plan. The Personalised Provision Plan is available on the shared area and in Go4Schools.
- Inclusion staff work to implement students' Personalised Provision Plans and support staff in their efforts to do so.
- The Inclusion team work with parents / carers to update Personalised Provision Plans as appropriate.
- All EHCP students receive at least one additional formal review of their EHCP per year.
- Parents/carers are encouraged to contact the school if they wish to discuss their child's needs.

- The SENCO/Head of Inclusion will be the external link person for many agencies, for example, Sensory Support Service, Speech and Language Service, Children in Care and Educational Psychologists.

Admission arrangements

- Admission arrangements for students with SEND who do not have a EHCP are essentially the same as for other students wishing to come to Chipping Sodbury School. However additional consultation and support is offered to these students and their parents/carers, as well as additional transition opportunities.
- The Local Authority will assess Year 6 into 7 students with EHCPs, in consultation with parents/carers and primary colleagues, to ascertain whether a student's needs may be met in a mainstream comprehensive school. A revised EHCP is then issued and the School's Governing Body is consulted as to whether they consider that the School is able to meet the student's needs.
- Where possible, the SENCO/Head of Inclusion visits all primary schools that have students with SEND who are about to transfer to the School and creates a programme of transition, for example, an additional tour, meetings with key staff such as SENCO/Head of Inclusion and Teaching Assistants who will be providing them with support. They would also attend Year 6 annual reviews.
- In-year admission will take part in the normal student induction process and therefore will have needs highlighted through this process.
- Admission arrangements for the Access Centre are through referral by the Local Authority. Staff at the Centre recognise and appreciate that transition and change to a new learning environment can be a highly stressful time for students and their families. We do our utmost to ensure anxiety is kept to a minimum by listening to students' concerns, adopting a flexible, patient and caring approach, whilst planning with families and other multi-agency professionals.

Specialist Provision and Facilities

The Learning Base

The Inclusion rooms are staffed by an experienced Teaching Assistant, and consist of a small group work space and a larger second room to provide computer access and a teaching space. The Inclusion rooms' function is to provide personalised and targeted small group work via interventions in order to support learning taking place within the mainstream classroom.

The School offers support to students with SEND in some of the following ways:

- Support in the classroom – this occurs across the entire curriculum
- Liaison and joint working with external agencies
- Targeted literacy and numeracy intervention groups
- Paired reading schemes
- Social skills groups
- 1:1 Mentoring
- Alternative curriculum pathway in KS4 taught by specialist teachers
- Social Inclusion support
- Breakfast clubs

The Access Centre

The Centre is situated in the heart of Chipping Sodbury mainstream school. It comprises of small group rooms; a kitchen/dining room and a specially designed enclosed garden with outdoor gym equipment, and areas to explore, to plant, to sit and to play. In addition our students have opportunities for

exclusive use of the main school facilities such as science labs, technology classrooms, and music and sports facilities.

Approach to learning is through a tailored, personalised curriculum which sets out to build on the strengths of each student. Practice is reflective and flexible and targets for individuals are based on continuous assessment, evidence of their progress and learning outcomes. The team also work closely with families, meeting regularly, sharing information and strategies to ensure learning needs at home are also taken into account at school.

The personalised curriculum incorporates core subjects English, Maths, Science, ICT and PE as well as Art, Design and Technology, Food Technology, Humanities and Personal, Social, and Health Education (PSHE). There is also a keen emphasis on learning to learn and developing functional skills for life. Students' views, opinions and interests shape their learning experience and are at the heart of planning process. Each student's timetable is personalised and the amount of time apportioned to each subject may vary according to need and ability. Students may be taught in groups, pairs or individually. The aim is to ensure each young person grows in confidence and independence, has the skills and opportunity to make informed choices, develop social and emotional awareness and has the best outcomes possible to fulfil their ambitions and potential.

Students benefit greatly from the discrete social and physical environment the Access Centre provides, yet in addition a sense of belonging to the whole school community is also promoted. Planned opportunities to take part in mainstream school events where beneficial are supported, as well as visits and trips with opportunities to access the local community facilities and work experience.

Every student in the mainstream school has received training on Autism as part of their education and reverse inclusion is encouraged. Students from mainstream school, keen to support, come to the Centre regularly to mix socially with their peers; an enriching experience for all involved.

The Access Centre team, like our Inclusion team, appreciate that parents / carers know their children best; therefore forming trusting partnerships with families and other professionals is important to ensure the best possible outcome for each student. Excellent communication between school and home is paramount. Concerns are addressed in consultation and collaboration whilst students' achievements and successes are shared and celebrated. The annual review process is used to plan for the future, while regular home/teacher review meetings and informal discussions allow for "catch up" time on latest accomplishments and sharing of information. Feedback on students' academic progress is in the form of a written report at the end of the Christmas term, Easter and summer. The Access Centre welcomes families and has an "open door" policy.

Dealing with Complaints

Arrangements made by the Governing Body relating to the treatment of complaints from parents/carers of students with Special Educational Needs concerning the provision made at the school.

Parents/carers are encouraged to discuss difficulties with staff at the School and every effort is made to accommodate their wishes. On rare occasions this may not be possible and then complaints should be addressed to the Head Teacher.

Conclusions

By effectively supporting the needs of students with specific learning needs within school we are demonstrating our commitment to inclusive education.