



POLICY FOR THE PROVISION OF SEND

Adopted by Governing Body:	4 th December 2014
Reviewed & Readopted Date:	28 th November 2018
Reviewed:	19 th November 2019

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- School's SEND Information Report Regulations (2014). See Wigan LA's High Expectations for All Documentations at <http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Information-for-professionals/High-Expectations-for-All.aspx>
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 3 and 4 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

Staff

The policy was created by the SENDCo in consultation with the School's Inclusion Team, Governing Body and SLT.

The designated person in charge of SEND is the Special Educational Needs and Disabilities Coordinator (SENDCO), Mr A Stuart. Mr A Stuart is not a member of the school's Senior Leadership Team.

The advocate for SEND on the Senior Leadership Team is:
Mrs A Bolton –Assistant Headteacher and Inclusion Manger.

The policy review date is: November 2020

Rationale:

For the purpose of this policy, a student is deemed to have a special educational need, if he/ she:

- has significantly greater difficulty in learning than the majority of students of his/her age.
- has a medical condition or disability which either prevents or hinders him/her from making use of the educational facilities of a kind usually provided for students of her age.
- has social, emotional or mental health difficulties which impact on his/her learning.

Objectives:

- All students have an equal right of entitlement to an appropriate and worthwhile education.
- All students are special, different and have individual needs.
- All students are equally valued within the school and have a right to voice their views.
- All students have a common entitlement to a broad, balanced and relevant curriculum.
- Students with special educational needs occur in every classroom.

Types of Special Need:

The Code of Practice states that there is a wide spectrum of special educational needs that are frequently inter-related, although there are also specific needs that usually relate directly to particular areas of difficulty. Children/young people will have needs which may fall into at least one of four areas; many will have inter-related needs. The impact of these combinations on their ability to function, learn and succeed should be taken into account.

Although areas of need are important, the teaching environment and process of help and support, and effects, are central to the assessment process.

The areas of need are:

- cognition and learning - including specific learning difficulties/dyslexia (literacy);
- Social, emotional and/or mental health;
- sensory/physical and/or medical;
- communication and interaction.

Some pupils may also have SEN and may have an EHC Plan which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The following are **not** considered SEND needs but may impact on progress and attainment:

- Disability (in certain instances)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a looked after child
- Being a child of a Serviceman/woman

Graduated Approach

Under the new SEND Code of Practice (2015), wave interventions have been replaced by levels of support and the 'graduated approach.'

No Support:

Quality first teaching and the role of the class teacher/subject specialist teacher in providing for all pupils. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Some Support:

This describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Examples are the Maths Recovery Programme or Renaissance Reading. 'Some Support' intervention is designed for children for whom a well structured short-term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress and return to the 'No Support' category.

A Child may need specialist assessments from external agencies such as an Educational Psychologist's report, or Targeted Education Support Service assessment and further input from school or external agencies. It may also be the case that a pupil is found to have learning delays in a certain curriculum area but that no concerns about a specific learning disability are present. If this is the case, curriculum area support will be sought to underpin the learning gaps.

Lots of Support:

This is about intervention for children for whom Quality First teaching and catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or internal/external specialist expertise.

Where it is working effectively, the 'Graduated Approach' model will have a funnelling effect, reducing through Quality First teaching the numbers requiring some support intervention, and through lots of support, the numbers who need more intensive and individual help. Therefore schools will be able to target their resources more effectively, at fewer children.

Children/young people have identified learning needs and are described in the Code of Practice at SEN Support. They will require a lot of support but a Costed Provision Map (CPM) would indicate this provision to be below the £6000 threshold and thus would be funded through Element 2 funding. They are likely to be children/young people for whom there may be the possibility of an EHC Referral and therefore the setting would ensure that the process of evidence gathering is implemented in an increasingly robust fashion.

(Taken from the Wigan LA HEfA document)

Exceptional Support:

This is the final filter of the 'funnelling' model. This level of support is designed for pupils who have received targeted interventions and support but display multiple and/or complex needs. At this stage the SENDCo will prepare the child and their parents/carers for the EHC Pathway.

Educational Inclusion – Rationale:

Definition of Inclusion

Inclusion is a process and the use of this term within the SEND Strategy is consistent with the broad definition provided by OFSTED (2001).

“An educationally inclusive school is one in which the teaching, learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools”.

The SEND Department ensure that an inclusive ethos is maintained where the teaching and learning, achievements, attitudes and well being of every student matter including those with SEND, those from all cultural backgrounds and students with English as an additional language. All students may have special needs at different times and therefore a wide variety of strategies are used to meet these needs as they arise.

Entitlement:

All children are entitled to receive help according to their needs. It is recognised that, as levels of severity increase, so does the input from the school. There is no time restriction for a child to be regarded as having Special Educational Needs so movement up and down the register is fluid and monitored by the SENDCo, Senior Leadership team and Governors.

Responsibilities:

The Headteacher and Governing Body have the responsibility in relation to every child on roll who has Special Educational Needs. They will ensure that teachers are trained to identify and provide for children with Special Educational Needs, that the school nominates a Special Educational Needs Co-ordinator and Governor to monitor the financial and educational provision within the school.

It is the statutory responsibility of the LA to provide for assessment, securing specialised Special Educational Needs education and monitor the annual reviews of children who maintain an Education and Health Care (EHC) Plan.

Objective One - Students with SEND are identified as early as possible according to the 'Types of Need' identified on the previous page. A child's level of need determines what personalised provision they will receive

Identification and Assessment of SEND

Golborne High School follows the graduated response (ASSESS-PLAN-DO-REVIEW cycle).

Prior to Entry

The SENDCo liaises with all feeder primary SENCOs to establish identified Pupil Passports and needs. The SENDCo uses key profiles to begin reviewing the school's SEND register.

On entry

All Year 6 SATs results are passed to Golborne High School as students transfer from their feeder primaries along with all SEND files. In addition, during their first term all students are given a standardised reading and spelling test and the full range of Cognitive Abilities Tests. Pupils with low scores (e.g. 9 years and below in Reading) will be identified for targeted intervention. When all this data is considered, along with the progress a student is making, decisions are made with regard to placing students on the appropriate category of SEND.

Pupils' needs are fully scrutinised and all documentation from their primary school and data on entry are used to inform every pupil's personalised provision on their individual provision map. This is regularly reviewed to ensure that all relevant provision is delivered effectively.

Students with particularly low literacy skills are targeted at this point, usually by help from the small group intervention programmes.

Students with large differences between their verbal and non-verbal scores are also highlighted to staff to ensure that they reach their full potential.

Continuing

The SENDCo will continue to gather information from within school about the pupil's progress, alongside national data and expectations of progress and liaise with all staff to identify SEND needs across all year groups.

All students (including those with literacy difficulties identified in Year 7) are re-tested at the end of every year to track their personal development with reading and spelling. They continue to be given access to the small group intervention programmes and to be targeted by the whole-school literacy policy.

For All Other Year Groups – Mid Term Admissions

Parents can apply for a place at the school via Wigan LEA. The school follows the LEA local protocol for admissions. Once the school receive an application, the child's previous school will be contacted for key information relevant to the child's education and wellbeing.

School then contact parents and arrange an admissions interview where any additional SEND needs will be identified and will be referred to the SENDCo for further consultation.

New pupils will receive an induction day consisting of: meet and greet; allocation of a buddy; a tour of the school and baseline assessment tests to chart current progress.

Exam Concessions

Students are identified for exam concessions for annual internal and external exams and in Years 9, 10 and 11 for GCSEs or equivalent examination qualifications. The Ofqual regulations and guidance relating to candidates with particular requirements are adhered to. All exam concession assessments are carried out by an appropriately qualified external provider and are approved by the school's Examination Officer. The results of any applications are made known to teaching staff as soon as possible to enable students to practise using their concessions.

Objective 1a - Managing SEND Support**Progress Tracking and Review:**

Once a pupil has been assigned to a Specialist SEND support, their progress will be tracked and monitored by the SENDCo. Academic, social, emotional progress is monitored by teaching staff, Teaching Assistants and the SENDCo.

Pupil Passports:

All pupils with diagnosed Special Needs will be a part of the Pupil Passport process. The Pupil Passport process is one that involves the pupil and their parents/carers, the pupil's teacher and the SENDCo. Every person is felt to have a responsibility for not only the writing of the Pupil Passport, but the implementation and monitoring of progress. This, we feel, stops the Pupil Passport from simply being a piece of paper in the pupil's file and allows it to become a working and helpful document. The pupil's involvement in the writing of the Pupil Passport varies significantly according to their age and their ability to engage with the discussion. Each Pupil Passport session is tailored to individually meet the needs of each pupil. More details about the content of Pupil Passports can be found in the next section.

Pupil Passports are regularly maintained by the SENDCo and SEND Team and are fully reviewed annually.

Learning walks and work scrutiny information will be used and communicated to Curriculum Leaders to inform where good practice and concerns are taking place.

Objective Two - Teachers are aware of the special needs of all students**Strategies:****The SEND Register**

A register is maintained for all students at Golborne High School with SEND or Inclusion needs. It shows the current stage of the Code of Practice for each student. It also summarises CAT data, baseline reading and spelling ages and the latest reading and spelling ages. The SEND register is reviewed and updated termly following receipt of the new information for any incoming pupils. It is always available and is regularly updated on SIMs.

Pupil Passports

A Pupil Passport is maintained for students with SEND who are on 'SEN Support' or those with Education and Health Care Plans and are available to teachers via the linked documents in SIMs.

In summary, the Pupil Passport includes the following information:

- Name, Tutor Group, Stage, significant test results, e.g. Reading/Spelling Age, CATs scores.
- A summary of the student's strengths and areas of concern. This is information gained from any relevant reports from external support services, a student's EHC Plan if applicable, primary liaison and feedback from teaching staff, the student and parents.
- Short-term targets which are developed with the student themselves. These targets are SMART, SIMPLE, MEASURABLE, ACHIEVABLE, RELEVANT, TIME-RELATED. These are reviewed half termly by nominated SEND Team staff.
- Strategies which are needed to achieve the targets for both teachers, TAs, the student and their parents.
- Outside agencies involved with a student on 'SEN Support' or those with Education and Health Care Plans.

The Pupil Passport is updated termly following feedback from teaching staff and is available to all of the student's teaching staff, Teaching Assistants, Form Tutor, Head of House, Deputy Head, parents and students themselves via the Edulink One app.

Objective Three - Appropriate funding and resources are available and are used within the school

Strategies

Funding reforms were introduced by the DFE in 2013. This includes funding pupils with 'high needs.'

Funding elements are as follows:

- Core Funding (Element 1) – Accessed by all pupils.
- Additional Support (Element 2) – Used for pupils with identified SEND needs, especially those on the 'Graduated Approach' model who require Some/Lots or Exceptional Support.
- High Needs Block (Element 3) – Pupils with an EHC Plan whose needs cannot be met by Element 2 funding alone.

The school's budget to deliver Element 2 funding is derived from:

- SIS fixed factor
- SIS formula factor
- EHC plan funding less than £6,000-00.

The school's Notional SEND Budget is then distributed to school and is no longer retained by the LA.

The resources used to support students with SEND are funded through the school's Learning Support Budget, determined by the LA as a 'Notional SEND Budget.' The learning support budget is spent on pupil support, interventions, wages (teacher and Teaching Assistant time), running costs (photocopying, pens, paper etc), training and new teaching aids.

The Range of Provision

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through in class support or, occasionally, periods of withdrawal to work with SEND Team staff
- Mentoring
- A transition curriculum and teaching for some pupils during Key Stage 3

Delivery of Small-Group and One to One Work

Where there is a real need for help with specific learning difficulties, individual or small groups may be extracted from mainstream lessons for a limited time. This usually occurs with a few Year 7, Year 8 and Year 9 students.

Small group provision includes the Year 7 Pupil Premium Catch Up funding allocated by the DFE for pupils in year 7 who did not achieve the expected standard in reading or maths at the end of key stage 2..

These pupils receive a differentiated curriculum which includes Numeracy (Maths) and Language for Learning (English) booster sessions. These targeted, small group, booster sessions are timetabled to be delivered by the SENDCo and the SEND team.

Some students work with a Teaching Assistant on a short course to improve their literacy and/or numeracy skills.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Health specialists
- Speech and language therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Behaviour Support Service
- Autism Outreach
- CAMHS

In addition, important links are in place with the following organisations:

- The Careers Service
- The LA
- Specialist services
- The business community
- Attendance Development Officer
- Social Services

iClass Provision

iCLASS stands for Improving Communication, Learning and Social Skills. In iClass we support all students including those with emotional and behavioural difficulties as well as learning difficulties. Referrals are made through either SLT or Heads of House or the SENDCo. Students attend iClass for a variety of reasons. Examples of which are:

- Part of a reintegration programme on return from exclusion.
- Students who have had a bereavement.
- Temporary withdrawal from a subject.
- Part of a Social Skills group.
- Part of a language and communication group.
- Attending personalised small group workshops.

Post – 16 Provision

The SENDCo will incorporate the following strategies to support pupils' post -16 provision and initiate pupils' preparing for adulthood pathway:

- All pupils can attend presentations given by all local post -16 providers in the authority.
- All SEND pupils receive at least two 1:1 career sessions in Year 10 and 11 with the nominated Careers Advisor.
- Opportunities for trips to local colleges and university taster days are delivered.
- Travel Training sessions are provided by Wigan LEA for pupils with specific needs.
- Post-16 provision is organised through the annual review of Education and Health Care Plans.

Objective Four

Pupils with SEND are integrated as fully as possible into the life of the school and have access to a balanced and broadly based curriculum, including the National Curriculum. We believe that is vitally important to identify, address and overcome barriers to a pupil's learning and development.

Strategies:

All students are fully integrated into the life of the school, belonging to vertical, mixed ability tutor groups in the pastoral system. All staff are encouraged to differentiate work appropriately for students, allowing them to access the same curriculum as their peer group. Staff are supported in this endeavour by INSET, briefings and workshops alongside advice from the Inclusion Department. The school recognises and supports a student's right to follow the National Curriculum and will only disapply students from elements of the National Curriculum in rare and exceptional circumstances. Where students are withdrawn for periods of longer than half a term from a mainstream lesson to receive specialist small group tuition from the Inclusion Department, a condensed curriculum for this subject will be included in the small-group work. Opportunities are provided for students to use collaborative learning styles and a variety of methods for assessing and recording students' work are used. Multi-sensory approaches are encouraged in order to enable students to learn more effectively. Inclusion staff are widely used to support pupils in accessing the curriculum.

Objective 5 - Communication with stakeholders

'The Golborne High School SNED Information Report and Local Offer' can be accessed here:
http://www.golbornehigh.wigan.sch.uk/images/documents/Policies/local_offer_policy.pdf

The document sets out to explore and explain how the SEND Department operates and is accessible to all stakeholders.

COMMUNICATIONS

This communication takes many forms: paperwork, meetings, conferences, training sessions, information evenings etc.

There is also communication through in-service training.

As well as giving feedback on Pupil Passports, staff also input into student's Annual Reviews and also write whole-school reports for students with SEND in the light of their Pupil Passport and personalised targets.

Communication within the SEND Department

Communication within the SEND Department has to be effective in order to best support our pupils. Information is passed to all through meetings, staff trays and via email.

Communication with Students

All students with SEND are encouraged to make use of the games and other activities run in the iClass every lunchtime. In addition, students are consulted on an individual basis concerning their Pupil Passports, particularly their short-term targets. A mentoring service involving staff is available to students who need help with organisation and/or building self-esteem. There are also 1:1 and small group Emotional Literacy programmes.

Communication with Staff

In addition to the SEND register and Pupil Passports, which are shared and available on SIMs, the following staff share communication with the SENDCo via meetings:

The Heads of House, Pastoral Line Manager, Inclusion Centre Manager, PASS Centre Manager and the SENDCo.

Further information is communicated via the iClass Bitesize which is communicated weekly, staff briefings bi-weekly and the newsletter which is communicated every half term.

Communication with Parents

Golborne High School firmly believes in working in partnership with parents and carers of all students, particularly those with SEND. It is through these close working relationships that students can make the best progress throughout their school career. Parents are encouraged to visit the school regularly, both for formal meetings and on a less formal basis. The SENDCo is available for information evenings, particularly the New Intake evening. Parents are also specifically asked to attend for all Person Centred Annual Reviews of a student's EHC Plan.

Further communication with parents and staff can be sought through parent-teacher conferences.

Communication with Other Educational Establishments

Primary

The SENDCo maintains links with all feeder primary school by visiting to meet prospective Year 5 and 6 students and the primary SENCo to ensure smooth transition between phases. The information gathered in this way is collated and sifted to provide a pen picture for each student to be included in the Golborne High School SEND register before their arrival. They are initially placed on the Golborne High School register at the same stage as their primary register. The SENDCo also attends, when possible, Annual Reviews of students in Year 5 and 6.

Tertiary/Post -16 Education

The SENDCo liaises with all further education colleges. Records including all paperwork concerning exam concessions are passed on as part of the Wigan Schools Transition Pack procedure.

Local Area Secondary Schools

The SENDCo attends the local area SENCo Network Meetings every term to share good practice and provide mutual support.

LA/SENCO Conference

The SENCO attends the LA Secondary SENCO conferences to remain fully informed of all LEA policy and to share good practice with other SENCOS.

Communication with Local Authority - Inclusion Meetings

The SENDCo, Inclusion Manager, PASS Manger, relevant Heads of House, Pastoral Assistant Headteacher, Educational Psychologist and Targeted Education Support Service staff meet termly.

These meetings discuss whole-school issues and individual students causing concern. The whole-school issues cover items such as: funding, patterns of need within years, identify and planning INSET needs, whole-school SEND strategies and policies etc.

Communication with Governors

Golborne High School currently has one Governor with an interest in SEN: Mr P Berrisford

They determine the school's general policy and approach to provision for SEND students with advice from the SENDCo. They also establish the appropriate staffing, funding arrangements and maintain a general oversight of the school's work. They meet regularly with the SENDCo to discuss all SEND issues. They report annually to parents.

Objective 6 - Concerns or complaints from parents/carers

We will always ensure that we can provide the absolute best in support, intervention and care. However, where a conflict or complaint arises, we follow a resolution procedure outlined in the 'Complaints Policy Document.'

Objective 7 - Review of documentation

The SENDCO will review this policy document annually. The next review date is November 2020.