

# ASHBY SCHOOL

## SEND POLICY

Documentation Information			
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## 1. Aims

Our SEND policy and information report aims to:

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

**At Ashby school, staff have high expectations of all learners, so that students know that they are 'empowered to learn' and that 'anything is possible'.**

**SEND students should leave school with high aspirations, future ready with the skills and knowledge to contribute fully to their community.**

Ashby School is fully committed to ensuring the necessary provision is made for every pupil in our school. We strive to meet the needs of all young people with a learning difficulty, disability or special educational need. The new Code of Practice (2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further education or training.

The Governors and Staff of the school work in Partnership with the LA and the LiFE multi-academy trust to meet the requirements of the Code of Practice. We are committed to inclusion, meeting individual needs and the efficient use of resources to ensure provision of the highest quality for all students. We encourage mutual respect and consideration as part of our ethos.

Key to the successful implementation of the whole-school vision is the commitment to the inclusion of ALL students. To achieve this vision, the following structures, procedures and systems outlined in this document are in place for students with SEND in the School.

We believe that all children with SEND must have their needs recognised and assessed, with reasonable, appropriate and timely intervention put into place. All staff should have due regards to general duties to promote disability equality. In practice, this means that EVERY teacher is a teacher of SEND.

The SEND code of practice states that "all pupils should have access to a broad and balanced curriculum."

We aim to deliver an appropriate curriculum to:

- provide suitable learning challenges
- meet the students' diverse learning needs
- remove the barriers to assessment and learning

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), 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, SEND coordinators (SENDCos) and the SEND information report

This policy also complies with our funding agreement and articles of association.

### **3. Definitions**

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### **4. Roles and responsibilities**

#### **4.1 The SENDCO**

The SENDCO & Deputy SENDCO will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned of education
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

#### **4.2 The SEND governor**

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

#### **4.3 The headteacher**

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **5. SEND information report**

#### **5.1 The kinds of SEND that are provided for**

Ashby school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

#### **5.2 Identifying pupils with SEND and assessing their needs**

Working with feeder schools and planning an effective transition, we will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents shall be central to this. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We may use additional diagnostic screening to determine an area of specific need. This could include (but is not limited to)

- Reading Tests
- Spelling Tests
- CATS Tests
- Diagnostic assessments

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. (APDR)

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs.

This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Future planning may include induction days at new settings and careers advice.

### **5.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality first teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Individual Support from staff

- Counselling
- Wellbeing coaching
- Mentoring (group/1:1)
- Social and Emotional Groups e.g. Social communication, Anger management
- Homework clubs
- Lunchtime clubs
- Reading groups
- Speech and Language
- Bespoke timetables and the provision of off-site and on-site learning experiences
- Specialist literacy and numeracy intervention programmes
- English and maths tuition
- School nurse input

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching so that the work is accessible, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have teaching assistants (TAs) and Learning Support Assistants (LSAs) who are trained to deliver interventions and also general classroom support.

TA's and LSA's will support pupils on a 1:1 basis when there are a specific need that requires input, or the student has an EHCP (Education, Health and Care Plan) that states specific support needs to be put in place.

TAs and LSAs will support pupils in small groups when the subject teacher feels that a small working group is beneficial, or a small group has specific needs to be addressed.

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychology Service with support from the LiFE MAT Trust Educational Psychologist
- Child Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- North West Leicestershire Learning and Inclusion Partnership (NWLIP)
- Special Needs Teaching Service
- Visually Impaired Service
- Hearing Impaired Service
- Autism Outreach Service
- Careers Advisors
- Medical Services

➤ Other relevant agencies

### **5.9 Expertise and training of staff**

Ashby School has a SENDCo and Deputy SENDCo. Our SENDCo has worked in secondary education for more than 10 years, and has a range of experience covering pastoral and senior roles. We have a skilled team of TAs and LSAs who are trained to deliver SEND provision. We use specialist staff such as a newly appointed Wellbeing Officer to deliver sessions such as developing Emotional Literacy.

### **5.10 Securing equipment and facilities**

The SEND budget is used by the SENDCo but also can be accessed by other staff through them to ensure we meet the needs of SEND students.

### **5.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SEND department
- Feedback from classroom teachers and support staff in lessons
- Holding annual reviews for pupils with EHC plans

### **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils, irrespective of need and ability, are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

This policy should also be read in conjunction with Ashby School's Equality & Access policy

### **5.13 Support for improving emotional and social development**

Ashby School continues to adapt to the needs of our students and has a well established pastoral network across the school. We provide support for pupils to improve their emotional and social development in the following ways:

- Access to a school counsellor
- Wellbeing coach
- School Nurse
- Mentoring (1:1 and group)

Ashby School has a zero tolerance approach to bullying

### **5.14 Working with other agencies**

We make referrals to other agencies including:

- Health and social care bodies
- Local authority support services and
- Voluntary sector organisations, in meeting pupils' SEND and supporting their families.

### **5.15 Complaints about SEND provision**

