

SEN Policy and Information Report



Shuttleworth College

Status :

Statutory

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Reviewed and monitored by:

Sally Sagar

Approved by :

Awaiting ratification

Signed by

Chair of Governing Body

Shuttleworth College

SEND Policy

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1. Aims

The SEND Policy aims to:

- Set out how the school will support and make provision for students with Special Educational Needs and Disabilities (SEND) in accordance with the The Code of Practice for Children's SEN 2015.
- Explain the roles and responsibilities of all stakeholders involved in providing for the specific needs of students with SEND.

All members of staff, in conjunction with the authorities, (Governing Body and LA) have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum. Students are entitled to a broad and balanced curriculum, including the National Curriculum (incorporating personalised provision), and their relative progress will be recorded, valued and reviewed

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, SEN co-ordinators (SENCOs) and the SEN information report

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

3. Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 SENCO

The SENCO is Mrs. Sagar.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 (LA) and its support services
- Liaise with potential next providers of education 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 SEN up to date

4.2 The SEN governor

The SEND Governor is Mrs. Shaw

The SEN governor will:

- Help to raise awareness of SEN 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 SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN 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 SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our 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 and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

The identification and assessment of students with SEND begins during the Primary School transition meetings and parental requests for visits in Year 6. The LA notifies school about students who are transferring with Education Health Care Plans (formerly statements) in the spring of their year 6.

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. Class 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 SEN.

Assessment Cycle data from all year groups is analysed to identify pupils that may have unidentified needs.

Pupils are encouraged to self-refer to the SEND Department for support if they are concerned they have unidentified needs, this can be done by speaking directly to the SENDCo or any trusted adult in college.

Parents and families can refer their child to the SEND Department if they are concerned they have unidentified needs, this can be done by emailing ssagar@shuttleworth.lancs.sch.uk

Subject staff can refer pupils to the SEND Department through inclusion@shuttleworth.lancs.sch.uk or raising their concern during the regular Faculty SEND briefings.

To identify need the SEND Department will collate data from wide range achievement tests, Lucid, British Picture Vocabulary Scale and teacher observations. We refer to external agencies for advice when appropriate.

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. 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.

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 consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parent and pupil views are recorded in the 'Personalised Provision Plan' which are shared with families annually.

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**.

Subject teachers will work with the SENCO 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. This information is shared through the 'Personalised Provision Plan'. 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. Students with an Educational Health Care Plan will have an annual 'Careers, Education, Information, Advice & Guidance' meeting to ensure transitions are fully supported.

5.6 Our approach to teaching pupils with SEN

All teaching staff at Shuttleworth College consider themselves specialist teachers of students with SEND needs and embrace their responsibility to ensure the SEND policy is put into practice.) The Teacher's Standards 2012 make it clear that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils." This is done by subject teachers doing the following:

- Quality first teaching, using scaffolding strategies when appropriate
- Providing an appropriately differentiated curriculum
- Drawing on the SENDCO and the SEND team for advice
- Identifying students and using the referral process for students who are making little or no progress
- Using Personalised Provision Plans to inform planning
- Speaking to TAs at the start and the end of the lesson to discuss the support for SEND students
- Accepting and valuing the contribution of the parents/carers have in their child's learning and involve parents/carers in working with the school

We also provide the following interventions/adapted technologies/resources, following where appropriate, recommendations from Occupational Therapy, Physiotherapy, ECLAS and Educational Psychology Reports:

Hearing Loop

Angled writing boards

Stabilo handwriting pens/pencils

Coloured paper and overlay

Baker-Ross adapted scissors
Phonics Intervention
LEXIA literacy programme
Reading Intervention
Lego therapy
EAL Intervention
Laptop/Tablet
Handwriting and Piano therapy
Nurture, Social Stories and Life Skills
Comic Strip conversations and Vocabulary development
Literacy and numeracy interventions
Personal safety
Exams Access Arrangements
Enlarged fonts and fidget tools

5.7 Adaptations to the curriculum and learning environment

The school is fully accessible to students with physical disabilities and those with learning and behavioural needs. The Accessibility Plan 2022-2023 clearly identifies how the school is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and The Special Needs and Disability Act 2001.

The Disability (Equality Act 2010) states that “A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”. Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The school has put in place measures to ensure that the curriculum is adapted to fully accommodate all pupils within an inclusive environment, where physical and written access is of paramount importance. We also provide a wide range of interventions/adapted technologies/resources, following Occupational Therapy, Physiotherapy, ECLAS and Educational Psychology Report recommendations.

Please refer to the Accessibility Plan 2022-2023.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and

Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The school caters for students with emotional difficulties through 1:1 support, the learning support centre and those with sensory impairment, including inbuilt audio systems and visual enhancing technology. The school supports students who have more specific 'low incidence needs'.

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, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- For students with significant cognitive and learning needs, which require a fully differentiated curriculum we offer a foundation group in KS3 to support the acquisition of both KS1 and KS2 key knowledge and skills.

5.8 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis during some targeted intervention, for example phonics. During lessons, teaching assistants will monitor students' learning, moving through prompting, clueing and modelling as appropriate to promote independence and resilience.

Teaching assistants will support pupils in small groups during appropriate targeted intervention, for example Lexia and Lego Therapy.

5.9 Expertise and training of staff

Our SENCO has 5 years' experience in this role and is also the Deputy Headteacher.

We have a team of 20 teaching assistants, including 5 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

5.10 Securing equipment and facilities

Our school has a broad range of equipment and facilities, gaps in facilities or equipment will be identified during EHCP annual reviews and a plan for procurement made.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student voice
- Monitoring by the SENCO
- Using provision maps to measure progress
- 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

At Shuttleworth College, all students irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the schools organisational and curriculum structure, its assessment and rewards systems, the arrangements made for careers' education, work placement and college arrangements. Students with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school believes that:

- The needs, rights and entitlements of individual students are the focus of both an educational and social environment
- Staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- The family and community should work together

Arrangements for the admission of disabled pupils

- All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
- Please refer to our Accessibility Plan for further information, this can be found on our website

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils have a non teaching Head of Year to respond to concerns and offer support
- All pupils with complex SEND are allocated a teaching assistant that speaks to them regularly to check their understanding of current safeguarding topics and check wellbeing
- Pupils can be referred for Nurture intervention
- Students with SEND have an additional student voice activity to ensure a broad range of strategies to highlight areas of concern
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of Safe Haven club to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

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

- Educational psychologists
- We Are With You
- Children's Social Care
- Barnados
- GP Support
- School Nurse
- Speech & Language Therapy
- Physiotherapy
- Counselling – Freeflow/Pendleside Hospice
- Clinical Psychologist
- ELCAS
- Hearing Impaired Support Teacher
- Visual Impaired Support Teacher
- Action for ASD

- Literacy Solutions

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

We encourage families to contact Lancashire SEND Information Advice and Support Service (SEND IASS) and also local charity-based support services, for example Action for ASD.

5.17 Contact details for raising concerns

The SENDCO, Sally Sagar can be contacted by emailing ssagar@shuttleworth.lanc.sch.uk

5.18 The local authority local offer

Our contribution to the local offer can be found on our website.

Our local authority's local offer is published here:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

6. Monitoring arrangements

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of students and parents or carers, particularly at meetings.
- Recorded views by teachers on students' competence, confidence and social acceptability
- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results
- Evidence of planning and targeted expenditure for SEND by Colleges.
- The SENDCO reviewing procedures in consultation with subject leaders, SLT, CL, HoYs and outside agencies
- Feedback from SLT, CLs and HoYs
- Number of complaints received

This policy and information report will be reviewed by Marie Shaw **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following:

- Accessibility plan
- Behaviour policy
- Equality information and objectives

- Supporting pupils with medical conditions policy
- SEN and Disability Local Offer