



BARLBY HIGH SCHOOL

Hope Learning
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TOGETHER, A PLACE TO THRIVE

Special Educational Needs and Disabilities (SEND) Policy

REVIEWED/READOPTED:

KEY PERSON: **HEADTEACHER**

APPROVED BY GOVERNORS

DATE: **MAY 2017**

NAME:

SIGNATURE

Barlby High School

Policy for special educational needs and disabilities (SEND)

Agreed by governors January 2016 reviewed May 2017

Review date September 2017

This policy is in line with the final Code of Practice (0-25) January 2015

Abbreviations used

ASCOSS	Autism Outreach Support Service
CoP	Code of Practice
EP	Educational Psychologist
EMS	Enhanced Mainstream School
ESWS	Educational Social Work Service
SEND	Special Educational Needs and/or Disabilities
SENCo	Special Educational Needs Coordinator
PLM	Personalised Learning Mentor (Previously known as Teaching Assistants)

Barlby High School Values & Aims

Barlby High School is committed to improving the lives of all students by supporting them, as individuals, to become keen independent learners who aspire to **enjoy** learning for life, **believe** in their own potential and **achieve** their best. Barlby High School strives to ensure that every student including those with a SEND is successful in achieving their own personal goals through appropriate learning environments, a broad and balanced curriculum and personalised support and intervention strategies from staff.

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 or higher education or training (6.1 final draft CoP)

Philosophy

The school community believes that:

- All students are equally valued and the school has high aspirations for all
- All students are the shared responsibility of all staff
- All students are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.
- Learning and Teaching will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification is essential
- There will be a flexible continuum of provision for students with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of students with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents/Carers will be fully involved as partners in their child's education
- Students will be encouraged to give their views on what learning is like for them
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Principles

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.
(xiii, xiv CoP 2014)

Evidence suggests that approximately 75% of disabled children also have a special educational need and these students are also protected by the Equalities Act 2010.

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs.

Roles and Responsibilities

"Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff"
(CoP 2015)

"Pupils with SEN do best when supported by excellent teachers" HMI Annual Report 2013/14

The Headteacher has the overall responsibility for the provision and progress of learners with SEND.

Responsibility for coordination of Inclusion and SEN provision is as follows: Richard Anderson (SENCo)

- Undertakes all duties in line with statutory requirements
- Quality assures the provision for students with SEND
- Provides information to the Deputy Headteacher for Learning and Teaching to ensure relevant CPD on SEND

- Line manages the Specialist Advanced Teaching Assistants (SATAs) and Personalised Learning Mentors (PLMs)
- Reports half termly to the Governing body and meets half termly with the Governor for Inclusion
- Effectively coordinates and leads review meetings
- Meet with Parents/Carers
- Meet with outside agencies
- Meet with Primary schools who have students who wish to attend Barlby high School to ensure a smooth transition
- Advise staff on both Wave one and wave two strategies to ensure effective differentiation and the personalised learning needs of students are met
- Identify students with SEND coordinating the graduated approach
- Ensure access arrangements are used effectively to enable students to effectively undertake examinations
- Act as a key worker for students to ensure that student views are represented to staff
- Review the SEN register on a half termly basis
- Create and update provision maps
- Ensure staff are making use of student information provided on SIMs
- Ensure the effective deployment of Personalised Learning Mentors

Teaching Staff:

- “Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff” (CoP 2015)
- “Pupils with SEN do best when supported by excellent teachers” HMI Annual Report 2013/14

Specialist Advanced Teaching Assistants and Personalised Learning Mentors:

- Works under the direction of the class teacher to promote student learning and progress in the classroom through a range of directed strategies
- Provide additional pastoral support to students with SEND
- Take responsibility for their continuing professional development by attending CPD sessions and other relevant training opportunities as directed by the SENCo

The Governing Body: Chair of Governors and Governor responsible for Inclusion:

- The Governor with responsibility for SEND meets half termly with the SENCo

- Reports annually on the school's policy for SEND including the School Information Report
- Ensures students with SEND are in receipt of high quality provision within the classroom
- Ensures students with SEND are able to access appropriate external support
- Ensures that Parents/Carers are involved in the graduated approach within school for supporting their child
- Challenge progress data to ensure that students with SEND are making at least good progress

Whole school approaches:

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure high quality teaching for all
- Regular communication takes place between class teachers, PLMs (via Teacher/PLM agreements), SENCo, Parents/carers and students to ensure good progress
- All staff have appropriate access to up to date information about students with additional needs via SIMs
- The SENCo offers advice on differentiation to all staff
- Students are supported alongside their peers whenever possible
- All students are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps are on display so that staff, students and Parents/Carers know what reasonable adjustments are available
- The training budget for staff is transparent
- Provision for students with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to Parents/Carers
- Good access arrangements are made so that all students can demonstrate their full potential in internal assessments and external examinations
- School uses the local authority's local offer to inform the school offer. (This is published on the school website as part of the governors' SEN information report*).

Individualised approaches:

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, ASCOSS, Prevention Team, School Nurse

- Some students will have individualised provision maps, behaviour plans, risk assessments or individual health care plans, some students may be allocated a key worker
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The Parents/Carers and student will be respectfully listened to and their views will inform personalised learning pathways.
- PLMs and SATAs will be trained so that they can encourage and support students, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need
- The SENCo will be appropriately qualified and have the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community
- Parents/Carers will be given clear routes to access support (SENDIASS), and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP January 2015

Monitoring and evaluating performance

Monitoring and evaluating the progress of students with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money
- Forensic analysis of data examining the progress of different vulnerable groups
- Learning walks and collection of student voice to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for statements/ Education Health Care Plans (EHCP), termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM)
- Work scrutiny with selected student groups
- Focused monitoring by the SENCo, LA adviser, SEND governor
- Detailed discussions with Parents/Carers and students

- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The governing body evaluate the work of the school by:

- Appointing an SEND governor who is a champion for students with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents/Carers and students
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEND funding

Specialist SEN provision

Barlby High school has access to Enhanced Mainstream school provision or Specific Learning difficulties (SpLD).

Members of the EMS team are based at Sherburn High school and include:

The Teacher in charge of provision:

Anne Talbot

Specialist Teacher

Susan Coward

Anne Talbot, Teacher in Charge of provision works with with NYCC to support students across the authority effectively.

The Aims of the EMS are:

- To support Barlby High school by sharing best practice for supporting students with SpLD
- To support students and staff to enable good student progress
- To build capacity in mainstream schools by providing specialist support in 45 local schools.

The work of the EMS team includes:

- Assessment and teaching
- Supporting individual students (student voice)
- Working with Parents/carers
- Supporting staff
- Giving advice, guidance and training on classroom strategies
- Giving advice guidance and training on effective interventions
- Whole school training
- Devising specialist resources and interventions

Formulated.....

Approved by governors.....

Review date.....

*The SEN information report

6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about: the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review, arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society, the approach to teaching children and young people with SEN, how adaptations are made to the curriculum and the learning environment of children and young people with SEN, the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured, evaluating the effectiveness of the provision made for children and young people with SEN, how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN, support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.