



# SEND Policy

## Sponsorship & Review

### 1 Sponsor

Curriculum Leader Inclusion – D Walker

### 2 Reviewed

March 2017

### 3 Revised

March 2017

## References

Disability Discrimination Act

## Introduction

Principles of SEN at Charlton School, criteria for identification and processes for action.

## Aim

To ensure all students have access to learning.

## Scope

The boundary limitation of the policy.

## Applicability

All teaching staff and Teaching Assistants

Please note that for 2016/2017 any reference to the Governing Body of Charlton School throughout this policy will now refer to the IEB (Interim Executive Board). If members of the IEB are required to meet to discuss issues or appeals as related to this policy, then a decision will be made at the time who will attend from the IEB. Any questions regarding this interim arrangement should be put to the Headteacher.

# 1 IDENTIFICATION OF STUDENTS WITH LEARNING DIFFICULTIES

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

### **Broad Areas of Need**

Students identified as having SEN needs falls into 4 main categories:

#### **1. Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **2. Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **3. Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

### 3. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## 2 PRINCIPLES

Charlton School Special Educational Needs Policy is based on the following principle: -

All children regardless of their particular Special Educational Need should be enabled to access all aspects of the curriculum at an appropriate level and all the opportunities that Charlton offers. To that end: -

- 1 All teachers are teachers of children with Special Educational Needs and have a responsibility to meet those needs with the advice and support. High quality teaching, differentiated for individual pupils, is the first step in responding to pupil who have or may have SEN.
- 2 Provision Maps for Statemented Students/Education Health Care Plans and Children In Care and information regarding SEN Needs will be added appropriately by the Curriculum Leader for Inclusion and made available for teachers and parents to view.
- 3 Every aspect of the daily routine of the school is designed and will be reviewed to ensure that it supports the learning of all children, in particular the learning of those children who need support to ensure that they achieve, not only their academic potential but full social participation. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
- 4 The Inclusion and achievement team supports AFL as outlined in the schools Assessment Policy.  
*'The Process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.'* (Assessment Reform Group 2002)
- 5 Provision for students should:
  - match needs
  - take account of the wishes and feelings of the student
  - be in partnership with the students' parents

## **Social Inclusion**

The school is concerned to ensure that every child has access to learning. Where behaviour is a barrier to learning the school has a well-defined series of interventions and strategies to try to meet the needs of students with social, emotional and mental health difficulties (SEMH). These are clearly outlined in the schools Behaviour for Learning policy.

## **3 PHYSICAL FACILITIES**

- Building is fully DDA compliant and provides full access for disabled user across the site.
- Parking provision for 5 disabled users located at the front of the building.
- Appropriate consideration of design and layout of the external provision of site gives full access to all areas.
- Fire Evacuation – Muster points are available on all levels to support evacuation of building.
- Lift to all levels to support access.
- DDA toilet provision on all floors of main school building and sports hall.
- Adjustable work tables/surfaces in all teaching areas to support the needs of all learners

## **4 CURRICULUM**

The school has a differentiated curriculum throughout Key Stage 3 and Key Stage 4 by input time and structure.

All students are tested on entry using standard national testing schemes. We operate intervention programmes in order to improve their low scores in reading and spelling.

The staff are charged with providing all students with certification for the course they have followed.

The admission arrangements for those students with special needs but without a statement/EHCP are the same as those for all students.

The school's arrangements for identifying students with SEN follow the procedures recommended in the latest code of practice. Model as outlined below:

The following criteria may be used to confirm identification:

<b>Year 7</b>	<ul style="list-style-type: none"> <li>National Curriculum Key Stage 2 tests</li> <li>In house testing of reading/spelling</li> <li>Previous statement of special educational needs.</li> <li>Students' Individual Provision Maps</li> <li>Internal tests in English, Maths and Science</li> <li>Statement Data/EHCPs and School Reports</li> </ul>
<b>Year 8</b>	<ul style="list-style-type: none"> <li>National Curriculum Key Stage 2 test</li> <li>In house testing of reading/spelling</li> <li>Previous statement of special educational needs</li> <li>Students' Individual Provision Maps</li> <li>Internal Tests in English, Maths and Science</li> <li>Statement Data/EHCPs and School Reports</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>In house testing of reading/spelling</li> <li>Previous statement of special educational needs</li> <li>Students' Individual Provision Maps</li> <li>Internal Tests in English, Maths and Science</li> <li>Statement Data/EHCPs and School Reports</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>In house testing of reading/spelling</li> <li>Module tests and Internal exams</li> <li>Statement Data/EHCPs and School Reports</li> <li>Students' Individual Provision Maps</li> <li>School Reports</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>In house testing of reading/spelling</li> <li>Module tests and Internal exams</li> <li>Statement Data/EHCPs and School Reports</li> <li>Students' Individual Provision Maps</li> <li>School Reports</li> </ul>
<b>All Students</b>	<ul style="list-style-type: none"> <li>- Pastoral referral information</li> <li>- Attendance</li> <li>- Punctuality</li> <li>- Parents' Consultation Day information</li> <li>- Emotional and Behaviour problems</li> <li>- Social difficulties</li> </ul>

and any further evidence of the following:

- 1) Sensory impairment, for example hearing loss or visual problems
- 2) Speech and language difficulties
- 3) Poor school attendance
- 4) Problems in the student's home circumstances
- 5) The student is not benefiting from working on programmes of study relevant to the Key Stage appropriate to his or her age, or is the subject of any temporary exception from the National Curriculum under section 10 of the Education Report Act 1988.
- 6) The student is working at a level significantly below that of his or her contemporaries in any of the core subjects of the National Curriculum. The root cause must be identified as an SEN difficulty as underachievement does not necessarily mean a student has SEN.
- 7) There is evidence of significant emotional or behavioural difficulties, as indicated by recorded examples of withdrawn or disruptive behaviour; a marked and persistent inability to concentrate; difficulties in establishing and maintaining balanced relationships with his or her fellow students or with adults; and any other evidence of a significant delay in the development of life and social skills
- 8) There is any evidence of contributory or remediable medical problems or evidence from assessments or interventions by child health or social services. Information from such assessments and interventions will be particularly important in the case of students with severe or profound and multiple difficulties, whose needs are unlikely to be appropriately assessed without an interdisciplinary perspective.

### **Prior to entry at Year 7**

Charlton School works closely with its feeder primary schools in order to gather as much information as possible regarding students with SEN.

Upon transfer to Charlton School in Year 7 students will usually be placed on the SEN register at the stage they were at the end of Year 6.

SEN primary students also have the opportunity to take part in extra visits to Charlton during the summer term in Year 6 as well as the transition week, which is arranged during the summer.

## 6 SUPPORT

Students identified as needing support will be supported in the following ways:

- In class or extra curricular support as required.
- Specialist small teaching groups as appropriate.
- Interventions are carried out by well qualified teaching Assistants and Teachers e.g. Literacy programmes, SLCN, Dyslexia etc.
- Specialist differentiation of resources, where appropriate.

### **Withdrawal**

Students will spend the majority of their time in mainstream lessons with their peers; however, in order to maximise their potential as learners it may be necessary to offer some withdrawal lessons to ensure that students have a secure grasp of essential skills. In addition, personalised and alternative timetables are implemented, where it is deemed of benefit to the student.

## 7 TRAINING

Inset courses are made available for all staff as needed. **The SENCO provides SEND CPD to teaching and support staff.**

All staff are made aware of categories of need and strategies to be followed.

## 8 LINKS

Parents will be informed at all stages of the proposed interventions designed to support their child's learning. The Curriculum Leader for Inclusion (SENCO) is always available on open evenings and at parents' consultation evenings. Parents of students on the SEN register are invited to contact the department if they have any concerns or require information on their child's progress.

The school will liaise appropriately with all agencies involved with students, including Health, Social Services and the Child and Family Service.

Contact with the school's Psychological Service, Educational Welfare Service and the Sensory Inclusion Service will be maintained.

## **9 CRITERIA FOR EVALUATION**

The school's success in meeting the special educational needs of its students will be measured using the following performance indicators.

- Student progress in terms of improvement in reading and spelling
- Success rate in meeting targets identified
- Participation rates of students with SEND in extra curricular activities
- GCSE and other external examination results
- Post 16 destinations
- Qualitative feelings – security, confidence etc

## **10 ALLOCATION OF TEACHING ASSISTANTS**

1. Priority is given to those children who have a Statement/ECHP according to their needs outlined in the Statement/ECHP; for example, enlargement of resources for partially sighted, checking of hearing aids, supporting of work in labs and in workshops, additional support in Physical Education and Art for those with physical disabilities.
2. Children with a reading age significantly below their chronological age are identified and supported