

# Eastern High



# SEN Policy

## **Underlying Principles**

Eastern High School provides a broad and well balanced curriculum for all pupils. We recognise that a number of our pupils have particular learning, behaviour and medical requirements that could create barriers to learning. Consequently, teachers align the SEN register and provision map to meet the specific needs of individuals and groups of learners, by setting suitable learning challenges which respond to their diverse learning needs. Teachers take account of the individual or groups of learners to enable them to participate fully in the whole school curriculum and assessment activities. In addition, targeted provision is put in place via specific interventions which address the individual needs of pupils. Pupils meet regularly with a teaching assistant and their progress is measured via a tracking tool on a half-termly basis. This support is provided in addition to classroom differentiation in all subject areas and to any extra support available via enhanced funding from the LA for children with statements of educational need.

Learners may have special educational needs either throughout, or at any time during, their school career. This policy aims to ensure that curriculum planning and assessment for those with special educational needs takes account of the nature and extent of the difficulty experienced by the child.

## **Our Vision, Values and Aims**

We are committed to giving all of our learners the opportunity to achieve the highest of standards and fulfil their potential. We expect pupils to uphold high standards and expectations of themselves and each other.

### **Vision**

- To raise standards
- To improve provision
- To be a community-focussed school
- To work in partnership

### **Values**

- We listen to each other
- We respect each other and our community
- We are fair
- We are honest

### **Aims**

- To promote aspiration
- To celebrate achievement
- To support each and every pupil
- To make a valuable contribution to the wider community

## **Objectives**

At Eastern High School staff cater fully for the learning needs of all pupils in their classes and ensure equality of opportunity in fulfilling their responsibilities as teachers.

- The needs of pupils will be met through a 4 staged graduated response to provision of all pupils identified as having Special Educational needs
- Specialist teacher and subject teachers will differentiate tasks, resources and materials to support the pupil's need
- Differentiation will be reflected in all levels of planning
- All pupils, where appropriate, participate fully in Assessment for Learning through self-assessment and personal target setting
- IEP'S/IBP's/PSP's/PEP's are in place to support individual need and provide attainable targets for children with SEN
- Effective support will be provided by named Teaching Assistants
- All staff are provided with opportunities to access training to develop the skills required to promote effective learning

This policy outlines the procedures and strategies used to identify access, monitor and review pupils with special educational needs within the school. It aims to ensure that:

- every pupil is provided with opportunities to help them achieve their full potential in a happy and supportive environment
- an environment is created that meets the special educational needs of each pupil.
- the special educational needs of pupils are identified, assessed and provided for
- the expectations of all partners in the process – staff, parents or carer, external agencies and the pupil are made clear
- the roles and the responsibilities of staff in providing for pupils' special educational need are clearly defined
- all pupils are supported to have full access to all elements for the school curriculum
- differentiation in the classroom takes into account the individual pupil's special educational need in relation to grouping, pace of work, clear teaching and effective learning
- parents are regularly informed of their child's level of attainment and advised how to support at home
- resources associated with SEN are developed and audited as appropriate
- liaison with other school SENCOs and Primary Cluster Schools is developed
- reports and /or records received and maintained from previous settings and external professionals are considered when planning educational provision

## **Inclusion**

Through appropriate curricular provision, we respect the fact that our pupils:

- have different educational and behavioural needs and aspirations

- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

**Teachers respond to children's needs by:**

- providing support for pupils SEN including those with speech, language and communication, literacy and numeracy and social skills/behavioural difficulties
- planning to develop children's understanding through multi-sensory approach and a variety of strategies for learning
- planning for children's full participation in learning, and in physical and practical activities
- supporting children to manage their behaviour and to take part in learning safely and effectively
- supporting individuals to manage their emotions, particularly trauma or stress, in order to participate in effective learning

**Key objectives**

**Children**

- are well motivated, achieve success and develop a positive self-image and attitude towards learning
- are included in the wider school community and have equal access to and inclusion in the appropriate activities, experiences and opportunities on offer within the school community
- are involved, where possible, in all stages of the Special Needs process and are included in target setting and reviews

**Parents**

- are encouraged to be involved in the identification, support and review of their child's SEN
- are encouraged to appreciate their children's strengths as well as their difficulties

**Teachers**

- develop their understanding of the different ways children learn
- continue to develop their teaching strategies to support children to manage their behaviour and to take part in learning effectively and safely
- advise parents of any concerns as they arise
- Continue to expect the best from all pupils in their care and work towards each child fulfilling his/her potential
- Fulfil all other duties required by the Code of Practice, including maintaining appropriate records, provision of reports for external agencies and the monitoring and assessment of progress

## **Roles and Responsibilities of the Head teacher, Staff and Governors**

Provision for pupils with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her classroom or specialist setting and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

Eastern High School's current Governing Body, in co-operation with the head teacher, Mr Armando Di Finizio, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and is in the process of appointing an Inclusion/SEN representative governor, as part of the process of establishing an inaugural governing body for Eastern High.

### **The head teacher has responsibility for:**

- the management of all aspects of the school's work, including provision for pupils with SEN
- informing the Governing body about SEN issues
- working closely with the SEN personnel within in the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to the governors

### **The Governing Body must ensure that:**

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN participate in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and efficient education of other pupils.
- they report to parents on the implementation of the school's SEN policy through the annual report to parents.
- they have regard to the requirement of the Special Educational Needs Code of Practice for Wales (2002)
- parents are notified if the school decides to make Special Educational provision for their child
- they are fully informed about SEN issues, so that they can contribute to the school's self-review
- they oversee appropriate staffing and funding arrangements, for pupils with SEN
- they are involved in the development and monitoring of the policy
- SEN provision is an integral part of the school improvement plan
- the quality of SEN provision is regularly monitored

### **The SENCO Ms Clare Phillips is responsible for:**

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for and managing the responses to our pupils' special needs
- co-ordinating provision of pupils with SEN throughout the school.
- liaising and advising fellow teachers, including support with writing and implementing of IEPs/IBPs/PSPs/PEPs. Setting appropriate targets to the needs of pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom.
- maintaining and updating SEN provision maps
- overseeing all records of children with SEN and ensuring an effective record system is in place, including an up-to-date SEN register
- liaising with parents of children with SEN and ensuring they are involved in the decisions made about their child
- ensuring annual reviews are carried out for pupils with a statement of SEN
- liaising with SENCOs from transferring school and/or feeder primary schools
- liaising with outside agencies, arranging meetings, completing documentation and providing a link between these agencies, class teachers and parents
- monitoring and evaluating the Special Educational provision and reporting to the Head teacher and Governing body
- liaising with external agencies, including the LA's support and educational psychology services, health and social services, voluntary bodies and schools
- contacting the LA caseworker on behalf of the child
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, for example, class-based assessments/records, end of year teacher assessments and NFER standardised scores
- contribute to the in service training of staff and presentations to governors
- managing SEN learning support staff/teaching assistants
- liaising with the SENCO's in the feeder primary schools to ensure high quality transition arrangements

### **Subjects teachers are responsible for:**

- ensuring inclusive practice for pupils with SEN in the classroom and for providing an appropriately differentiated curriculum
- making themselves aware of this policy and the procedure for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN

CAMs (College achievement managers) and CALs (College leadership managers) meet regularly with the SENCO to determine appropriate planning and provision. IEPs/IBPs/PSPs/PEPs are written by CAM's and CAL's with support from the SENCO

using advice from other agencies, as appropriate. Copies of IEPs/IBPs/PSPs/PEPs are shared with parents/carers and the child with a signed copy being held by the school. The targets are then discussed with parents/carers and the child at an arranged review meeting, usually during the schools open evenings.

### **Teaching Assistants (who provide support for SEN pupils) are responsible for:**

- ensuring that they are fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- supporting pupils with SEN in all areas of the curriculum
- supporting a pupil with specific difficulty to enable him or her to access the curriculum
- working with individual children under the direction of the teacher
- working with groups of children under the direction of the teacher
- assisting in the production of differentiated materials

### **Admission Arrangements**

In line with the Equalities Act 2010, the admission arrangements for pupils with SEN are the same as for all other pupils.

### **Allocation of resources**

Provision is mapped and costed to ensure that efficient and effective use of resources. The SENCO is responsible for the management of the special needs provision within the school, including co-ordinating the provision for children with statements (in mainstream) of educational needs. The head teacher consults with the governing body in relation of how the SEN delegated funding is best deployed to support special educational needs.

### **Assessment**

Early identification of SEN is vital. A subject teacher informs the SENCO, who liaises with the parents at the earliest opportunity to enlist their active participation to support the child's needs. Teachers and the SENCO assess and monitor the child's progress in line with existing school practices. The SENCO works closely with parents, class teachers, Heads of Department, TAs and external professionals (as appropriate), to plan a programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

### **Assessment Resources**

The school uses a variety of assessment materials to assess the needs of all pupils. These include some or all of the following:

- Cardiff LA's Expectations Document 5 Stage Approach to Inclusion

- Summative assessments made by subject teachers
- Non-verbal standardised test scores
- Welsh Government Literacy and Numeracy standardised test scores
- WRAT test scores

Any child presenting with difficulties, either as a result of data analysis or due to lack of adequate progress, or both, would be further assessed and monitored carefully by the SENCO, subject teacher and or teaching assistant, together with external professionals, as and when appropriate.

IEPs/IBPs/PSPs/PEPs are written and reviewed on a half termly basis.

### **School Action**

The school operates a system of graduated response for pupils with SEN, with those pupils with the greatest need receiving the most provision. The school caters for pupils at three specific stages of need as prescribed in the SEN Code of Practice for Wales 2002:

- School Action
- School Action Plus
- Statemented

### **Statement of Educational Need**

A Statement of Educational Need provides additional resources for the child and a precise educational prescription based on accurate and detailed analysis of needs. Parental involvement and views are encouraged and welcomed. Statements are reviewed annually with school, parental and multi-agency participation as part of the annual review procedure. At the meeting a decision will be made to either maintain or amend the current provision or to issue a ceasing statement.

### **Medical Conditions**

Eastern High School carefully monitors underachievement in relation to medical conditions. We consider that early identification and acknowledgement of concern is vital and the parents are asked to disclose details of any medical conditions on entry to school, regardless of age at entry.

### **Curriculum and Teaching Methods**

It is important that each subject and the specialist teacher create a learning environment which is supportive to all children's learning. We endeavour to support pupils in a manner that acknowledges their entitlement to share the same learning experiences their peers enjoy. To maximise learning, we deliver SEN provision in a range of environments; the pupils work in small groups, or in a one to one situation in the SEN support room or receive in class support. At all times we ensure that the environment chosen is that which is most appropriate for effective learning. However, it is the intention that the range and variety of

interventions undertaken at the school will vary on an annual basis, according to the specific needs of the cohort.

### **Working in Partnership with Parents**

Parents at Eastern High School, are treated as valued partners in their children's education and as such are involved and kept informed as soon as a special educational need is first identified and additional support is being considered. Parents will be invited into school to discuss the issues, initially with the subject teacher on an informal basis. When additional support is being considered, discussions may take place between the parent, head teacher, subject teacher and SENCO.

Any intervention programmes, take into account parental views. If the child is being given behavioural support, with a structured programme, then reinforcement at home by the parents will be paramount. It is also essential that parental views are represented in any assessments or reviews.

Parents are asked to sign IEPs to show that they have discussed them with the subject teacher or SENCO.

### **Reporting to Parents**

There is a statutory requirement for governors to include the following information in their annual report to parents:

- the success of the SEN policy
- significant changes in the policy
- consultations with LA
- the management of SEN resources

### **Arrangements for Monitoring and Evaluation**

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and Heads of Departments
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- meeting between SENCO and SEN Governor
- school self-evaluation
- the governors' annual report to parents, which contains the required information about the implementation and success of the SEN Policy
- the school's annual SEN self-evaluation, which evaluates the success of the policy and sets new targets for development
- the school improvement plan which is used for monitoring provision in the school
- visits from LA personnel and ESTYN inspection arrangements
- feedback from parents and staff

## **Involving the Child**

At Eastern High School it is our policy to involve the pupil as much as possible in implementing any individual educational programme. Pupils need training and encouragement to help them participate and become involved in their own decision making. Children are involved in their own assessments and in choosing work for their own Records of Achievement (see assessment policy). Where practicable, children are involved in setting the targets for their IEPs/IBPs so they are aware what they have to do in order to achieve them. They also set their own classroom targets by involving children in decision making and by monitoring procedures it is possible to boost self-esteem and self-confidence as well as encourage independent learning.

## **Transition Links**

When a child with SEN transfers to another school, care is taken to ensure that the receiving school has all the relevant information and documentation for that child.

## **Staff Development**

Eastern High School is committed to training all staff to meet a range of needs. INSET provision for SEN/ ALN is incorporated into whole staff CPD. Teaching Assistants have the opportunity to attend courses to further develop their skills. In addition SENCO and Support Staff provide training in school as appropriate.

## **Links with Outside Agencies**

The school recognises the need for high quality, holistic support focussed on the needs of the child. Where inter -agencies are involved and, as far as the opportunity is made available, the school will work collaboratively with these to ensure the best possible provision for the child.

The school welcomes the support and advice of Specialist Teachers and the Educational Psychologist through the LA support system. As these become available the school will seek to establish good working relationships to enhance further school provision.

## **The Education (Wales) Measure 2009**

### **The Rights of the Child**

The Education (Wales) Measure 2009 is a piece of legislation that gives children and young persons in Wales the right to initiate legal proceedings in the Special Educational Needs Tribunal for Wales (SENTW) themselves.

At Eastern High School, a pupil who has a statement of SEN or who is in the process of having their needs statutorily assessed will be allocated a 'key worker'.

the measure sets out;

- **Right of a child to appeal in respect of special educational needs.** This provides children with the right to appeal to the SENTW themselves in respect of a decision not to make a statement; the contents of a statement; reviews of educational needs; assessment of educational needs; change of named school and ceasing to maintain a statement.
- **Notice and service of documents.** Any notice or document required to be given or served by a local authority in respect of a child's SEN must also be provided to the child involved. This includes any documentation related to an appeal against a decision not to make a statement; reviews of educational needs; assessment of educational needs; change of named school and ceasing to maintain a statement.
- **Case friends.** This provides Welsh Ministers with the power to provide by regulations for case friends who can make representations on behalf of a child with a view to avoiding or resolving disagreements. Case friends can also exercise the rights of the child to appeal to the SENTW on the child's behalf.
- **Advice and information.** Any child with special educational needs, a parent and case friend must be provided with advice and information about matters relating to those needs.
- **Resolution of disputes.** Arrangements must be in place with a view to avoiding or resolving disagreements between the child or parent of a child and the relevant school or authority.
- **Independent advocacy services.** Arrangements must be made for the provision of independent advocacy services and any child or case friend should be referred to that service provider if requesting such services.
- **Tribunal procedure.** It made amendments to the provisions about the procedure for SENTW proceedings on appeal on matters relating to SEN.

### **Disability discrimination claims**

- **Right of a child to make a disability discrimination claim.** This is in regards to a claim that a responsible body for a school has discriminated against a person because of disability in a way which is unlawful may be made to the SENTW by that person.
- **Case friends.** This provides Welsh Ministers with the power to provide by regulations for a disabled child to have a person make representations on behalf of the disabled child with a view to avoiding or resolving disagreements about instances of disability discrimination in school. Case friends can also exercise the rights of the child to make a claim to the SENTW on the child's behalf.
- **Advice and information.** Any disabled child and case friend must be provided with advice and information about matters relating to disability discrimination in schools.

- **Resolution of disputes.** Arrangements must be in place with a view to avoiding or resolving disagreements between responsible bodies and disabled children about instances of unlawful disability discrimination.
- **Independent advocacy services.** Arrangements must be made for the provision of independent advocacy services and any disabled child or case friend should be referred to that service provider if requesting such services.
- **Tribunal Procedure.** It made amendments to the provisions about the procedure for SENTW proceedings on claims of disability discrimination, so that they cover direct claims by children.

### **Procedures for complaint**

Any concerns should initially be brought to the attention of the SENCO. Further complaint should be put in writing to the Head-teacher. At this point the Head-teacher will provide information for further action, should the problem not be solved.

### **Staff Development**

Eastern High School is committed to training all staff to meet a range of needs via a planned programme of events. INSET provisions for SEN is incorporated into whole staff CPD. Teaching assistants have the opportunity to attend courses to further develop their skills. In addition SENCO and Support Staff provide training in school as appropriate.

### **Links with outside agencies**

The school recognises the need for high quality, holistic support focussed on the needs of the child. Where inter -agencies are involved and, as far as the opportunity is made available, the school will work collaboratively with these to ensure the best possible provision for the child.

The school welcomes the support and advice of Specialist Teachers and the Educational Psychologist through the LA support system. As these become available the school will seek to establish good working relationships to enhance further school provision.

### **Finance**

#### **Allocation of Funds via the County 'Green Sheet'**

#### **SEN Funding at Eastern High School**

From April 2012, the LA delegated further funding for SEN to schools. As a result, there is no longer a separate budget formula for School Action, School Action Plus and MLD. Matrix payments have also ceased. All of the monies previously allocated through these separate budget streams are now combined in a single SEN funding stream to support the 5 stage model which will be integral to the Partnership Area Referral Meetings (PARMs)

#### **Lump sum**

There is a standard 'lump sum' for each school which recognises that every school, regardless of size, requires a minimum level of funding in order to provide a graduated response to special educational needs.

### SEN Formula distribution

Most of the funding is distributed via a formula which predicts the general level of high incidence needs in each school. The factors taken into account are:

- Size of the school
- Free School Meal entitlement
- Social Deprivation Indicators

These weightings are used to produce an overall score for our school which is applied to our pupil numbers, to derive a weighted pupil number. The funding is allocated based upon those weighted pupil numbers. The SEN formula recognises that these high incidence needs exist in every school, but that they will be higher in those schools with higher levels of social deprivation.

### Complex needs enhancement

It is recognised that many low incidence complex needs, such as sensory/ physical/ medical needs, autism spectrum conditions and chromosomal disorders cannot be predicted using the above indicators. The school's SEN budget therefore includes an 'enhancement' to reflect the distribution of pupils with low incidence complex needs. This enhancement will be revised each year by the LA, in order to reflect pupil transfers between schools and will be related to the actual distribution of complex needs.

Pupils with complex needs have been 'banded' by the LA to generate an enhancement for the school delegated budget. These four 'bands' are as follows:

	Needs	Code
<b>Severe and complex additional learning needs</b>	<p>Requires individual support and supervision throughout the school day, including unstructured times, to secure health and safety and access to the curriculum.</p> <p>May require significant support to develop behaviours for learning, peer relationships and self-care or life skills.</p> <p>May require substantial modification of learning resources (e.g. text enlargement, Braille).</p> <p><i>(Has a statement specifying 25 hours or more of support)</i></p>	A

<b>Complex additional learning needs</b>	<p>Requires a high degree of individual and small group support to ensure access to the curriculum. This may include close supervision at unstructured times to secure health and safety.</p> <p>May require significant input on individual strategies(e.g. visual timetables, daily mentoring)</p> <p><i>(Has a statement specifying 20 hours or more support in secondary school)</i></p>	<b>B</b>
--	--	----------

The enhancement for Eastern High School is now calculated at the beginning of the financial year according to the numbers of statements in the different bands. Y6-Y7 transfers are taken into account and these are included in the school's enhancement for the summer term. There will be no additional payments from the LA throughout the course of the year, therefore the figure provided in the initial budget must be regarded as the complete budget for the year.

However, there will be adjustments to the individual school budget if pupils with complex needs leave mid-year or if there are new arrivals with complex needs.

### **Implications for current and future statements**

References to funding for some of our pupils with current statements are now no longer appropriate, but our school remains responsible for delivering the provision as set out in the statement, regardless of how the funding is described.

The lump sum and formula elements of the delegated SEN budget now includes the monies previously allocated via 'matrix funding'. These elements of the budget, plus an element from the school's base budget, should be used to support statements, and to make provision for pupils at School Action and School Action+. The majority of statements are therefore not listed on the 'Green Sheet'.

The school's 'Green Sheet' provides details of the statements for severe and complex needs that have generated the enhanced element of the budget (statements specifying more than 20 hours of support).The level of support for each individual child must be provided to *at least* the level specified in a statement unless an amendment is made following annual review.

There may be occasional cases where a child who lives in another authority or is 'looked after' by another authority, attends our school with a statement that is supported and funded by their 'home' Authority. In this case, Cardiff LA will consider these pupils not to be covered by the SEN formula and will pass on the full amount of additional support to the school.

**\*The school envisages that amendments will need to be made to the SEN policy after the introduction of the Welsh Government's Additional Learning Needs and Education Tribunal (Wales) Bill, proposed for implementation in September 2017.**

### **Confidentiality**

We comply with the Welsh Government and LA requirements with regards to confidentiality. The files we keep on children are open to parents/carers. Information from third parties will not be disclosed without their consent. Access to these files may be withheld in certain prescribed cases where there are instances of actual or alleged abuse. Working notes are not subject to disclosure, but may be summarised and kept on file.

The special educational needs policy will be evaluated and reviewed on an annual basis and any amendments or additions will be made accordingly.

The head teacher is responsible for monitoring the policy to ensure that it is applied.

The policy is freely available to governors, staff and parents.

<b>Date Approved by Full Governing Body</b>	<b>October 2015</b>
<b>Signed on behalf of Full Governing Body</b>	
<b>Name (Chair of Governors)</b>	Mrs Barbara Cooke
<b>Date</b>	<b>October 2016</b>
<b>Date of next review</b>	<b>May 2017</b>

