



SEND Policy

2020-2021

Status:	STATUTORY
Responsible Person:	Headteacher
Responsible Governance	Managing Director of Education Services Leadership Support
Ratified by Governance	
Date first Approved	
Review Date	

Signed		MD of Education Services
Date		

<u>Contents</u>	<u>Pages</u>
1.0 Statement of Intent	3
2.0 Legal Framework	3
3.0 Definitions	4
4.0 Areas of special educational need	5
5.0 Admissions	5
6.0 Roles and Responsibilities	6-8
7.0 Involving students and parents in decision making	9
8.0 Joint commissioning, planning, and delivery	9-10
9.0 Funding	10
10.0 Local offer	10
11.0 Identification	11
12.0 Graduated Approach	11
13.0 SEND Support	12
14.0 If needs are still not being met	12
15.0 Assessment	13
16.0 Education, Health and Care (EHC) plans	13
17.0 Reviewing an EHC plan	13
18.0 SEND Tribunal	14
19.0 Preparing for Adulthood	14
20.0 Data and record keeping	14
21.0 Confidentiality	15
22.0 <u>Appendices Contents Pages</u>	16
22.1 Appendix A - Definition of SEN	17
22.2 Appendix B - Review of EHCs (Education Health and Care)	18
22.3 Appendix C - Objectives	19-21
22.4 Appendix D - Connecting Policies for Safeguarding purpose	22

1.0 Statement of Intent

This policy outlines the framework for Armley Grange High School to meet its duties and obligations to provide a high-quality education to all of its students within the following principles.

- ✕ The involvement of children, parents and young people in decision making.
- ✕ The identification of children and young people's needs.
- ✕ Collaboration between education, health and social care services to provide support.
- ✕ High quality provision to meet the needs of our children and young people.
- ✕ Successful preparation for adulthood, including independent living and employment.

2.0 Legal framework

This policy will have due regard to legislation, including, but not limited to:

- ✕ Children and Families Act 2014 (and related regulations).
- ✕ Health and Social Care Act 2012.
- ✕ Equality Act 2010.
- ✕ Mental Capacity Act 2005.
- ✕ Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- ✕ SEN Code of Practice 0-25.
- ✕ Supporting Children with Medical Conditions.
- ✕ Keeping Children Safe in Education.
- ✕ Working Together to Safeguard Children.

3.0 Definitions

The law states that a child has a special educational need if he / she has a:

- ✎ Significantly greater difficulty in learning than the majority of others of the same age.
- ✎ Disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Code of Practice (2015) advocates a graduated approach to identifying and supporting students with SEN-D which has four stages: assess, plan, do and review this replaces the School Action and School Action Plus from the old code of practice.

Please See Appendix A for further information.

4.0 Areas of special educational need

Armley Grange School will make provision for students with the following 4 kinds of need:

- ✕ Communication and interaction.
- ✕ Cognition and learning.
- ✕ Social, mental and emotional health.
- ✕ Sensory and / or physical.

5.0 Admissions

Admission to Armley Grange School are determined by Horizon Care and Education Group working in partnership with the Local Authority working with Educational Psychology service. All children and young people have an EHC plan.

6.0 Roles and Responsibilities

The Governance Team has a responsibility to:

- ✕ Engage parents and / or young people with SEND when drawing up policies that affect them.
- ✕ Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- ✕ Provide a SENCO who has responsibility for co-ordinating provision for students with SEND.
- ✕ Appoint a designated teacher for 'Children in Care'.
- ✕ Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- ✕ Take necessary steps to ensure that students are not discriminated against, harassed or victimised.
- ✕ Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for students with SEND.
- ✕ Publish annual information about the arrangements for the admission of students with disabilities, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist students with disabilities, and the school's accessibility plan.
- ✕ Publish accessibility plans setting how they plan to increase access for students with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- ✕ Comply with Local Authority complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and students through a single point of access.
- ✕ The SEN Governance at Armley Grange School is Mr Sean Whitehead.

The Headteacher has a responsibility to:

- ✕ Ensure that those teaching or working with the students are aware of their needs, and have arrangements in place to meet them.
- ✕ Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- ✕ Cooperate with local authorities during annual EHC plan reviews.

- ✕ Be Ensure that the SENCO has sufficient time and resources to carry out their functions.
- ✕ Be Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- ✕ Be Regularly and carefully review the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements.
- ✕ Be Ensuring that teachers understand the strategies to identify and support vulnerable students and possess knowledge of the SEND most frequently encountered.
- ✕ Be Sean Whitehead is the designated lead for children in care and child protection.
- ✕ Be Scott Barnes is the lead SENCO.

The SEN Coordinator (SENCO) must:

- ✕ Be Be a qualified teacher.
- ✕ Be Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- ✕ Be Collaborate with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- ✕ Be Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ✕ Be Undertake day-to-day responsibility for the operation of SEND policy.
- ✕ Be Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- ✕ Be Liaise with the relevant designated teacher where a looked after pupil has SEND.
- ✕ Be Advise on a graduated approach to providing SEND support.
- ✕ Be Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- ✕ Be Liaise with the parents of students with SEND.
- ✕ Be Liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- ✕ Be Be a key point of contact with external agencies, especially the LA and LA support services.

- ✕ Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- ✕ Draw up a one page profile of the child or young person.
- ✕ Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- ✕ Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- ✕ Ensure that the school keeps the records of all students up-to-date.
- ✕ Records of students and young people are stored in locked cabinets in a separate locked room. These are confidential and include EHC plans, review documents and their recommendations and additional reports from outside agencies.

Class / subject teachers must:

- ✕ Plan and review support for their students on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- ✕ Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- ✕ Use appropriate assessment to set targets which are deliberately ambitious.
- ✕ Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- ✕ All teachers will use their best endeavours to meet the needs of ALL children in their class.

7.0 Involving students and parents in decision making

Effective planning should help parents, children and young people express their needs, wishes and goals, and should:

- ✕ Focus on the child or young person as an individual, not their SEND label.
- ✕ Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- ✕ Highlight the child or young person's strengths and capacities.
- ✕ Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- ✕ Tailor support to the needs of the individual.
- ✕ Organise assessments to minimise demands on families.
- ✕ Bring together relevant professionals to discuss and agree together the overall approach.

8.0 Joint commissioning, planning, and delivery

Armley Grange School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

Identifying improved system outcomes in consultation with students and their parents, taking into account:

- ✕ Prevention.
- ✕ Early identification / recognition.
- ✕ How students and their families will be able to access services.
- ✕ How transitions between life stages and settings will be managed, including from primary to secondary, and secondary to further education (FE).
- ✕ How provision and support services will enable students to prepare for their future adult life.

Draw on the wide range of local data-sets about the likely education needs of children and young people to forecast future need, including:

- ✕  Population and demographic data.
- ✕  Prevalence data for different kinds of SEN and disabilities among children and young people at national level.
- ✕  Numbers of local children with EHC plans and their main needs.
- ✕  The numbers and types of settings locally that work with or educate children with SEND.
- ✕  An analysis of local challenges / sources of health inequalities.

Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- ✕  Improved educational progress and outcomes for children and young people.
- ✕  If gaps are identified or other needs arise consider commissioning services on a school or cluster basis.

9.0 Funding

Armley Grange School will have placements funded by Local Authorities.

10.0 Local offer

Armley Grange School will cooperate generally with the local authority and local partners in the development and review of the local offer. Leeds's local offer can be found at:

<https://www.leeds.gov.uk/residents/children-families-and-carers/local-offer/leeds-local-offer/special-educational-needs-disability>

11.0 Identification

To identify students with further SEND needs, Armley Grange School will:

- ✕ Assess each pupil's current skills and levels of attainment on entry.

Make regular assessments of all students to ensure that the intervention:

- ✕ Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- ✕ Matches or betters the child's previous rate of progress.
- ✕ Prevents the attainment gap growing wider.

The school will provide extra support to students falling behind or making inadequate progress given their age and starting point.

Assess whether a pupil has a significant learning difficulty where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

12.0 Graduated Approach

Armley Grange School will, once additional difficulties have been identified, employ the graduated approach to meeting the pupil's needs, including:

- ✕ Establishing a clear assessment of the pupil's needs.
- ✕ Planning with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- ✕ Implementing the interventions, with support of the SENCO.
- ✕ Reviewing the effectiveness of the interventions and making any necessary revisions.

13.0 SEND Support

The interventions can be implemented through a graduated response where a pupil:

-  Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
-  Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
-  Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.
-  Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
-  Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

14.0 If needs are still not being met

The relevant teacher or SENCO, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

-  Continues to make little or no progress in specific areas over a long period.
-  Continues working at National Curriculum levels substantially below that expected of children of a similar age.
-  Continues to have difficulty in developing literacy and mathematical skills.
-  Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
-  Has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service.
-  Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning?

15.0 Assessment

Armley Grange School will, in consultation with the pupil's parents, request a further needs assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

16.0 Education, Health and Care (EHC) plans

Armley Grange School will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place to meet them.

The process of annual review of EHC Plans stated in the Code of Practice 2014 is described in Appendix B.

17.0 Reviewing an EHC plan

Armley Grange School will:

- ✔ Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- ✔ Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- ✔ Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- ✔ Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- ✔ Cooperate with the local authority during annual reviews.
- ✔ Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- ✔ Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

18.0 SEND Tribunal

Armley Grange School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEN Code of Practice.

19.0 Preparing for Adulthood

Armley Grange School will ensure that it meets its duty to secure independent, impartial careers guidance for students aged 14 -19.

20.0 Data and record keeping

Armley Grange School will:

Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all students.

Maintain an accurate and up-to-date register of the provision made for students.

21.0 Confidentiality

Armley Grange School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- ✕ To the SEND Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- ✕ On the order of any court for the purpose of any criminal proceedings.
- ✕ For the purposes of investigations of maladministration under the Local Government Act 1974.
- ✕ To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- ✕ To Ofsted inspection teams as part of their inspections of schools and Horizon and Education.
- ✕ To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.
- ✕ To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

22.0 Appendices Content

Pages

22.1	Appendix A - Definition of SEN	17
22.2	Appendix B - Review of EHCs (Education Health and Care)	18
22.3	Appendix C - Objectives	19-21
22.4	Appendix D - Connecting Policies for Safeguarding purpose	22

Definition of SEN

A child or young person has SEN (Special Educational Needs) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- ✎ Has a significantly greater difficulty in learning than the majority of others of the same age; or
- ✎ Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream

Post-16 institutions. SEN Code of Practice (2014, p 4)

N.B. This definition of learning difficulty does not apply to students who have learning problems solely

because his/her first language is different from the language in which he/she will receive his/her education.

A child who has a Behavioural/learning difficulty or disability which requires special educational provision is said to have learning difficulties and/or disabilities (as defined under the Disability

Discrimination Act 2001) (LDD) and the Children and Families Act 2014.

Review of EHCs (Education Health and Care)

EHC plans must be reviewed annually. The LA will inform the Head teacher at the beginning of each school term of the students requiring reviews. The Deputy Head teacher/Lead for Additional Needs will organise these reviews and invite:

- ✕ The child's parent/Carer
- ✕ The child if appropriate
- ✕ A representative of the LA
- ✕ Any other person the LA considers appropriate

NB The term 'parents' is employed throughout this policy and others to refer to any parent, carer, or other adult in 'loco parentis'.

Assess the student's progress in relation to the targets/outcomes identified in the EHC plan and the Personalised Provision Map

Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills

Consider the appropriateness of the existing EHC plan in relation to the student's performance during the year, and whether to cease, continue, or amend it setting new outcomes for coming academic year.

Mr S.A Whitehead

Head Teacher (Armley Grange)

Objectives

The SLT works closely with the Lead for Additional Needs and teachers when planning the school curriculum and timetable to ensure that:

- ✎ It is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area
- ✎ Allows for differentiation according to individual needs;
- ✎ Offers equality of opportunity and access to the different curricular and skill areas.

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the children's needs both present and future.

The Lead for Additional Needs offers advice and INSET (training/induction) opportunities to teaching assistants, subject teachers and we work with subject teachers, parents and students in developing Personalised Provision Maps and approaches to enhancing student self-esteem.

Personalised Provision Maps are reviewed a minimum of twice a year and are used to plan for differentiation in lessons.

The Additional Needs staff is linked to departments and support their linked subject area on INSET/training days.

The team:

- ✎ Provide expertise in the education of students with learning difficulties
- ✎ Provide expertise in the education of students with emotional and behavioural difficulties; e.g. 1:1
- ✎ Keyworker, circle time, SEAL initiatives.
- ✎ Provide expertise in the education of students with dyslexia and Autistic Spectrum Disorder e.g. Asperger'
 - ✎ Teaching Assistants support students in lessons. Students with literacy and numeracy difficulties are usually withdrawn during the week for 20-minute workshop sessions in the Support base weekly. Close liaison between subject teachers and the Additional Needs staff is necessary if

personal resources are to be effective and TAs are enabled to contribute to successful lessons.

- ✎ The Additional Needs staff ensures that subject staff are fully informed as to the special educational needs of students in their charge. The SEND register is updated regularly and is on the staff shared area.

Teachers and TA's provide a variety of experience

- ✎ There are opportunities for individual and/or group activities.
- ✎ Lead for Additional Needs offer advice and INSET (training) opportunities to subject teachers and other departments on employing teaching methods and resources that allow all students to have equal access to the curriculum and to experience success and enjoyment in their work.
- ✎ Lessons are conducted in a secure, supportive and disciplined manner. The students and the staff interact in a manner that demonstrates mutual respect. The staff at Armley Grange believes that learning takes place most effectively in the context of a caring relationship and that good teacher/student relationships foster trust and promote self-reliance and initiative.

Staff use a reward system, e.g. direct verbal praise, and student rewards chart and termly reward trips:

- ✎ This encourages students to work to their full potential and to experience a sense of achievement.

Safety is always a major concern, particularly when working in the science, workshop, ceramics and textiles areas and risk assessments are undertaken when necessary.

During the first weeks of a student entering Armley Grange School they are given a Reading and Spelling Test: when appropriate, developmental and diagnostic assessments are completed, using SNAP-B programme or in some cases the Boxall Profile. Identification of students needing support will be based on the results of these tests alongside teacher observations. Specific requests for support are also considered from various sources including parents, teachers, etc.

In literacy, the 'Active Literacy Kit' is a phonics-based intervention programme that targets specific identified areas of difficulty: the follow-on programme is 'Units of Sound'.

Computer programmes such as NESSY and Word-shark are a motivational tool used to improve basic literacy.

The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/student/teachers, supported when and where appropriate by other specific professionals and agencies. Armley Grange has strong links with child health services, social services, educational services and voluntary organisations.

To implement a model of special educational needs provision based upon that described in the Code of Practice 2015.

Armley Grange offers specific help to students in the areas of reading and spelling as well as emotional and social behaviour support. Emotional and social support is delivered via small group workshops or 1:1 sessions where students are withdrawn for additional support. Armley Grange School is actively involved in supporting young people and their families via the Early Help Assessment Tool (EHAT) and has strong links with outside agencies with relevant, specific expertise. The school also has access to 'calm areas' or 'sanctuary' – where vulnerable and distressed students are supported at any time during the day.

Mr S.A Whitehead

Head Teacher (Armley Grange)

Connecting Policies for Safeguarding purpose

Armley Grange believes it is very important that policies relating to Safeguarding issues, across the school, are read in conjunction between one another. The Policies in question have been listed below.

-  Safeguarding Policy
-  Child Protection Policy
-  Safer Recruitment Policy
-  Health & safety Policy
-  Drug Policy
-  First Aid Policy
-  Anti-bullying & harassment Policy
-  Behaviour Policy
-  Positive Handling and Guidance Policy
-  Attendance Policy
-  E-safety Policy
-  Lone Worker Policy

Mr S.A Whitehead

Head Teacher (Armley Grange)