



Special Educational Needs Policy

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Definitions of Special Educational Needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability, 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 in mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them.

(Section 20 Children and Families Act)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language, in which they will be taught.

The Children and Families Act 2014 September 2014. A new SEND Code of Practice accompanies this legislation.

Details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

One significant change arising from the reforms is that the Statement of Special Educational Needs, for those children with the most complex needs, is replaced with a new Education, Health and Care Plan. (EHC) plan

The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services that are available to both those families in Cheshire East that have an Educational Health and Care Plan and those who do not have a plan, but still experience some form of special need.

The school's local offer is available to view on our website.

www.tytheringtonschool.co.uk

Mission Statement

Tytherington School will provide an inclusive learning environment in which all pupils are supported and nurtured to reach their full potential through personalised learning.

Learning is a lifelong journey and at the heart of everything, we do at Tytherington. Learning enables us all to grow. It promotes success and stimulates an even greater thirst for knowledge. Staff and students at Tytherington learn together.

We are committed to excellence in all areas of our curriculum. We are passionate about learning and aim to provide first-class personalised learning experiences where students enjoy learning in a modern, well-resourced environment.

Positive relationships are the key to success. We strive to develop strong partnerships with students, staff, parents / carers, business, learning networks and the local community.

1. Aims and Objectives “ Every Teacher is a Teacher of SEND”

Aims:

- Provide every pupil with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality, and consideration for others.
- Ensure that we celebrate the wide range of our pupils’ achievement.
- Support all pupils to excel by offering multiple pathways for progression.
- Equip pupils with skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents/carers.

Objectives:

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effective when information is available from parents/carers, education, health and care services, and feeder primary schools prior to the pupils’ entry into Tytherington. Where needs have not been previously identified staff have an obligation to report observations to the Learning Support Manager and SENCO.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help ensure they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be coordinated by the Learning Support Manager and the SENCO and will be carefully monitored and regularly reviewed in order to ensure individual targets are being met and all pupils’ needs catered for.
- **Work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child’s progress.

- **Work with and in support of partner agencies** when the pupils' needs cannot be met by the school alone. Tytherington School receives further support from the Speech and Language Service, CAMHS, School Nurse, Statutory Assessment Team, Educational Psychology Service, Total People, Changing Education, Youth Support Service.
- **Create a school environment where pupils can contribute to their own learning** by offering all pupils the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of their form groups. The form groups help to build a sense of belonging, respect, and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. affiliation with sports teams, variety of clubs, and membership of the Student Parliament).

2. Responsibility for the co-ordination of SEND provision.

- The person responsible for overseeing the provision of SEND is Mrs Healey (Assistant Head Teacher Standards and Culture KS3)
- The person responsible for coordinating the day-to-day provision of education for pupils with SEND is Mrs J Timms (Learning Support Manager).

3. Arrangements for co-coordinating SEND provision

The Learning Support Manager holds all details of all SEND Support Records, such as the SEND Register, Dyslexia, and Literacy Register, provision maps, EHCP, Annual Reviews, records, and minutes of meetings.

All staff can access the following documents on the shared delivery drive:

- Tytherington School SEND Policy
- SEND register
- Literacy and Dyslexia register
- First Concerns Register
- LASS reports
- Student Passports
- Medical Needs Policy
- Access Arrangements
- School Local Offer is available on the school's website
- Information on individual pupils' special educational needs including student profiles and strategy sheets where applicable
- Practical advice, teaching resources and information about SEND

By accessing all the above, every member of staff will have complete and up-to-date information about all pupils with special needs and their requirements, enabling them to provide for the individual needs of all pupils. The policy is accessible to all staff and parents/carers in order for the effective coordination of the school's SEND provision to take place

4. Admission arrangements

Please refer to the information contained in our school prospectus and on the Tytherington school website for our full admissions policy.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health, and Care Plans, and those without.

Where appropriate during the transition process children with identified needs will be supported through liaison meetings with parents/carers, key staff from both settings and support agencies. An individual plan of action to aid transition will be put together.

5. Specialist SEND provision

Tytherington School is an inclusive school. For more information on our provision for inclusion, including our involvement in specialist programmes to aid inclusion, see **Section 10**.

In our school, we support pupils with a wide range of needs. We are committed to whole school inclusion and we will seek support and training from SEND services where appropriate.

6. Facilities for pupils with SEND

We have a designated classroom and office, which acts as the base for students with SEND. The school makes every effort to make reasonable adjustments to ensure its facilities are accessible. Students with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments. Where required the school makes reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

7. Allocation of resources for pupils with SEND

All pupils with SEND have access to Element 1 and 2 of a school's budget, which equates to £6,000. (9 hours of support per identified student). For those with the most complex needs, the local authority retains additional funding (HLN or High Level Needs). This is accessed through individual applications from the SENCO to a multi-agency panel, which is administered by the Local Authority. This panel will determine whether the level and complexity of needs meet the threshold for this funding.

It is the responsibility of the SENCO and Learning Support Manager to agree how the allocation is used.

A number of SEND pupils may also receive intervention funded by Pupil Premium allocation depending on the nature of programme(s) offered.

8. Identification of pupils' needs

Identification:

See definition of **Special Educational Needs** at the start of the policy.

A graduated approach: "Every Teacher is a Teacher of SEND"

Quality First Teaching: "The baseline of learning for all pupils"

1. Any pupil who is falling significantly outside of predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as possibly having SEND, staff will closely monitor them in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to have a better understanding of the provision and teaching style that need to be applied.
4. The Learning Support Manager will be consulted as needed, for support and advice and may wish to observe the pupil in class.
5. Through the above actions, it can be determined which level of provision the pupil will need.
6. If a pupil has recently been moved from the SEND register, they may still need support so continued monitoring will be necessary.
7. Parents/carers are informed fully of every stage of their child's development and the circumstances under which they are monitored. Parents/carers are encouraged to share information and queries with the school.
8. Pupils are monitored if a parent/carer or teacher raises concern but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. Any referrals are recorded by the school as an aid to further progression, intervention and for future reference.
9. Pupil progress meetings, Annual reviews, and Parents Evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress

Teaching a Child/Young Person Outside of Year

Altering a child's year group may sometimes be a reasonable adjustment in order to allow them to succeed in their education. In the rare case where students are taught outside of their year group (i.e. "out of cohort") we abide by Cheshire East's "Protocol for Educating Children and Young People Out of Year". Please see:

http://www.cheshireeast.gov.uk/schools/admissions/admission_arrangements/educating-children-and-young-people-out-of-year.aspx

SEND Support:

Where it is determined that a pupil does have a SEND, parents/carers are formally advised of this before the inclusion of the individual on the School SEND Register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is in place and so remove barriers to learning.

The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions, which are most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a pupil as needing SEND support, the subject teacher, working with the Learning Support Manager and SENCO, should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers' and national data, as well as the views and experience of parents/carers. The opinion and feelings of the individual pupil are always considered. Advice from external agencies such as Speech and Language and the Sensory Inclusion Team will help formulate intervention work.

This analysis will require regular review to ensure that support and intervention matched to need; barriers to learning identified and challenged and that the interventions used are developing and evolving as required. Where external support is already involved, their work will help inform the assessment of need. Where they are not involved contact may be made if this is appropriate following discussion and agreement with parents/carers.

Plan

When decided to provide a pupil with SEND support, parents/carers are informed of this in writing. Planning will involve consultation between the teacher, Learning Support Manager and SENCO and, if required, the Head of Year. Parents/carers would agree the adjustments. The interventions and support that are required, the impact on progress, development and/or behaviour that is expected and a clear date for review would then be decided. Parental/carer involvement may be further sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The form tutor, Head of Year and subject teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even when interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. On-going assessments coupled with the interventions of the Learning support Manager and the SENCO will provide the template for the planning and implementation of future support.

Review

Pupil Progress is reviewed half -termly when the monitoring grades are published. The review process will evaluate the impact and quality of the support and interventions. The Learning Support Manager will revise the support in light of pupil progress and development, making any necessary amendments going forward, in consultation with parents/carers and subject teachers.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by school although parents/carers can also request it. This will occur where the complexity of need or lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education Health and Care Plan is taken at a progress review meeting involving parents/carers, Learning Support Manager, external agencies, if involved, and the Head of Year if applicable.

The application for an Education Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- Teaching Assistants
- Learning Support Manager
- Social Care
- Health Professionals

It may be decided that a pupil is eligible for an EHC plan. This would only be recommended when a thorough review of the current provision and any action points leading from that review were taken into account. Views from a range of professionals would therefore contribute to any final decision. Parents/Carers have the right to appeal against any decision relating to EHC planning and implementation.

Further information about EHC Plans found on the website below:

http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/special_educational_needs.aspx

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, Cheshire East Local Authority will provide an EHC Plan, if the decision is that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents/carers will be involved in developing and producing the plan.
2. Parents/Carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it is kept as part of the pupil's formal record. Staff, parents/carers and the pupil review this at least annually.
The **Annual Personal Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be made.

For further information, please contact the Learning Support Manager in school.

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school. As far as possible, it will take into account the wishes of parents/carers and the needs of the individual. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Learning Support Manager and SENCO will consult with parents/carers for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided in house along with external agencies providing training. Staff members are also encouraged to attend voluntary twilight training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Pupils with SEND:

The SENCO, Learning Support Manager are responsible for:

- Keeping staff fully informed of the special educational needs of any pupil including sharing reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for all staff on SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods, which will aid the progress of all pupils including those with SEND.
- Ensuring in-class provision and support are deployed effectively in order that the curriculum is appropriately differentiated where necessary.
- Individual or small group tuition being available, where it is felt that pupils would best benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievement at all levels.

10. Inclusion of pupils with SEND

The SENCO oversees the Tytherington School Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and outside provision.

The school will seek advice for individual pupils from external support services when appropriate. Where a behavioural incident warrants exclusion the relevant Head of Year and members of the SLT will consider the incident in line with the school's exclusion policy.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils during the academic year.

Pupil progress is monitored on a half- termly basis in line with the SEND Code of Practice. The Learning Support Department offer an Open Door Policy where parents can access the Learning Support Manager regularly, without making an appointment. Further feedback from parents/carers can be given at any time through email contact available via the school website.

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in an SEND Report. The SENCO, Learning Support Manager and Link SEND governor carry out the evaluation.

Information is gathered from different sources including pupil/parent surveys/parent evenings/report feedback forms/ consultation meetings. This evaluation is collated and published by the governing body of Tytherington School on an annual basis in accordance with section 69 of the Children and Families Act 2014.

12. Complaints Procedure

Please refer to the general Complaints Procedure contained in the school policy on our website.

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Learning Support Manager, SENCO or the Head teacher who will be available to offer advice on formal procedures for complaint if necessary.

13. In-service training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The school seeks the support of the Local Educational Psychology Service, CAMHs, and Cheshire East Autism Team etc. when a need for specialist training is identified.

The Learning Support Department considers the relevance of specific training carefully and aims to meet the needs of staff dealing with specific SEND issues.

The SENCO and Learning Support Manager attend relevant SEND courses and facilitate/signpost relevant SEND external training opportunities for all staff. All Teaching Assistants receive training in house and externally.

We recognise the need to train all our staff on SEND issues. The SENCO, Learning Support Manager alongside the Senior Leadership team ensure that training opportunities are matched to school development priorities and those identified using provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid inclusion.

Sharing knowledge and information with our support services is key to the effective SEND provision within our school. Any one of the support services may raise concerns about a pupil. This information is brought to the attention of the SENCO and Learning Support Manager who will then inform the child's parents/carers. Fortnightly ABC meetings within each Key Stage allow for current information about SEND students to be shared and then passed on to others when needed. This forum provides an opportunity to gather evidence, offer advice to staff and ensure the correct provision is put into place.

15. Working in partnership with parents/carers

Tytherington School is very much based on a partnership between school, parents/carers and the student. This helps the student make the best progress they can, not only academically but also socially and emotionally, so to ensure smooth transition to the next phase.

Parents/carers are informed on progress and other issues. Many points of contact are established so the relevant individual or team can answer questions.

Parental/carer views are always considered and valued.

When contact with parents/carers is required on a more frequent basis, it is usually due to a student demonstrating a more complex need or a situation changing. This is arranged either for a

short or longer term. The Learning Support Manager may also signpost parents/carers with SEND to the local authority Parent Partnership service when specific advice, guidance and support maybe required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers are consulted concerning future provision. Parents/carers are invited to attend meetings with external agencies regarding their child; they are kept up to date and consulted on any points of action drawn up in regards to the provision of their child. The school's SEND Governor is available for contact by appointment in relation to SEND matters.

16. Links with other schools

Tytherington School has a very good relationship with our partner primary schools referred to as the "Tytherington Partnership". This enables the partnership to build a bank of resources and share advice, training and developmental activities and expertise.

Transition

Where a student has a current statement or EHC plan, there is a legal requirement to provide an annual review at the point of Year 9 and Year 11 transition. This review may take the form of a Person Centred Review or Formal Review. The Learning Support Manager and SENCO, in consultation with external agencies, will decide a review. Transition plans made in accordance with parental/carers, pupil and staff views follow the actions of a review meeting.

Pupils with funding (HLN/AFN), where appropriate, will also have an annual review

17. Links with other agencies and voluntary organisations

Tytherington School invites and seeks advice from external agencies in the identification, assessment and provision of SEND. The SENCO and Learning Support Manager are the designated persons responsible for liaising with the following:

- The Educational Psychologist
- CAMHs
- CEAT (Cheshire East Autism Team)
- School Nurse
- Cheshire East Youth Support Service
- Statutory Assessment Monitoring Team – Cheshire East
- Sensory Inclusion Team
- SALT (Speech and Language Therapy)
- Occupational Therapy

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and keep staff up to date with legislation.

In cases where a pupil is under observation or a cause for concern, focused meetings are arranged with the appropriate agency. Parents/carers are invited, and informed about meetings held concerning their child, unless there are any over-riding safeguarding issues.