

Special Educational Needs and Disabilities (SEND) Policy



Formby High School
Determined To Achieve

Definitions

Special Educational Needs and Disabilities (SEND)

Special Educational Needs and Disabilities are defined in the revised Code of Practice and 1996 Education Act as follows:

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 him or her.

Learning Difficulty

According to the revised Code of Practice and 1996 Education Act, children have a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children 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

Policy Statements

The School's Mission Statement states: 'We are determined to achieve the highest standards in everything that we do.' The Special Educational Needs Policy should be considered within the overall context of the Mission Statement.

- The School will comply with the Special Educational Needs Code of Practice.
- Special needs provision is made for students with learning difficulties resulting from a range of needs, including educational, emotional, social, sensory and physical. Provision will vary according to the severity of need.
- Every student at Formby High School, including those with special educational needs, has an entitlement to fulfil his or her potential.
- The School recognises its duty of care to all students, including those with special educational needs.
- The School will ensure that every student follows a curriculum that is suited to their ability and any particular needs they may have to enable them to enjoy and achieve.
- Special educational needs provision for any student will be compatible with the efficient education of the other students at the School and the efficient use of the School's existing resources.
- The School will seek to ensure the full inclusion of students with special educational needs in all aspects of school life, including the curriculum, extra-curricular activities and school trips.
- The highest standards of behaviour are expected and all students are encouraged to develop independence with regard to their behaviour. Where, however, there is a clear link between a particular student's behaviour and diagnosed special needs, the School may deem it appropriate to use an altered level of tolerance when dealing with disciplinary matters.
- The School will work in partnership with parents to ensure every child with special educational needs is well supported. At all stages of the special needs process, the school will keep parents fully informed and involved and parents are encouraged to make a full and active contribution to their child's education.

- When working with parents of students with special educational needs, the School will give support, advice and reinforcement as well as share information and agree targets in order to enable progress.
- Where appropriate, the School will engage with external agencies to ensure the delivery of effective special educational needs provision.
- The School provides training to all staff on special educational needs, both in relation to individual students and particular types of needs. This training includes induction for new members of staff as well as on-going Continuing Professional Development (CPD).
- In addressing any student's special educational needs, the School will comply with the Equality Act (2010) and the Special Educational Needs and Disability Act (2001).
- Where appropriate, the School will make reasonable adjustments for a student with special educational needs.
- When supporting students with special educational needs, the School will seek to ensure value for money and the most effective and efficient deployment of resources.

Responsibilities

Deputy Headteacher (Pastoral Care and Welfare)

- To oversee special educational needs provision within the School and line manage the Special Educational Needs Coordinator (SENCO).

Special Educational Needs Coordinator (SENCO)

- To ensure that the characteristics of effective teaching and learning styles are used to support students with special educational needs, including strategies for improving and sustaining high standards of student achievement and improving their spiritual, moral, social and cultural development.
- To ensure that the curriculum is accessible to all students with special educational needs and that appropriate strategies and resources are used to aid teaching and learning.
- To manage the SEN budget and deploy resources in a cost effective manner.
- To ensure that relevant research, national inspection evidence and legislation, including the Special Educational Needs Code of Practice and equal opportunities legislation, are used to support students with special educational needs.
- To ensure student support plans are formulated, implemented and reviewed as appropriate.
- To manage the day-to-day operation of the School's Special Educational Needs policy.
- To liaise with and advise colleagues on special educational needs matters.
- To coordinate provision for children with special educational needs.
- To liaise as appropriate with Learning and Pastoral Forums.
- To maintain the School's SEN register and records for all students with special educational needs.
- To monitor the academic progress of the special educational needs cohort.
- To liaise with parents of children with special educational needs as appropriate.
- To contribute to the in-service training of School staff.
- To arrange and chair annual review meetings.
- To liaise with external agencies, including the educational psychology service and other support agencies, local authorities, medical and social services and other relevant voluntary bodies.

- Where appropriate, to arrange for the assessment of students.

Teachers

- To ensure they are familiar with the School's SEN register and differentiate teaching according to the provision outlined for individual students.
- To attend special educational needs training when requested.
- To use a range of teaching and learning strategies in order to support the progress of students with special educational needs. (Quality First Teaching)
- Where appropriate, to advise and guide educational support assistants in order to maximise their effectiveness in supporting children with special educational needs.
- To raise any concerns about students with special educational needs or those with possible special educational needs with the SENCO.
- To provide feedback to the SENCO regarding provision for students with special educational needs.

Curriculum/Subject leader

- To monitor the progress of students with special educational needs within the Curriculum/Subject area.
- Where appropriate, to ensure that any reasonable adjustments are made to the learning environment to enable the safe and inclusive teaching of children with special educational needs.
- To provide any subject specific updates to colleagues within the Curriculum/Subject on special educational needs specific teaching.

Teaching Assistants

- To familiarise with individual students' special educational needs by reviewing information on the School's SEN register and, where appropriate, the Educational Health Care Plan
- To provide necessary support to a student(s) with special educational needs according to the information contained in the School SEN register and / or their support plan
- To liaise with subject teachers in order to maximise their effectiveness in supporting children with special educational needs.

Curriculum/Subject Areas

- Curriculum/Subject Leaders to report back on SEN issues from Learning Forum.

Special Educational Needs Link Governor

- To help raise awareness of special educational needs issues at Governing Body meetings and give up-to-date information on SEN provision within the school.
- To understand how the school identifies a student with special educational needs and what happens once a student has been identified, including how resources are allocated to individual students.

- To meet on a regular basis with the SENCO and Headteacher/Assistant Headteacher (Teaching and Learning) to discuss matters concerning special educational needs within the School.

Process and Procedures

Inclusion

- Where necessary, alternative provision and additional resources (including staffing) may be put in place to ensure children with special educational needs are fully included in all aspects of school life, including the curriculum, extra-curricular programme and school trips.
- Any decisions in relation to the above will be taken by the appropriate people, including the Deputy Headteacher and SENCO.

Referral Procedures

- Early identification of students with special educational needs is a crucial factor in overcoming barriers to learning. The SENCO will work closely with the Deputy Headteacher with responsibility for student tracking to monitor student progress and identify any potential concerns.
- A teacher who considers it necessary for a student to be assessed for special educational needs should refer the matter to the SENCO and provide the necessary evidence.
- The SENCO will refer a student to an external agency but will only do so after consulting with and obtaining the consent of parents.

Staff Training

- School staff will be provided with annual special educational needs training.
- Training will be provided by the most appropriate person who may be the SENCO, another appropriate member of School staff or an external trainer.
- All training resources are available on the School network and are accessible to all School staff.

SEN Register

- A register exists for each year group and is maintained by the SENCO.
- Students on the register are either categorised as (K) for SEN support or (E) for Educational Health Care Plan
- The SEN Register is available on the School Network T:drive and is accessible to all School staff.
- The SEN Register is a fluid document that is constantly updated and the numbers of students on the register and the information contained will be subject to change.

Complaints

- If a parent has a complaint about a special educational needs matter, s/he should follow the procedures laid down in the School's Complaints Policy.