

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 he or she has 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
- have 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 and Disability 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 or disabilities, 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 and disabilities, 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 and disabilities.
- 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 and disabilities 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 and disabilities 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 or disabilities, 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 and disabilities is well supported. At all stages of the special needs and disabilities 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 and disabilities, 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 and disabilities provision.
- The School provides training to all staff on special educational needs and disabilities, both in relation to individual students and particular types of needs and disabilities. 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 and disabilities, 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 and disabilities.
- When supporting students with special educational needs and disabilities, 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 and disabilities 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 and disabilities, 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 disabilities and that appropriate strategies and resources are used to aid teaching and learning.
- To manage the SEND 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 and disabilities.
- 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 and disabilities matters.
- To coordinate provision for children with special educational needs and disabilities.
- To liaise as appropriate with Learning and Pastoral Forums.
- To maintain the School's SEND register and records for all students with special educational needs and disabilities.
- To monitor the academic progress of the special educational needs and disabilities cohort.

- To liaise with parents of children with special educational needs and disabilities 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 SEND register and differentiate teaching according to the provision outlined for individual students.
- To attend special educational needs and disabilities training when requested.
- To use a range of teaching and learning strategies in order to support the progress of students with special educational needs and disabilities. (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 and disabilities.
- To raise any concerns about students with special educational needs and disabilities or those with possible special educational needs and disabilities with the SENCO.
- To provide feedback to the SENCO regarding provision for students with special educational needs and disabilities.

Curriculum/Subject leader

- To monitor the progress of students with special educational needs and disabilities 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 and disabilities.
- To provide any subject specific updates to colleagues within the Curriculum/Subject on special educational needs and disabilities specific teaching.

Teaching Assistants

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

Curriculum/Subject Areas

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

Special Educational Needs Link Governor

- To help raise awareness of special educational needs and disabilities issues at Governing Body meetings and give up-to-date information on SEND provision within the school.
- To understand how the school identifies a student with special educational needs and disabilities 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 / Deputy Headteacher (Pastoral Care and Welfare) to discuss matters concerning special educational needs and disabilities 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 and disabilities 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 and disabilities is a crucial factor in overcoming barriers to learning. The SENCO will work closely with the Deputy Headteacher (Pastoral Care and Welfare) 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 and disabilities 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 and disabilities 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.

SEND Register

- A register exists for each year group and is maintained by the SENCO.
- Students on the register are either categorised as (K) for SEND support or (E) for Educational Health Care Plan
- The SEND Register is available on the School Network T:drive and is accessible to all School staff.

- The SEND 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 and disabilities matter, s/he should follow the procedures laid down in the School's Complaints Policy.