



Special Educational Needs Policy January 2018

Last Reviewed:	January 2018
Reviewed by (SLT Lead):	Richard Belmont
Governor Sub Committee Link:	Full Board Governors
Adopted by Governing Body on:	29 th January 2018
Displayed:	Website / Staff Handbook / Intranet
Next Review:	January 2019

1. Purpose:

To ensure that provision meets statutory requirements of the SEN code of practice

2. Aim:

- Raise aspirations of all young people and academic achievement for all learners.
- Enable every student to reach his/her potential through high quality learning and teaching.
- Provide inclusive extracurricular activities that encourage and stimulate students to learn outside the classroom.
- Have regard for The Children and Families Act 2014, SEND Code of Practice 2015, SEN and Disability Rights Act 2001, The Children Act 2004, 'Every Child Matters' and Equality Act 2010, The Special Educational Needs and Disability Regulations 2014.

3. Procedures and Practice

Identification, Assessment and Provision

1) Identification, Assessment and Review

- The school uses the County Guidance and Assessment criteria as a record of identification, assessment and provision. This is outlined in '*Identifying and supporting Special Educational Needs in Oxfordshire schools and settings (Secondary) 2015*'.
- The majority of students with SEND will be identified prior to transfer from partnership Primary Schools. Liaison with colleagues in our partnerships is crucial in providing information about students' needs and SEN record.
- Additionally identification can also be made through parental contact and liaison with other agencies.
- Gosford Hill School follows the 'Assess, Plan, Do and Review cycle, as outlined in '*The SEND Code of Practice 2015*' to initially assess students and review provision.
- The SENCo makes information available to all those who teach students with SEND so that all teachers can carry out essential planning. It is the SENCo's responsibility

to ensure SEND data is updated and reviewed to ensure student's SEND status is current.

2) Curriculum Access and Inclusion

Gosford Hill School strives to be a fully inclusive school, engendering a sense of community and belonging to prevent SEND students being treated less favourably than others. This is achieved through its:

- Inclusive ethos
- Broad and balanced curriculum accessible to all students
- Systems for early identification of barriers to learning and participation, and measures to make reasonable adjustments where necessary
- High expectations and suitable targets for all students
- Wide range of access arrangements for school and public examinations
- Wide range of extracurricular activities open to all students subject to reasonable adjustments where appropriate
- A dedicated space centrally located in the school
- Constant review of provision
- Assemblies on based on the Equality Act and British Values to all students
- Measuring the gap between SEND students and non-SEND students across every year group 6 times a year and taking steps to close the gap
- Access plan

3) Evaluating Success

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo and Faculty Leaders and the Strategic Leadership Team.
- Analysis of student tracking data and test results for individual students and for cohorts.
- Agreed monitoring activities by SEND Governor.
- Self evaluation supported by LA, Inclusion Consultant and Officer.
- The LA SEND moderation process.
- The School Improvement Plan/SEND Improvement Plan (MIPC) monitoring classroom practice on agreed areas of the whole school quality assurance framework.
- Impact/progress reports for SLT

4) Complaints Procedure

If any parent has a complaint about SEND provision they should approach the SENCo in the first instance and subsequently the Assistant Headteacher (Student Support) and/or the SEND Governor. If the complaint cannot be resolved the SEND Governor will arrange an appeal to governors. The school will convey to parents through the school's arrangements for informing parents, details of the LA's Parent Partnership Service and Independent Parent Supporters.

Section C Partnership Within and Beyond the School

(1) Staff Development and Performance Review

Part of every teacher's professional development is a commitment to raising awareness and developing expertise in the field of SEN. This is achieved through a range of school based

and other In-Service Training and reviewed through the school's performance management process.

Staff complete an annual appraisal including a judgement of competence made against Teacher Standard number 5

(‘Adapt teaching to respond to the strengths and needs of all pupils’ DFE June 2013).

(2) Links with other Agencies, Organisations and Support Services.

The school makes use of a number of SEND and other support services available in the County and via the local offer.

(3) Partnership with Parents/Carers

The school seeks to promote a culture of co-operation between school and parents in order to help students achieve their potential. We will do this by:

- Involving parents/carers in the provision planning and progress reviews three times per year including ILP days where appropriate
- Acknowledging and drawing on parental knowledge and expertise in relation to their child
- Focussing on the student's strengths as well as areas of need
- Recognising the personal and emotional investment of parents and being aware of their feelings
- Ensuring that parents/carers understand procedures, are aware of how to access support and receive documents to be discussed in good time before a meeting
- Respecting the validity of differing perspectives and seeking constructive ways of reconciling different points of view
- Respecting the differing needs that parents themselves may have, such as a disability, or communication or linguistic barriers, making use of interpreters of bilingual aids

(3) The Voice of the Child

The school actively encourages students to participate in their learning by engaging in dialogue about their progress with a trusted adult, identifying areas of strength and need. Students are involved in the process of target setting and review. If a student is unable to communicate their views then suitable adaptations will be made in order to ensure their full involvement.

(5) Transfer arrangements

Regular contact with partnership Primary Schools is maintained through termly meetings for SENCoS. Transfer arrangements are agreed annually. Arrangements will include:

- Gosford SENCo visits Primary schools in terms 4/5 to receive information about SEND students transferring in September. Records are passed directly to the SENCo by an agreed date in June.
- The HLTA manages a programme of early visits for vulnerable Year 6 students during the summer term.

- Wherever possible the Gosford SENCo attends the final Annual Review of Year 6 students. Primary Schools should ensure that the final Annual Review is held by February so that a student's EHCP can be amended to reflect the new placement.

4. Roles and Responsibilities:

It is the responsibility of **all staff** to be aware of this policy and the procedures for identifying, assessing and making provision for students with special educational needs. All have a responsibility to address inclusion through:

- Setting suitable learning challenges with appropriately differentiated learning opportunities.
- Monitoring, assessing and recording students' progress.
- Responding to students' diverse needs.
- Overcoming actual or potential barriers to learning.
- Deploying TAs and other support staff effectively.
- Highlighting concerns with relevant member of staff.

Governors

- In co-operation with the SENCo, determine the policy and provision for students with SEND and be fully involved in the monitoring and annual review of the policy.
- Ensure the SENCo is a qualified practitioner who has access to appropriate professional training.
- Ensure that resources and funding are used efficiently to support the needs of SEND students.
- Ensure that appropriate processes are in place to ensure access is reviewed and is in line with recommendations in the SEND Code of Practice and Disability Rights Act.
- Review the SENCos evaluative reports and ensure parents have access to information regarding the progress and attainment of students with SEND.
- Receive an annual report from the SENCo giving information about the provision for students with SEN in line with statutory guidance.
- Publish this report and further information for parents on the school website. This information must be updated annually.
- Additionally the governing body must publish information regarding the arrangements for supporting children and young people who are looked after who have SEND.

(3) Co-ordinating and Managing Provision

To enable the SENCo to co-ordinate provision, effective liaison with a wide range of relevant parties is vital. Provision is mapped for individual students and Year cohorts. Interventions are evaluated and tracked in relation to student progress and well-being.

Provision for students with SEND is generally reviewed three times a year for all students on the SEN register. Parents/carers and students are actively involved in the process of planning, supporting and reviewing.

- All staff participate in the review process and data is taken from the student tracking system.
- Fortnightly Student Progress meetings with House Leaders and other key staff provide opportunities to track students closely and co-ordinate approaches to support

and provision, particularly those with SEND. Referral to other agencies is discussed at these meetings.

- Additional termly Student Progress meetings with the Sixth Form Leadership Team, allow further opportunities to support post 16 students with SEND.
- Students with high level needs are discussed fortnightly at a Connections Plus meeting in which outside agencies are invited and involved. .
- Faculty leaders are responsible for ensuring teaching staff keep their teacher files up to date with the latest SEND profiles and information to support teaching SEND students.
- Provision for SEND students is mapped and co-ordinated by the SENCo.

Dissemination of information is managed through:

- Staff meeting agenda items
- Weekly staff briefing
- Items included in the weekly Staff Bulletin
- Feedback from CPD
- Shared Drive; student profiles
- Literacy screening data
- SEN Register (by year cohort, house and whole school)
- Guidelines for aspects of SEN e.g dyslexia, autism, ADHD, some medical conditions
- EAL guidelines
- Provision Management spreadsheet.
- Access Arrangements Spreadsheet

(4) Admission Arrangements

Gosford Hill School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with SEND, in accordance with the LA Admissions Policy.

(5) SEN Specialisms and Special Facilities

- Our Intervention staff are dedicated and, in the main, experienced teachers and TAs. Additional training for teachers and TAs is made available when necessary and appropriate, particularly specialist training to meet the specific needs of an individual student.
- Some specialist resources are available in the Intervention base. Text-to-speech software is available for SEND students.
- The school is improving physical access via the access plan and is mindful of legislation requiring schools to make reasonable adaptations.

5. Monitoring and Review:

Monitored through SEN students reviews
Policy reviewed annually by SENCO and SLT (Student Support)

6. Sources and References

SEN code of practice

Chair of Governors
Mr A Gauld

A handwritten signature in black ink, appearing to read 'A Gauld', written in a cursive style.