



# *Conisborough* *College*

## **SEND Policy**

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Policy agreed by Governing Body

Policy reviewed by Stephanie Jones/Nia Williams-Jones

Date: June 2020

Review Cycle Annually Review date: June 2021

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## Introduction

*An effective school is one that values all its pupils and provides a meaningful learning experience for all its pupils. Every member of staff at Conisborough College teaches, or in other ways supports pupils with special educational needs and disability (SEND).*

It is important therefore, to have a cohesive SEND policy, which can build on existing good practice within the school as a whole and introduce further developments in accordance with the new Special Educational Needs and Disability Code of Practice: 0 to 25 years, 2015. It is especially important that we have a shared definition of SEND and the best way to do this is to adopt the new approach to SEND which has been used in the current Code of Practice:

'A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her'.

***A child has a learning difficulty if he or she:***

***(a) has a significantly greater difficulty in learning than the majority of children of the same age.***

***(b) 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.***

## Strategic planning for the best outcomes in adult life

Local authorities must place children, young people and families at the centre of their planning, and work with them to develop co-ordinated approaches to securing better outcomes, as should clinical commissioning groups (CCGs). They should develop a shared vision and strategy which focuses on aspirations and outcomes, using information from EHC plans and other planning to anticipate the needs of children and young people with SEND and ensure there are pathways into employment, independent living, participation in society and good health.

Nationally, about 20% of children may have SEND at some time. Within Lewisham and our own school this figure is likely to be higher. Only a small number of these pupils will have a statement of their SEND (about 2% nationally, slightly higher in Lewisham).

Our school is one where integration is a fact not something we are working towards. All of our pupils are integrated into the mainstream. They are in forms with their peers and take part in all school activities according to interest and/or talent in particular areas. All clubs and other activities are open to every pupil unless there are specific reasons why they should not be e.g. some sporting activities may be unsuitable for some individuals.

## Aims

We fully endorse Lewisham Special Needs Policy. We believe that its stated aim of '*helping all pupils to grow into participant members in our diverse community*' is totally compatible with our school's aims '*to develop all pupils and to equip them with the skills and knowledge they will need in their adult working lives*'. Our Special Educational Needs and Disability Policy will reflect these aims and play a significant role in the socially inclusive ethos and practise within the school.

**Our aim is to support access for all to the best possible educational experience.**



- To Ensure the Equality Act 2010 duties for students with disabilities are met.
- To enable students with special educational needs to have their needs met.
- To take into account the views of the students with SEND.
- To encourage good communication and genuine partnerships with parents/carers of children with SEND.
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for students with SEND.
- To make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at school with medical conditions.
- To implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review, Process.
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach with learners with a SEND, their families, staff within school, other external agencies including those from Health and Social Care.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- Share expertise and good practice across the school and local learning community.
- Make efficient and effective use of school resources.
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs and disability.
- Have regard to guidance detailed by LBL.

## Our Objectives

### 1. To work within the guidelines presented to us by the new 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'

*To be achieved by*

The use of a graduated approach to identifying and supporting pupils with SEND (to replace School Action and School Action Plus)



### 2. Efficient communication within the school, with parents, with outside agencies and with the LEA.

*To be achieved by:*

- I. The use of the 'Record of Concern' slips to inform the SENDCO of concerns about pupils.
- II. Effective use of parents' evenings and other regular meetings to give clear and accurate information to parents as to their child's strengths, weaknesses and how they are being addressed within subject lessons, Inclusion Team input if appropriate and the school as a whole.
- III. Regular involvement of parents of pupils in the production, monitoring and reviewing of Individual Education Plans (IEP) and/or Provision Maps.
- IV. Encouragement to parents to contact us with any concerns or information they may have so that we may best work in partnership with them.
- V. Clear documentation produced by us for outside agencies and by them for us. See relevant section for details.
- VI. The development of a clear understanding of what each expects of the other
- VII. The use of CAF (Common Assessment Framework) in supporting the needs of some of our SEND pupils who have particular additional needs.

### 3. That pupils are given the best possible access to the curriculum.

*To be achieved by:*

- I. All departments and individuals within departments providing a differentiated learning experience enabling all pupils to work within their capabilities to improve and develop. This will include the use of differentiated materials and/or other teaching strategies\*
- II. Inclusion team staff providing support to staff to achieve the above.
- III. Inclusion team staff to provide support to pupils in class.
- IV. Inclusion team staff to provide withdrawal for pupils to help to develop basic skills e.g. reading, spelling, and handwriting.
- V. The Pastoral Team, learning and behaviour support to provide support for pupils who have behavioural difficulties by counselling, involvement with Inclusion Outreach services, withdrawal to work on behaviour or by a reporting system or other pastoral input.

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**VI.** The development and implementation of a clear behaviour policy by the school to support both teachers and pupils.



**4. That pupils should have their individual needs clearly and carefully identified, assessed, recorded and monitored.**

*To be achieved by:*

- I.** Inclusion team staff to test all pupils on entry for reading.
- II.** Inclusion team collects as much information as possible from a variety of sources: primary records, teacher interviews, reports, parent or guardian interviews, pupil interviews, classroom observation, formal testing, medical staff and or medical records, social services, speech and language therapists, educational social workers, educational psychologists.
- III.** Ascertaining the strengths, weaknesses, abilities and disabilities, as well as, levels of achievement of all of our pupils. We will further assess individuals to help us produce accurate records and make accurate assessments of pupils SEND. We may involve agencies such as the educational psychological service in this.
- IV.** Inclusion team communicates the information it has on pupils' strengths, weaknesses and coping strategies as well as advice on teaching strategies, interventions and preventative work to all staff.
- V.** Regular reviews of the educational progress of all pupils and especially of those with SEND. Those pupils with IEPs should have at least half yearly reviews and pupils with EHCPs will additionally have these reviewed annually. See also recommendations for development.

**5. Developing high but realistic expectations of the pupils and ensuring that these are communicated to them.**

*To be achieved by:*

- I.** Using the information gathered by the above approach to ensure that we expect as much from each pupil as is possible and then act upon it in our teaching.
- II.** Treating all pupils whatever their ability with respect.

**6. That pupils with SEND should receive the appropriate support and that if they have statements of SEN or an Educational Health and Care Plan (EHCP); the support indicated in their statement or EHC Plan is available to them.**

*To be achieved by:*

- I.** Clear assessment of individual's needs.
- II.** All pupils with statements or Educational Health and Care Plans having the full allocation of funds available to the school spent on them.
- III.** Other pupils with SEND having adequate funds available for the extra support they need.
- IV.** Careful allocation of specialist staff to give the appropriate support.

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- V. A mixture of 'in class' support and withdrawal to meet individual needs.
- VI. All staff providing a stimulating, differentiated curriculum.



**7. That all pupils with SEND be integrated into the school with no discrimination.**

*To be achieved by:*

- I. Continuing our current practices of having pupils in forms with their peers.
- II. Not withdrawing any pupil exclusively from any particular curriculum area.
- II. Ensuring that withdrawal is worked on a carousel basis.
- IV. Encouraging wide use of the Inclusion area by all pupils for a variety of purposes to discourage negative feelings about the area.
- V. Providing a specialist provision for pupils with moderate learning difficulties.

**8. That we work effectively with outside agencies. Primarily the school's allocated educational social worker, educational psychologist, speech and language therapist, sensory team, doctor, nurse, caseworker, the Lewisham Special Needs Support Team and any social workers, guardians etc. as appropriate.**

*To be achieved by:*

- I. Working in partnership with these agencies or service providers. Meetings with the educational social worker are informal and only when necessary, these take place where pupils with SEND also have attendance difficulties or where we are trying to find ways to encourage reluctant attenders back to school and special arrangements are set up.

Meetings with the educational psychologist are regular, formal, minuted by them and involve the assessment of pupils with significant levels of SEND, meetings with their parents and advice on how best to provide for those pupils. Additionally, group consultation meetings are held with the Federation.

### **Inclusion Team**

Meetings with the school nurse and meetings with specialist professionals, where pupils with SEND have medical problems, where we are requesting routine medical advice, such as sight and hearing tests, or where there is an assessment of a pupil's SEND taking place.

Most contact with the caseworker, takes place over the phone or by mail. These contacts are exclusively to do with pupils who are undergoing a full assessment of their SEND or who already have a statement; they usually refer to the level of provision to be made for these individuals or their placement.

Contact with social workers, etc., may be formal and informal. Formal contact is usually in the form of case conferences and these are duly minuted by social services.

- II. Providing the pre-referral information needed by external support services to enable them to make an assessment of the needs of individuals with significant problems and to advise us on approaches and strategies and other agencies that might support the child's SEND.
- III. Being willing to negotiate with them on strategies to be tried within the school's provision.

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- IV. Making positive attempts to implement agreed strategies.
- V. Prioritising children where most support is needed.
- VI. Expecting from them good quality information, etc. as above.



#### **9. That we develop our links with local schools including Special Schools.**

*To be achieved by:*

- I. The use of local schools as work experience placements.
- II. The development of links with the SENDCOs of other schools especially those in the primary phase (we already have a forum at the secondary phase).
- III. The use of INSET to develop cross phase links.
- IV. The use of primary links to look at SEND issues.
- V. Visiting other special schools with a view to promoting information exchange and drawing on their expertise.
- VI. Developing an integration policy with local special schools.

#### **10. The development of the expertise of all staff on SEN issues.**

*To be achieved by:*

- I. All staff teach pupils with SEND and so it is very important that their expertise is utilised this can be done by the sharing of information, expertise, ideas, strategies, etc. within departments and the school as a whole.
- II. All staff taking part in school-based INSET.
- III. Staff taking part in LEA or other INSET when it is offered.
- IV. Inclusion Team provides INSET both formal and informal for staff as demanded or requested, this could be for the whole school, departments or individuals.
- V. Inclusion Team provides NQT and Beginner Teacher INSET to develop the skills of the newest members of staff.
- VI. All specialist staff continuing their SEND education by attending INSET and reading specialist literature especially the journals available.
- VII. Working with the Inclusion Team staff to develop curriculum area expertise.

## Special Educational Needs and Disability Co-ordinator

The Special Educational Needs and Disability Co-ordinator (SENDCO) is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs and disability (SEND) at the school. The SENDCO can be contacted through the school if parents, guardians or other interested persons need information or advice.



The SENDCO has details of the parental advisor who works for Lewisham to help parents through the process of a full assessment and works with those parents whose children have a statement of their SEND.

### Arrangements made for co-ordinating the provision for pupils with SEND within the school.

We work on a staged approach to SEND. See Code of Practice and appendix for details. Identification of new pupils in year 7, all pupils are assessed on entry using nationally recognised reading tests, spelling and numeracy, and NFER CATs.

Classroom observations are made during the first few weeks of the autumn term and primary records are read. Pupil and parent information is used to help us develop a clear understanding of each pupil's needs, strengths and weaknesses.

All staff are then informed about the difficulties and strengths that pupils have along with medical problems. Advice is given on those pupils who might experience significant levels of difficulty or show challenging behaviour and the updated SEND register is sent to all staff.

We have developed an induction programme for casual admissions that includes some screening.

Pupils will be helped in class by their subject staff (stage one). Staff may seek advice from the Inclusion team staff to help them to prepare appropriate materials/lessons.

Some pupils have support from a member of the inclusion team in class. This will focus on aiding them to access the curriculum offer. In conjunction with this, staff will be helped in the production of accessible differentiated materials, classroom management or whatever is appropriate to meet the individual needs of the pupils with SEND within the group.

Some pupils are withdrawn for intervention outside of the classroom. (This varies depending on need). Any withdrawal for basic skills work is undertaken on a rotational basis so that no pupil is disenfranchised from any one subject.

All pupils except those in the ASD Resource Base are part of the mainstream and have access to the full National Curriculum, though some have adaptations to certain areas, e.g. the P.E. curriculum is modified for certain pupils.

In addition to the initial assessment of pupils, regular tests and assessments are conducted in order to measure progress and to inform the teaching of all the staff within the school. Pupils with SEND and without EHCPs will have a regular review of their IEP or any other provision. Staff are informed of the results of these both individually and within the Curriculum Leader's meeting where the whole year reading test results are available.

Analysis is conducted by both pupil and tutor group so that particular tutor groups can be targeted if/and as appropriate.

## Admissions

Admissions at the end of year 6 are the responsibility of Lewisham Education Authority who allocate places according to reading performance groups. If our school has more applicants than places in a particular reading band performance group, then priority is given according to the following: -



- ***Applicants who have a sibling in the school***
- ***Applicants who live nearest to the school although other applicants may be given higher priority on the grounds of:***

- a) An unreasonably difficult journey to an alternative school if they were not accepted.
- b) Professionally supported medical or social need for that particular school.

Pupils may also be directed to our school if it is the named institution within a child's statement of special educational needs or educational health and care plan.

## Staff Specialisms

We currently have trained counselling staff. All of our teachers are fully qualified and have undertaken or are currently undertaking further specialist SEND training. All of our teaching assistants have undertaken some specialist training. There is a range of experience and expertise within the team including work with pupils with ASD, Mild/Moderate Learning Difficulties, Specific Learning Difficulties, Emotional and Behavioural Difficulties and pupils with Impaired Mobility and pupils with Sensory Impairment.

## Facilities for pupils with SEND at the School

Most pupils are integrated into the mainstream. The Inclusion Department has specialist rooms to meet the needs of the pupils with whom it works.

- The school has had some adaptations to allow for the use of wheelchairs.
- The building has been ramped for access and there are special paths for easy wheeling.
- In the building there are toilets for pupils with disabilities.
- The school's multi-gym has some adaptations for the use of disabled pupils.
- The main administrative area of the school is accessible to all. Parents' evenings and interviews can be all held on the ground floor so access for disabled parents does not present a problem.

## Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students.



Where children and young people also have SEND, their provision should be planned and co-ordinated. For those students with an Education, Health and Care Plan (EHCP) this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

## Children in Hospital

The member of staff responsible for ensuring that students with health needs have proper access to education will liaise with other agencies and professionals\*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement. Also, a “keyworker” would be appointed to facilitate the support process for students with medical challenge.

\* E.g. medical agencies, Hospital School, DPLSEND Information Report

The school will ensure that the SEND information is assessable on the school website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

## Behaviour Policy

The school will ensure that reasonable adjustments are made for students with SEND as outlined in the school’s behaviour policy.

## Resource allocation

All money allocated to support pupils with Statements or Educational and Health Care Plans is spent directly on them. Usually this is in the form of an additional teacher or teaching assistant for an appropriate amount of time; sometimes it will buy special materials or equipment to aid their learning.

There is a full time SENDCO.

The school has created an extra form to reduce class size in all year groups.

There is a budget allocation.

There are 2 additional teaching groups in Year 7 (SEND and Nurture) and 1 in Year 8

There is an alternative pathway offered at GCSE which includes some ELQ

## How Governors evaluate the success of the School's SEND provision.

Governors will use a number of indicators to monitor the school's SEND Policy. These will include:

- The results of reading tests at the start and end of years.
- NFER CATs scores
- Individuals progress through the stages.
- The school's INSET records.
- Examination results for identified pupils.
- Parental complaints.
- The efficient use of resources as determined by some of the above.
- Staffing and the use made of it.
- Visits to the school and Learning Support.
- Parental discussions, where appropriate.
- Pupil interviews.
- Review of the department development plan



## Arrangements for complaints to Governors

Any concerns should first be addressed to the SENDCO; if the concerns persist the Headteacher should be approached. In the very rare circumstances where the concerns are unable to be met by this the governing body should be approached in line with Lewisham's Policy on complaints to governors. This is in the School Prospectus. Copies of this are also available from the school or directly from Lewisham Education.

## Parental role

Parental viewpoints as well as their experience of their own daughter/son are more extensive than our own; we recognise this and wish to work in partnership with parents at all stages of their education and progress. Parents are vital to the learning process, we need to meet, talk on the phone when both parties feel it is helpful.

We are always available at every parent's evening to talk to any parents who have concerns as well as those whose we work with. We recognise the need to produce IEPs and/or Provision Maps and review them together.

## Review

This policy should be reviewed and updated annually in the summer term by both staff and governors. Data on pupils with EHCPs/receiving SEND support will be monitored. A report will be made annually by the AHT Inclusion to the Governors via the Headteacher.

**To be reviewed by the Governors' Pupils / Staff Committee/ Staff responsible – AHT inclusion**

**AHT Inclusion – Stephanie Jones**

**SENDCO – Nia Williams-Jones**