

Special Educational Needs Policy

1. Introduction

The Special Educational Needs and Disabilities (SEND) Policy works alongside and in combination with the Local Offer offered by Birmingham Local Authority.

The Special Educational Needs and Disabilities team work within the Skills School Faculty as part of a holistic approach to meeting the needs of all students.

The SEND policy takes careful account of the Education Act 1996, the SEN Code of Practice 2014, the Special Educational Needs and Disability Act 2001 and the Equality Act 2010.

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

- All children are entitled to a relevant and worthwhile education, enabling individuals to participate fully in society and preparing them to both contribute and benefit from it.
- Students who have special educational needs should be supported wherever necessary to achieve full access to the whole school curriculum. This is facilitated through skills staff, specialist equipment and differentiated resources.
- Students should have special programmes designed to maximise opportunities to prepare them for independent living after school. This should include preparation for work, further education or obtaining training placements.

2. The Management of SEND

Within the Skills School Faculty Miss A Turnbull the Associate Assistant Head Teacher for SEN has responsibility, with the support of Mrs E Reynolds, Assistant SENCo to:

- Monitor the provision for students with special educational needs and disabilities, including general class, small group and individual support
- Contribute to the interventions database and all the required documentation
- Keep records of all pupils with SEND ensure progress is regularly monitored and reviewed
- Liaise with teachers, parents and external agencies
- Ensure annual reviews for all students with EHC Plans and statements are completed
- Liaise with other Associate Assistant Head Teachers at regular intervals with regard to SEND issues
- Take part in formal meetings with external agencies regarding individual students

- Liaise with all staff to ensure the needs of all pupils SEND students are met throughout all curriculum areas
- Provide access to training in order to meet the needs of individual Teaching Assistants
- Liaise with and create reports for the SEND Governor

3. Admission Arrangements

The school adheres to the admission policy of Birmingham LEA and therefore has no special provision under admission arrangements for limiting or promoting access for students with SEND needs who are without statements or EHC Plans. It does, however, endeavour to provide appropriate support for students with a range of needs.

4. Additional Needs Provision with the Inclusion Department

The Skills School Faculty accommodates provision for students who experience difficulties in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical
- Social, Emotional and Mental Health

As a general guidance, any students needing support who do not fall into one of the above categories, is referred to another support team in accordance with the 'Every Child Matters' agenda.

5. Access for the disabled

The school has provided some access for disabled students (and parents/carers) through ramped access to particular areas and toilet facilities within the Annexe and Main building. The needs of the student will be taken into account when considering timetabling arrangement in order to ensure full access to the curriculum is available.

6. Analysis of the Delivery of SEND support

The following criteria are used to evaluate the value of Special Educational Needs or Disability provision:

- Data from diagnostic assessments to assess a student's ability to work to their full potential
- Lesson observation feedback is used to assess the suitability of the curriculum materials, delivery and support for students with Special Educational Needs or Disabilities

- Support systems and materials in place are regularly reviews with the Associate Assistant Head Teachers for each subject, Teaching staff and Teaching Assistants

7. Future Planning

Future planning for SEND students takes place in accordance with:

- Ongoing evaluation of the value of SEND provision
- Annual financial allowance
- Ongoing LEA and government directives

8. Identification, Assessment, Record Keeping and Review

The identification would be with regard to the information as outlined in the Code of Practice 2014. The triggers for interventions through SEN Support could be the teachers' or others' concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching is aimed at addressing the needs of the student
- Shows signs of difficulty in developing literacy and/or numeracy skills
- Presents persistent emotional, communication and/or interaction difficulties, which make accessing the normal school environment a difficulty

The gathering of information in respect of identifying the student's additional needs may be through:

- a) Liaison with teachers
- b) Liaison with primary schools
- c) Liaison with parents

Assessment of Needs

- a) Information from partnering primary school initially
- b) Whole school assessments
- c) Diagnostic assessments of individuals highlighted from the above areas
- d) Students referred by subject teachers as giving cause for concern
- e) Ongoing assessment, reviewing and record keeping of students

If, after an assessment of need, the student's level of need falls within the criteria for intervention, the student is placed on the intervention database and monitored termly. It should be noted at this point that as a school we are unable to test for or diagnose Dyslexia or Visual Stress. For students who display these traits, we screen and assess them in order to identify their need and appropriate provision is put in place. In extreme cases it may be necessary to pursue a formal diagnosis in order to access GCSE exam concessions in Year 11. This can either be done privately, at personal costs to parents, or through outside agencies bought into school. This may be dependent on the depth of report being sought.

High Focus

The trigger for High Focus has regard to the Every Child Matters: The triggers for High Focus could be that, despite receiving an intense individual programme and/or concentrated intervention:

- The pupil's lack of progress in specific areas gives cause for serious concern
- The pupil continues to work well below the level below the level of his/her peer group
- The pupil's emotional; communication and/or interaction difficulties affect his/her health and gives cause for concern.

If, through the review cycle, the student is identified as being in need of more intense support, Pupil School Support will become involved along with parents. The student is assessed against the CRISP and a support plan is written. This is closely monitored and a referral to outside agencies for further support is made if deemed necessary.

EHC Plan Assessment

Identification

As outlined in the SEND Code of Practice 2014 students who continue to cause significant concern after using the graduated approach, may be supported by the school to request an Education, Health and Care Plan. To support this the school will need to provide evidence from:

- Interventions and support
- IEPs for the student
- Records of regular reviews and their outcomes
- Records of the student's medical history, where relevant
- National curriculum levels
- Attainment in core subjects
- Education and other assessments (Eg. SSS/EP/Social Services)
- Views of the parent/carer and student
- Record of involvement from other professionals

Process of Action

- a) If the LEA does not issue an EHCP, the student continues to receive appropriate intervention in school
- b) If an EHC Plan is issued, an appropriate learning environment is identified as part of the plan and SENAR allocate placements
- c) For existed Statements; annual reviews will continue in line with LEA guidelines, and transfer to a new EHCP within the allocated time frame
- d) Prior to all parental and agency meetings, information is collected from staff, parents, students and outside agencies but the SENCo

Access to the Curriculum

To accommodate students who are designated as having additional needs, the school provides:

- 5 Higher Level Teaching Assistants (one of whom is Assistant SENCo) who provide targeted whole class interventions, small group and individual support
- 6 Teaching Assistants who provide in-class, small group and individual support
- Individualised teaching programmes designed to meet the needs of individual students
- Individualised timetables to accommodate specific needs

The school aims to include all students with additional needs into all the activities of the school as far as it is appropriate. However, in the best interest of the child, in line with Every Child Matters, there may be occasions when the best solution is to withdraw a student from a particular curriculum area in order to deliver precision teaching, or personalised learning. Students and parents are consulted and their views taken into consideration when decisions are being made.

SEND Records

All SEND records are held within the Skills School Faculty. The information consists of that collected at/for review meetings along with the Intervention Database which includes a description and nature of student's difficulty and the strategy adopted, IEPs and any reports from outside agencies.

Monitoring of Provision

The quality of provision is evaluated from observation of:

- Whole class, group and individual teaching
- In class support
- Use of differentiated teaching methods and resources
- The IEP in use
- Target setting
- Student's progress