



The Robert Napier School
Special Educational Needs Policy
January 2019

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- The Children and Families Act (2014) – Part 3; Children and Young People in England with Special Educational Needs or Disabilities
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014) (SI 2014 – 1530)
- This policy is available to be shared with all staff and parents of students with SEND which reflects the SEND Code of Practice 0 – 25 guidance.
- Schools Admission Code, DfE (February 2012)

At The Robert Napier School we aim to offer excellence and choice to all our students, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We have high expectations of all our students. We want all our students to feel that they are a valued part of our community.

This policy states the current practice and establishes an agreed framework within which further developments may be planned. Such developments will relate to school, local authority and national initiatives, including the SEN Code of Practice.

The Robert Napier School seeks to respond to the educational needs of each individual student throughout his/her time at the school. Special Educational Needs (SEN) applies to those students who have a significantly greater difficulty in learning than the majority of

students of the same age. This need or difficulty may result from factors such as learning difficulties, emotional and/or behavioural difficulties, physical or sensory need medical or health problems.

SECTION 1

Aims

The aims of this policy are:-

1. to provide all students, of whatever ability, with access to the whole curriculum, thus supporting the philosophy of inclusion
2. to support all students with a special educational need to enable them to achieve their full potential, making reasonable adjustments, so that no student is put at a substantial disadvantage
3. to promote, within the staff, a corporate sense of responsibility for the special educational needs of all students.

Objectives

The objectives of this policy are:-

1. to identify and distinguish between the various forms of special educational needs experienced by our students
2. to provide detailed information, for all staff, on students' individual needs
3. to be a point of reference for subject areas to enable them to develop their own teaching strategies
4. to keep parents informed of the needs and provision for their children
5. to keep students informed of provision put in place for them
6. to use external agencies effectively

SECTION 2:

The Special Educational Needs Department includes the SENCo, Assistant SENCo (who also has responsibility for students who are looked after Children (LAC)), and an Administrative Assistant. There are 5 Higher Level Teaching Assistants and Teaching Assistants, and a part-time Teachers of English as an Additional Language (EAL). The EAL teachers work with students who have difficulties with English and they also work closely with curriculum staff to help differentiate the curriculum itself.

The School has a specialist unit for students with visual impairments (VI). The VI Support Team is led by a VI Specialist Teacher and Learning Support Assistants and a Braille/Keyboarding Tutor.

The School has a discrete provision called "Access to Mainstream" (A2M), which is being developed to support students with Learning Difficulties in Key Stage 3, to improve their literacy and numeracy skills. The support offered is a short term, time limited intervention that will impact on students that have been identified in baseline assessments as needing additional support for their Literacy and Numeracy.

The Robert Napier School has a House system with students being placed into one of four Houses. Each house has a House Manager who has the responsibility for the pastoral care of the students in their House. The House Manager does not teach and are available throughout the school day, as well as before school and after school, to work with students and their parents and carers to ensure that their pastoral and SEN needs are fully met.

SECTION 3:

Identifying Special Educational Needs:

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

There are four Broad Areas of Need (SEND COP 2014) for which the school is responsible for planning provision:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional & Mental Health Difficulties
- Sensory and / or physical needs

The purpose of the identification of a SEN is to establish what action the school needs to take to best support the student; it is not to fit a student into a category. The school identifies the needs of students by considering the needs of the whole student which include not just the special educational needs of the student.

The school is clear that only those students who require additional and/or specialist provision will be referred to as having SEN status. Other issues which may impact on progress and attainment but are NOT SEN include:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Identifying behaviour as a need will no longer be an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which the school will be able to recognise and identify clearly as we know the child/young person well & can respond to their needs.

All teachers are responsible and accountable for the progress and development of all of the students in their class. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. All departments are expected to have mapped the support that they can provide for four broad areas of SEN.

SECTION 4:

The arrangements which have been made for co-ordinating the provision of education to students with Special Educational Needs

The Role of the SENCO

The SENCO plays a crucial role in the SEN provision of the school. This involves working in collaboration with the Headteacher and Governing Body to determine the strategic development of the SEN policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the SEN policy
- Coordinating the provision for students with SEN
- Liaising and giving advice to fellow teachers and Learning Support Staff
- Managing Learning Support Assistants and Higher Level Teaching Assistants
- Overseeing records of students with SEN
- Liaising with parents of students with SEN
- Liaising with external agencies, LA support services, health, Connexions, social services and voluntary bodies
- Informing parents of the fact that SEN provision has been made for their child
- Organising the screening and further appropriate testing for access arrangements for GCSEs and other external exams

The Role of the Governing Body

The Governing Body have an important responsibility with regards to students with SEN. These include:

- Ensuring that the provision for SEN students is made and this is of a high standard
- Ensuring that a responsible person is appointed to inform all those who are involved with teaching and supporting a student with a EHC Plan
- Ensuring that SEN students are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEN students
- Being fully involved in developing and subsequently reviewing the SEN policy

The Role of the Subject Teacher

“All teachers are teachers of students with special educational needs.”

The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to SEN. That Quality First Teaching is an essential element of addressing and supporting students with SEN in their classes. The teacher's responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for SEN students
- Collaborating with the SENCO to decide what action is required to assist the SEN student to progress
- Working with the SENCO to collect all available information on the SEN student
- Working with SEN students on a daily basis
- Developing constructive relationships with parents
- All departments have completed provision maps that identify the support that they can provide for the four broad areas of SEN. These provision maps will need to be revisited on a regular basis to ensure that all staff are aware and committed to the implementation of support for SEN students.

The Role of the Headteacher

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
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SECTION 5:

Identification, Assessment and Provision.

At The Robert Napier School, students who have been identified as having SEN are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of the school.

All staff are responsible for identifying students with SEN and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is seen as the process by which students with SEN can be identified. Whether or not a student is making progress is seen as a crucial factor in considering the need for SEN provision.

Early identification of students with SEN is considered a priority. To aid identification, the school will use appropriate screening and assessment tools. To further assist with the identification of SEN, the school will ascertain student progress through reference to:

- Evidence arrived at by means of teacher observation/assessment.
- Referring to their performance in assessments.

- Standardised screening /assessment tools e.g.: Key Stage 2 test results, and group reading and spelling tests.
- On entry to the school, each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or, if students are transferred, between secondary schools. When students with identified SEN start at school, the Directors of the four Houses, the Lead Teachers, and SENCO will:
 - Use information from the primary school to shape the student's curriculum and pastoral provision in the first few months at secondary school
 - Identify/focus on the student's skills and note areas that require early support
 - Make sure that ongoing observations/assessments give teachers regular feedback on achievements/experiences
 - Involve students in planning/agreeing their targets
 - Involve parents in a joint learning approach for home/school

The main methods of provision provided for by the school are:

- Full time education in classes, with additional help and support being provided by subject teachers (and in some circumstances Learning Support Assistants) through a differentiated curriculum
- All students on the School's SEN Register have a SEN Profile advising how the students can be best supported; the Profile is compiled by the HLTAs using information from Teaching Assistants supporting the young person. Students contribute to the profile on their difficulties and how they like to be supported in class. The SEN Profile is attached to the SEN area of SIMs to allow all staff to access to the document. Copies of the document are available to the student and their parent/carer at request.

Monitoring Student Progress

In circumstances where teachers decide that the student's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher, firstly, will initiate a review of the approaches adopted. In circumstances where additional support to that of normal class provision is required, the normal course of action is to provide support through *SEN Provision*.

The process by which the school will identify and manage students with SEN status is outlined below:

- Assess
- Plan
- Do
- Review

The Principles of Assess, Plan, Do and Review have been identified as an underlying principle of the Code of Practice and will be an essential component in how the Robert Napier School identifies how students with SEN are responding to the interventions, support and strategies used to assist them in school.

The Robert Napier School SEN Department have trialled the sharing of SEN Information for each student using a SEN Profile. The SEN Profile documents the students SEN/D, how this impacts on their learning and how they preferred to be supported. It is the intention of the

SEN Department to produce SEN Profile for all students on the SEN Register in the next academic year. The SEN passports will facilitate the; - 'Assess - Plan - Do – Review' process for each student.

Whether or not adequate progress has been made is the crucial determining factor of the need to provide additional support through SEN Support.

Adequate progress is defined as that which:

- Narrows the attainment gap between the student and her peers
- Prevents the attainment gap increasing
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves the student's previous progress rate
- Ensures full curricular access
- Shows an improvement in self-help, social or personal skills
- Shows improvements in the student's behaviour

Where concerns remain, despite sustained intervention, the School will raise the student at the In School Review and consider requesting a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this Policy. The School also recognises that parents have a right to request a Statutory Assessment.

The progress of students with SEN as a whole cohort is tracked and monitored in line with the school's termly data captures. Analysis is carried out to identify those SEN students who are not making adequate progress. This analysis is then used to target these students for additional support and intervention and for provision planning.

In addition, termly data analysis is used to ensure that the SEN register is fluid and contemporary. Students who no longer need to be on the register will be placed on the Additional Needs Register to ensure that they are monitored during their transition away from the SEN register.

It is our intention to inform parents in writing of any changes to the SEN stage which their child has been identified. They will be invited to discuss the issues with the SENCO if they wish.

Criteria for exiting the SEN register

- SEN status students and students with EHCP may be discussed at the In School Review which take place three times a year. Parents are informed whether their children will be discussed prior to each meeting and given the opportunity to contribute to the discussions had. ISRs are attended by: The Educational Psychologist linked to the school, SENCO, the School Counsellor, and Behaviour Support Worker. Students will be discussed at the ISR according to their House and their Director of Learning and House Manager will be present for each individual House meeting.
- If students with SEN status no longer require additional support to make the progress that the school expects of them they will be reviewed to determine whether they can come off the SEN register.

- Students with EHCP will remain on the SEN register for as long as they have their EHCP
- The decision to remove a student from the SEN register will be a joint one with the School, and parents and students concerned. It may be necessary to discuss some students with the School Educational Psychologist.

Record Keeping

The school will record the steps taken to meet students' individual needs, the SENCO maintaining the records and ensuring access when required. In addition to the usual school records, the SEN student's profile may include:

- Information from the primary school.
- Information from parents.
- School information on progress and behaviour.
- Student's own perceptions of difficulties
- Information from health/social services/other agencies, e.g.: CAMHS
- A provision map to show what interventions are in place

All confidential information regarding SEN will be kept in locked filing cabinets.

SECTION 6:

Request for Statutory Assessment

The school will make a request for a statutory assessment to the LA when, despite an individualised programme over a period of time, the student remains a significant cause for concern. Requests for statutory assessments may also be made by the parent or by referral by an outside agency. In order to carry out the Statutory Assessment the school will have the following information available:

- The action followed with respects to *SEN Support*
- Records and outcomes of regular In School Reviews (At least 2 ISRs)
- Information on the student's health and relevant medical history
- Academic Progress
- Literacy/numeracy attainments
- Other relevant assessments from specialist i.e. support teachers/educational psychologists
- The views of both parents and student
- Social services/educational welfare service reports
- Any other involvement by professionals

An Education Health and Care Plan (EHCP) that has now replaced the Statement of SEN will normally be provided in situations where, after a statutory assessment, the LA considers that the child/young person's needs are such that additional provision is required to that which the school is able to offer. However, the school recognises that a request for Statutory Assessment does not inevitably lead to an EHCP.

The EHCP will include details of learning objectives set for the child. These are used to develop targets that are:

- Matched to the longer term objectives set in the EHCP
- Of shorter term
- Established through parental/student discussion
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified.

Annual Review of EHCPs

The school will review each EHCP annually and the SENCO will invite:

- The student's parent/carer
- The student
- The students named LSA
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher/SENCO considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to targets outlined in their EHCP or last review.
- Review the provision made for the student in the context of the School's Curriculum and attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year and whether or not to cease, continue or amend the existing statement
- Set new targets for the coming year when the EHCP is to be maintained

Year 8 and 11 review will be significant in preparing for the student's transition to options, employment, further education, work based training, higher education and adult life. The review in year 8 and 11 will draw up/review the Transition Plan and involve the Connexions Service.

With due regard for the time limits set out in the Code, the SENCO will write a report of the Annual Review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend or cease an EHCP.

SECTION 7:

In School Reviews

The In School Review is held bi-termly and is organised by the SENCO. An agenda will be issued, setting out the main purposes of meeting.

The ISR will normally be attended by the Educational Psychologist, and members of the pastoral staff, other representatives from outside agencies may be invited such as Social Services.

The main discussions will centre around students on SEN Provision on the SEN register about whom there is an on-going concern. The SENCO in liaison with the House Managers and other Pastoral staff will collect evidence of the difficulties and concerns appropriate to each student.

The ISR provides an opportunity for discussing students that are causing concerns and for providing strategies to meet their needs. It is also where students, who may require statutory assessment, have to be discussed at least twice, before they can be referred to the Local Authority.

The SENCO will chair the meeting, which will be minuted. The minutes are issued to all concerned in the meeting.

SECTION 8:

Storing and Managing Information

- The school recognises the importance of appropriately managing and storing documentation associated with SEN.
- All information on students who have left the school is archived appropriately.

SECTION 9:

Reviewing the Policy

- The new SEN policy will be reviewed on an Annual basis given the climate of reform and extent of changes at a National Level

SECTION 10:

Dealing with Complaints

- If parents and carers have complaints about the SEN provision within the school they can address these directly with the SENCO or Senior Deputy Headteacher. The school is committed to resolving complaints and grievances when they infrequently come up and resolutions are sought at all times.

Additional Information:

The Local Authority Local Offer

The Local Authority also has information on their Local Offer this can be found on Medway Council Website:

<http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer.aspx>