



# Special Education Needs and Disability Policy

Vice Principal - Inclusion

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## Review History

Reviewed	Determined	Cycle	Review	Notes
Aut-17	Aut-17	3	Aut-20	
Aut-14	Aut-14	3	Aut-17	Re-written to meet the new requirements for SEND in line with the new SEND Code of Practice effective from 1 September 2014.
Spr-13	Spr-13	3	Spr-16	
Spr-10	Spr-10	3	Spr-13	
Mar-09	Jun-09	3	Sum-12	



### The Principles of this policy

This policy outlines the framework for Coopers School to meet its duties and obligations to provide a high quality education to all of its students, including students with special educational needs and/or disabilities. It sets out the governing body's approach to learning support throughout the School, with particular reference to children with special educational needs and/or disabilities (SEN).

The following principles underpin this policy:

- We aim to promote the successful inclusion of all students whilst meeting their individual needs.
- We are committed to offering an inclusive curriculum to enable students to achieve their full potential through a balanced and differentiated curriculum for all, whatever their needs or abilities. In addition, we identify and provide for students with special needs and/or disabilities.
- We also aim to create a positive and caring environment in which all our students thrive and feel equally valued.
- We will continue to develop effective partnerships and collaboration with parents, outside agencies for education, health and social care, and, of course, the students themselves, in order to meet the individual needs of students
- This policy is to be used in conjunction with Cooper's Equalities Policy and the Academically Able Policy and the Admissions Policy. We are committed to offering an inclusive curriculum.

### Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Statutory Guidance on Supporting Pupils at school with Medical Conditions April 2014
- Keeping Children Safe in Education April 2014
- Equality Act 2010
- Children and Families Act 2014

### Aims and Objectives of this Policy

The specific objectives of our SEND policy and practice in this school are to:

- Identify the needs of students with Special Educational Needs and Disabilities as early as possible and ensure that their needs are met
- Ensure that all students make the best possible progress
- Monitor the progress of all students in order to aid the identification of students with Special Educational Needs and Disabilities
- Ensure that students are not placed at a disadvantage for future public exams due to their needs, through rigorous testing and arranging of examination access arrangements through the JCQ.
- Work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education
- Ensure that students express their views and are fully involved in decisions which affect their education
- Ensure a high level of staff expertise to meet student need, through well targeted continuing professional development
- Promote effective partnership and involve outside agencies when appropriate



The Principal and the governing body have delegated the responsibility for the ongoing implementation of this SEND Policy to the Vice Principal (Inclusion), the Assistant Principal (Inclusion) and the Special Educational Needs Coordinator (SENCO). There are 3 SENCOs at Coopers, consisting of a Vice Principal, Assistant Principal (who will commence the SENCO course in January 2018) and the Lead Practitioner for Inclusion.

The Assistant Principal is responsible for reporting regularly to the Principal and the governor with responsibility for SEN on the on-going effectiveness of this SEND policy.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of students with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times. Teaching staff are provided with an up-to-date Inclusion booklet every half-term, which they are expected to annotate and add to their class 'grab packs'. Teaching staff are also provided with SEND Passports of all students with SEND needs, which are also expected to be annotated and included in these packs. This is expected as part of their professional responsibilities in order to inform Quality First Teaching of their classes.

### **Definition of Special Educational Needs and Disability**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.”

The SEND Code of Practice describes 4 broad categories of need:

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning



difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a student being recorded as having SEN. However they may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Also difficulties related solely to limitations in English for children and young people for whom English is an additional language, are not SEN.

### **Identification**

Students' needs will be identified and met as early as possible through:

- the analysis of data including entry profiles, reading ages and student progress data
- screening of targeted students by the SEND team, assessing areas such as literacy, numeracy, speed of working, handwriting and working memory. This information is used to update the information provided to teachers, in order to inform their Quality First Teaching.
- regular classroom-based assessment and monitoring arrangements
- following up parental concerns
- tracking individual students' progress over time,
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies students receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through Inclusion Meetings between the Assistant Principal for SEN as well as the Assistant Principal (AP), Director of Learning (DoL) and Head of Year (HOY) for each year group, as well as the Director of Additional Educational Needs (AEN).
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs, or involvement of an outside agency.

### **Graduated approach to SEN support**



### **Stage 1: Quality First Teaching**

- Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a student has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The student's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The Assistant Principal and SEN Lead Practitioner will be consulted as needed for support and advice and may wish to observe the student in class.
- Through the above it can be determined which level of provision the student will need going forward.
- If a student has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The student is formally recorded by the school as being under observation (listed as K1 for monitoring) due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- Student progress meetings are used to monitor and assess the progress being made by the student. The frequency of these meetings is dependent on the individual student's needs and progress being made.

Coopers School will, once a potential SEN has been identified, employ the graduated approach to meeting the students' needs including:

- **ASSESS** - Establishing a clear assessment of the students' needs
- **PLAN** - Planning with the students' parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **DO** - Implementing the interventions, with support of the SENCO
- **REVIEW** - Reviewing the effectiveness of the interventions and making any necessary revisions.

### **Stage 2: Additional SEN Support**

Students will be offered additional SEN support when:

- it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all students in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.
- they make little or no progress when teaching approaches are targeted specifically at the students identified areas of weakness
- they show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- they have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment
- they have communication and /or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum

It may be decided that a student on the SEN list will require additional High Needs funding, for which an application will be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the student or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will



need to be, spent on a student within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN descriptors published as part of the Local Offer.

Where a student has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

### ***Stage 3: Statement of Special Educational Needs or Education Health and Care Plan***

- Students with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for students on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
- High Needs Block Funding
- An Education Health and Care Plan
- Our review procedures fully comply with those recommended in Section 9 of the Special Educational Needs and Disability Code of Practice (2014) and with local policy and guidance - particularly with regard to the timescales set out within the process.

### **Roles and Responsibilities**

#### **The Governing Body**

The Governing Body has a responsibility to:

- identify, assess and make SEN provision for all children whether or not they have an EHC plan
- use their best endeavours to secure the special educational provision called for by a child or young person's SEN
- designate an appropriate member of staff (the SEN coordinator or SENCO) as having responsibility for coordinating provision for students with SEN
- make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability

#### **Principal**

The Principal has a responsibility to:

- monitor and evaluate the progress of all students
- make strategic decisions which will maximise students opportunity to learn

The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school student progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners
- student progress meetings with individual teachers
- regular meetings with the Vice Principal (Inclusion) and Assistant Principal (Inclusion and SENCO)
- discussions and consultations with students and parents

The Principal and the governing body will delegate the day to day implementation of this policy to the Vice Principal (Inclusion) and Assistant Principal (Inclusion and SENCO).

#### **Special Educational Needs Coordinator (SENCO)**



The SENCO will be a qualified teacher and will attain the National Award in Special Educational Needs Coordination within three years of appointment. They will collaborate with the governing body and the Principal as part of the school leadership team, to determine the strategic development of SEN policy and provision in the school. At Coopers, the Assistant Principal is undergoing the SENCO training. The school will then have two fully trained staff members.

In line with the recommendations in the SEN Code of Practice 2014, the AP SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that students with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after student has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- liaising with parents of students with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned
- working with the Principal and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all students with SEN up to date
- working, both within school and with external agencies, to identify potential SEND needs and make further referrals and applications on the basis of these findings.
- lead on the collation, creation and distribution of the documents teachers can use to inform Quality First Teaching, including specialist documents, SEND Student Passports and the Inclusion Booklet.

### **Special Educational Needs Lead Practitioner**

The SEN Lead Practitioner has responsibilities to:

- liaise with and advising teachers and other staff, providing professional guidance for their support of students with SEN
- lead the in-service training of staff

### **Class teacher**

The class teacher has responsibilities to:

- plan and review support for their students with SEN on a graduated basis in collaboration with parents/ carers, the SENCO and students themselves
- use the documents and information provided to them to plan differentiated and effective Quality First Teaching of all learners in their classes. This information (and the use of it) is expected to be evident in their class grab packs.
- liaise with the SENCO to agree :



- which students in the class are vulnerable learners
- which students are underachieving and need to have their additional interventions monitored on the SEN monitoring list
- secure good provision and good outcomes for all groups of vulnerable learners by ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **Involving parents and students in planning and reviewing progress**

Coopers has a strong tradition of working with parents. All staff liaise regularly with parents of students with SEN at formal parents meetings as well as on a more informal basis. Coopers will provide an annual report for parents on their child's progress.

Where a student is receiving SEN support, we will meet parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. These discussions will usually be led by either the form tutor or the SENCO. They provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the student. Where possible these meetings will be aligned with the normal cycle of discussions with parents of all students

The views of the student will be included in these discussions either through involving the student in all or part of the discussion itself, or gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. The school's management information system will then be updated as appropriate.

### **Joint commissioning planning and delivery**

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging need and work closely with other agencies including :

- CAF team
- CAMHS
- Educational Welfare Service
- Educational Psychology Service
- Parent Partnership Service
- Counselling Services
- Bromley Children's Partnership
- Local NHS services
- Bromley multi-agency safeguarding hub

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving students with special educational needs in our school. For students with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

We have a clear point of contact within the school who will coordinate the support from outside agencies for each student (AP- SENCO).

### **Transition and Preparing for adulthood**



We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a student's next phase of education and will offer transition meetings to all students in receipt of additional SEN support and all those with statements of Special Educational Needs. Students with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.

Support for the student in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Students will be included in all transition days to the next phase and will also be offered additional transition visits.

Students and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.

### **Funding**

Coopers will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the Local Offer for the SEN provision of its pupils.

### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admissions Policy for the school).

### **Complaints**

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

### **SEN and Disability Tribunal**

Coopers School will meet any request to attend a SEND Tribunal.

The Bromley Local Offer can be found at:

<http://bromley.mylifeportal.co.uk/lbb-local-offer>