



Working together to promote & celebrate achievement

## **Special Educational Needs and Disabilities Policy**

**Revised and applicable from 7<sup>th</sup> February 2020**

**Signed:**

A handwritten signature in black ink, which appears to read "Irene Papadopolou". The signature is written in a cursive style with a long horizontal line extending to the right.

**Chair of Governors**

SENDCo: Ms Sagree Naidoo  
Leadership Team Line Manager: Ms Stephanie George  
SEND Link Governor: Ms Louise Bauer

## **SEND Policy Statement**

Plashet School is an inclusive school where equality of opportunity is a reality. This policy complies Special Educational Needs (SEND) Code of Practice for 0-25 years (2014 (DFE)). It relates to children and young people with special educational needs (SEND) and disabled children and young people. We aim to provide a disciplined, safe environment where students learn effectively and respect each other. We want students to grow into well-informed, well-balanced and confident British Citizens.

The core purpose of the SEND Department is to ensure that students with special educational needs make exceptional progress, achieve their personal best and are included at every level in school life.

### **Aims of this Policy**

To provide special educational needs that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four broad areas of need:

#### **Communication and interaction**

#### **Cognition and learning**

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

#### **Sensory/physical**

- To consult with health and social care professionals in supporting students with medical conditions to achieve full inclusion in all school activities.
- To work in partnership with the LA and other external agencies, to ensure there is multi professional approach to meeting the needs of all vulnerable learners.
- To request, monitor and respond to parents/carers' and student's views in order to maintain a high level of confidence and partnership.
- To ensure that students with SEND engage in activities of the school alongside students who do not have SEND.
- Students to have equal opportunity to achieve their full potential in all aspects of their development.
- Recognise, value and celebrate students' achievement.
- Work in partnership with parents/ carers in supporting their child's education.

### **Definitions**

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 and the following legislation:

- Part 3 of the Children and Families Act 2014 that sets out the school's responsibilities for pupils with SEND and disabilities.
- The Special Educational Needs and Disability Regulations 2014 which set out school's responsibilities for Education, Health and Care (EHC) plans, Special Educational Needs Co-ordinators (SENCo) and the SEND Information Report.
- Students are deemed to have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of students the same age, or
- A disability which prevents or hinders them from making the use of facilities of a kind generally provided for others of the same age.

Furthermore, Special educational provision is educational or training provision that is additional to, or different from, that is made generally for students. The following are the kinds of special educational needs that students at Plashet may have:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia and global delay.

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and various medical conditions.
- Moderate/severe/profound and multiple learning difficulties.

## **Roles and Responsibilities**

### **Role of Governing Board:**

- Ensuring that the school complies with Disability and SEND related legislation, including the general and specific duties.
- Ensuring that this policy and its related procedures and strategies are implemented. This will be evidenced by visits (which could be by the link governor, members of the curriculum sub-committee or members of the full Governing Board) and a subsequent report back, including documentation, to the Governing Board.
- Establishing appropriate staffing and funding arrangements.
- Ensuring that the admission policy of the school in relation to students with SEND is handled positively and sensitively, and that all parents and children are made to feel welcome.
- The governing board delegates the role of responsible person to the Head Teacher.
- Establishing the purpose and work of the link governor for SEND.

### **The Link SEND Governor will:**

- Help to raise awareness of SEND issues at Governing Board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Board on this.
- Work with the Head Teacher, Deputy Head Teacher with responsibility for SEND and SENDCo to determine the strategic development of the SEND policy and provision in the school.

### **Head Teacher will:**

- Along with the governing board, ensure that the policy and its related procedures and strategies are implemented.
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities.

### **Special Needs & Disability Coordinator (SENDCo) will:**

- Work with the Head Teacher, Deputy Head Teacher with line management responsibility and SEND link governor to determine the strategic development of the SEND provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those with EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality first teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential post-16 providers of education to ensure that students and their parents are informed about options and a smooth transition is planned and prepared for.
- Work with the Head Teacher, Deputy Head teacher with line management responsibility and Governing Board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure all records of students with SEND are up to date.

### **Specialist SEND Teachers in the SEND Department**

The Department has a team of specialist teachers and Learning Support Assistants, who have differing yet complementary roles and work together as a team to ensure the needs of the students are met. The Learning Support Assistants are line managed by the Senior Learning Support Assistant who is in turn managed by the SENDCo. The specialist teachers specialise in areas such as dyslexia, SEMHI, autism, visual/ hearing impairment and speech, language and communication difficulties. They monitor the wellbeing and progress of students on their caseload as well as teaching a personalised curriculum to students with complex special educational needs. They are also available to provide advice to colleagues about students on their caseloads.

### **Specific SEND support by Learning Support Assistants**

Some students receive either 1:1 or small group support in the classroom. Our Learning Support Assistants are therefore deployed to offer support, which aims to ensure that students are supported to make the best possible progress. We follow evidence-based principles taken from research conducted by *the Endowment Education Foundation* within our school practice, thus Learning Support Assistants as Plashet aim to:

- Support students to be comfortable taking risks with their learning
- Provide students with enough thinking and response time
- Support Students in retaining responsibility for their learning
- Ensure there is a low use of closed questions where subject appropriate
- High use of open ended questions
- Appropriate use of prompting (low use over prompting)
- Provide incremental support in task completion to support students' ownership of the task/activity
- Demonstrate and show links between ideas inside the classroom and those outside of the classroom.

### **Teaching and Support Staff at Plashet School**

All staff are involved in teaching and supporting students with SEND at Plashet. Information on students with SEND is written in the SENDIG (Special Educational Needs Information and Guidance) Booklet, which is provided to each member of staff at the beginning of each academic year and held securely within our shared online area.

## **Categories of Special Educational Needs**

### **SENS: Special Educational Needs Support**

These are students with severe and complex needs who receive Specialist SEND teacher and LSA support. The students are also identified because they:

- Have ongoing involvement with an external service such as speech and language therapy from their previous school.
- Continue to work at National Curriculum levels substantially below that expected of students of a similar age.
- Have an identified special educational need or disability.

### **EHCPs: Education Health Care Plans**

Educational Health Care Plans are personalised, individual plans for students with SEND and they cover the areas of Education and Health. They are replacing Statements for Special Educational needs. Some of our students already have Educational Health Care Plans. This means that they will have support for their special educational needs until the age of 25.

## **Identifying students with SEND and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on information from Primary Schools. Where a student is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. The SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated response – *Assess, Plan, Do and Review*. Our SEND referral system is based on the graduated response. A member of staff can use it to raise any concerns about a student.

The following are actions we take to identify and assess students with SEND:

- Upon entry to the school in Year 7 the SEND Department screen all students using the group reading tests. The data collected is shared with all staff via our electronic data sharing system, Go4Schools that can be accessed by all teaching staff.
- An Intervention meeting is then organised with the SENDCo, EAL Curriculum Leader, English & Maths Curriculum Leaders and SEND LT Line Manager to allocate identified students to appropriate interventions.
- The SEND department is contacted informally or formally. A SEND referral form is requested and completed by the subject teacher. The SENDCo passes this to the named specialist SEND teacher. School records are scrutinised and further assessments are completed as necessary. Then the SEND department will place a student on the appropriate SEND stage and support will commence. A meeting is held with the teacher making the referral so that all assessments and actions taken can be shared. Parents are updated on assessments and support arrangements during termly reviews.

## **Curriculum strategies**

- Providing access to a broad and balanced curriculum is a whole school responsibility, acknowledged by the Disability Rights Commission (DRC) Code of Practice as a fundamental right for all students.
- In line with the SEND Code of Practice 2014, the National Curriculum should be differentiated in each subject area. This enables the majority of students to have access to the Curriculum. A range of abilities is catered for in each class, and in the first instance subject specialists offer advice to students who may be underachieving and delivers quality first teaching.
- Students with SEND may have a different starting point but the expectation is that they will make good progress according to their individual needs.
- There is an enriched curriculum at Plashet School that includes the AQA Unit Award Scheme in a range of subjects including English, Maths, Science and Food Technology. We have also introduced the BTEC Introduction to Hospitality course and will be introducing BTEC Travel and Tourism at KS4.
- The school operates a Reward System, acknowledges achievements and gives certificates for achievement for excellent work, excellent effort and excellent behaviour. This contributes to raising student self-esteem and motivation.
- Parents receive regular data drops and parents receive termly updates including an end of year report. All year groups have a parents' consultation afternoon/evening, with an additional Meet the Tutor Evening in the Autumn Term for parents of Year 7 students.

## Support for Students' Learning

The following support strategies are used at Plashet for students with SEND, as appropriate:

- Provision of extra information or advice to the subject teacher. This is provided in a confidential SENDIG Book. Each student with a statement of SEND or Educational Health Care Plan is listed with a photograph, outline of issues and teaching/learning strategies.
- Staff development and training aimed at introducing strategies that are more effective.
- Provision of different learning materials or special equipment.
- Differentiated, interactive and multi-sensory lessons, with a focus on the development of literacy and numeracy skills as well as emotional literacy.
- Learning Support Assistants to work in lesson to support students on SENS and those with EHCPs and statements.
- Access to LA support services for advice on strategies or equipment or for staff training.
- Personalised programmes of study leading to accreditation in Years 9, 10 and 11.
- Tailored interventions delivered by specialist staff including the Catch up Literacy programme, Rapid Reader Programme and Signalong.
- Exam access arrangements are put in place for students with SEND. Depending on student's needs, scribes, readers and extra time can be made available during tests and examinations.
- We make referrals to a range of external agencies to identify needs and make recommendations. All of these agencies provide support/ strategies/ information for teachers, parents and carers. The agencies include Educational Psychology Service, Language Communication and Interaction Team, Occupational Therapy, Hearing Impairment and Visually Impairment Teams, Behaviour Support Services, Speech and Language Therapy and Child and Family Consultation Service.

## Student Centred Planning

- We value student views and our reviews are student centred. Students attend the review meetings, their achievements are reflected upon and evidence from exercise books and completed project work is discussed, Furthermore:
- Plashet School recognises that students have a right to obtain and make known information, to express an opinion, and to have that opinion taken into account in any matter or procedure affecting that student.
- Students' views may also be obtained using Sign along, pictorial questionnaires or gaining views from parents.

## Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of *Assess, Plan, Do, Review*.

- Student progress is measured by progress in standardised and criterion-referenced tests, as well as progress in class, groups and individual sessions.
- Classroom planning should ensure that SEND targets are covered and that there is quality differentiation.
- Student Passports are reviewed three times a year. The meetings are student centred. Parents are also present at these meetings so that key information can be shared and any necessary action taken.
- The SENDCo and SEND team monitor the wellbeing, needs and learning of the students, during the course of each school day.
- Annual reviews involving parents, Specialist SEND teachers, SENDCo, and appropriate external agencies allow the LA to monitor the progress of students with EHCP, statement or Higher Needs Funding.
- Years 7, 8 and 9 are monitored using the Group Reading Test bi-annually to ensure that those who have made progress are removed from the SEND list and any student who requires further support continues to receive it.

## **Supporting students moving between phases and preparing for adulthood**

We support students moving from Primary School to Plashet School as well as students leaving Plashet School to go on to college. In accordance with the SEND Code of Practice 2014, we are steadfast in our endeavours to prepare our students for further education, work and adulthood.

### **Transition to Plashet School**

A member of the team has the responsibility of co-ordinating the transfer of students with SEND who have been allocated a place at Plashet, including attending year 6 Annual Reviews for students who have a place at the school and an annual borough conference to meet professionals and gain first-hand information about the Year 7 designate intake. Parents and students are encouraged to have a separate visit if necessary and SEND staff are available on the induction days to meet prospective students and their parents. On this, occasion parents and students receive a welcome and tour of the SEND Department and the School.

### **Transition to Colleges of Further Education**

The Year 9 Annual Review for students with statements /EHCP and Higher Needs Funding is known as a transition review in which the students' views on their plans for GCSE options and college are sought and recorded. A member of the Connexions service specialising in working with students with special educational needs is always invited. The Connexions SEND adviser also sees students in Year 11, including students without statements who may need specialist advice regarding transition to college. The SEND Department provides support with post 16 applications, careers advice and with arranging college visits. The SENDCo ensures that relevant SEND information is shared with colleagues in the Post 16 Sector in order that our students are placed on appropriate courses and that they continue to receive high levels of support. There is also a SEND Year 11 Transition event specifically for parents where Post 16 providers give presentations and transition routes, pathways and options are discussed in a personalised way, as parents are able to have individual conversations in a welcoming and familiar setting.

### **Partnership with Parents**

The SEND Department values the contribution of parents; it is considered to be of central importance. We are available for discussion with parents at the start of the school day or at lunchtimes or on the telephone. SEND staff are also available at curriculum afternoons and evenings. We aim to create a welcoming ethos for parents so partnership is created, fostered and developed.

As part of the Children and Families Act, Local Authorities are required to publish a 'Local Offer', which sets out support for children and young people with SEND in the local area. This is available on the Newham Council Website and tells parents how to access services in their area and what is expected from those services. Alongside this, schools are required to publish a SEND Information Report. The Plashet School SEND Information Report is available on the school's website. This details arrangements for identifying, assessing and making provision for students with SEND. This information illustrates our school's graduated response to students' needs. The information makes clear our offer of teaching, learning and care for all students, additional provision, which may be needed by some students, and the specialist provision available to those with significant complex needs.

## **Procedures followed by the SEND Department**

Safeguarding Procedures:

- All staff are fully aware and follow national Safeguarding guidance as specified in the staff handbook - KCSIE September 2019.
- All staff are trained regard to Safeguarding Policy and practice at Plashet School.

## **Complaints about SEND Provision**

Complaints about SEND provision in our school should be made to the SENDCo in the first instance and follow the school's complaints procedure as laid out in the policy document.

## **Accessibility**

- We currently have a bridge between the South and North buildings with lifts to the fifth floor of the North building
- There are lifts in the South Annex and easily accessible toilets
- There are ramps, handrails, notices and the stair areas are painted to improve visibility.
- We keep the accessibility of the building and classrooms under constant review and incorporate areas for improvement into the SIP.
- We are able to meet the needs of students with visual impairment and hearing impairment and receive the services of the Borough's Sensory teams for visual impairment and for hearing impairment.

## **Continuing Professional Development**

For all teaching and teaching support staff:

- There are NSDs throughout the year, Twilights and Staff Learning and Development times that are carefully planned with delivery of key development and improvement aspects of the school shared with and by external partners as well as sharing practice within and between departments.
- There are opportunities as an individual to attend courses led by external providers.

For SEND staff:

- Opportunities as an individual SEND specialist teacher, or LSA, to attend externally run short and long courses related to SEND.
- Ongoing staff development through cascading CPD at weekly team meetings, regular CPD given to Learning Support Assistants by the SENDCo.
- The SENDCo invites external agencies to provide CPD to SEND staff as appropriate.

## **References**

SEND Code of Practice 2014  
Disability Equality Act 2010  
Children and Families Act 2014  
Education Endowment Foundation  
UCL Institute of Education

## **Abbreviations**

DfE: Department for Education  
SEND: Special Education Needs & Disability  
EHCP: Educational Health Care Plans  
SENS: Special Educational Needs Support.  
SENDCo: Special Educational Needs Co-ordinator  
COP: Code of Practice  
AQA: Assessment and Qualifications Alliance  
LA: Local Authority  
LSA: Learning Support Assistant