



Working together to promote & celebrate achievement

Plashet School Policy

For SEND

Revised and applicable from September 2014

Written by Raminder Virdee in consultation with Governors

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

Signed:

Chair of Governors

Plashet School's Special Educational Needs & Disability (SEND) Policy

SEND Policy statement

Plashet School is an inclusive school where equality of opportunity is a reality.

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 LEA and other outside 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 pupils 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

What are Special Educational Needs and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010: 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 sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Roles and Responsibilities

Role of Governing Body

- 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 Body) and a subsequent report back, including documentation, to the Governing Body.
- 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.
- Considering and reporting, on at least an annual basis, the effectiveness of the school's work for students with SEND.
- The governing body delegates the role of responsible person to the Head teacher.
- Establishing the purpose and work of the governor for SEND.

Head teacher

- Along with the governing body, ensuring that the policy and its related procedures and strategies are implemented.
- Ensuring 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.
- Taking disciplinary action against staff or pupils who contravene the policy.

Special Needs & Disability Co-ordinator (SENDCo)

The SENDCo works within the following key areas of responsibility.

- Overseeing the day-to-day operation of the school's SEND policy.
- Providing information on the above to the governing body through the head teacher.
- Liaising with and advising fellow teachers.
- Leading and managing the SEND team of teachers and learning support assistants.
- Coordinating provision for students with special educational needs.
- Overseeing the records on all pupils with special educational needs.
- Overseeing liaison with parents of children with special educational needs
- Contributing to the in-service training of mainstream teaching staff.
- Liaising with external agencies.

Specialist 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 deputy SENDCo.

The specialist teachers specialise in areas such as dyslexia, BESD, autism, visual/hearing impairment, speech, language and communication difficulties. They monitor the well being and progress of students on their case load as well as teaching mainstream, providing in-class support and developing individual programmes. They are also available to provide advice to colleagues about students on their caseload as well as specialist educational advice.

The roles of each SEN specialist teacher are detailed in Appendix A.

All Teaching and Support Staff at Plashet School

All staff are involved in teaching and supporting students with SEND at Plashet and must be aware of procedures for identifying, assessing and making provision for the students.

To this end, information on students with SEND is provided in a Profile Book. This is launched on the first day of school by the SENDCo and is also available on Fronter.

The kinds of special educational needs for which provision is made at the school

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings

Parents will be consulted, and the students will also be part of planning interventions.

SENS Special Educational Needs Support.

The triggers for this are:

- Has ongoing involvement with an external service such as speech and language therapy from their previous school.
- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of students of a similar age.

The school will at this stage seek advice from specialists and external services.

Education Health Care Plans

For a very few students, Plashet school may, in consultation with parents and any external agencies already involved, consider whether to ask the LA (Local Authority) to initiate a statutory assessment. There are a few students at Plashet with statements. These will be changed to EHCs over a period of 4 years.

Support Strategies

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 SEND Profile 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 more effective strategies.
- Provision of different learning materials or special equipment.
- Use of extra adult time for devising the nature of a planned intervention and monitoring its effectiveness.
- Access to LA support services for advice on strategies or equipment or for staff training.
- The introduction of appropriate support in class. This may be team teaching addressing the needs of all the students, group work within the class or individual support.
- The introduction of some individual work partly out of the class to meet specific needs and to follow planned programmes.

Higher Needs Funding in Newham

The procedure for statutory assessment takes some time and in Newham the provision of a statement does not attract any additional funding. In order to allow us to give the student extra SEND support, her case must be brought by the school to the higher needs panel. The student does not need to have a statement for funding to be granted, but to receive funding their needs must be deemed exceptional for the London Borough of Newham. Some students in the school have this funding.

Core principles of learning

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of students. We do this through:

- Having high expectations and setting suitable learning challenges.
- Responding to the diverse needs of the students, building on their strengths and enabling them to develop a love for learning.
- Overcoming potential barriers to learning and assessment, including identification and intervention as early as possible in the student's learning experience.

Curriculum strategies

The following points are stated in DfE guidance:

- 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.

The Curriculum at key stage 3

At key stage 3 students with special educational needs are generally taught in mainstream mixed ability groups.

The Curriculum at key stage 4

At Key Stage 4 subject departments often provide alternatives to GCSE, such as BTEC's or ASDAN courses. Students taught in classes which offer these courses generally have the opportunity to take GCSE if appropriate. The Personal and Social Development ASDAN course is offered to students for whom a full complement of options blocks are not considered appropriate and can be personalised and offered at Entry Level 1,2,or 3 and Level 1 which is equivalent to GCSE D grade. This also gives support in the transition to college.

Disapplication and modification of the National Curriculum

If a student is finding it difficult to access the curriculum then there may be greater differentiation of the student's work or provision of additional learning resources, including external specialists if appropriate. In exceptional circumstances, the school may modify or disapply the National Curriculum and its assessment arrangements. This is done after detailed consultation with parents and the local education authority, through section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum or elements of it through a statement of special educational needs. Section 365 allows for a temporary modification or disapplication.

English as an additional language

Our students are from a rich multicultural and multilingual background and we celebrate and include all of these in the ethos of the school.

- Lack of competence in English must not be equated with learning difficulties. At the same time, when students who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.
- The SEND department liaises closely with the EAL department to help assess and identify students who have English as an additional language who may also have special educational needs.

Procedures followed by the SEND department

Child Protection and Safeguarding Procedures

- All staff are fully aware and follow child protection guidance as laid out in the staff handbook
- All staff are trained in safeguarding. Safeguarding procedures are followed at all times.

Referrals

- Any concerns about a student may be raised by any member of staff, parent/carer, or professional who is directly involved with the student or the student themselves may raise a concern.
- The SEND department is contacted informally or formally. A cause for concern sheet is requested and completed by the subject teacher. School records are scrutinised and further assessments are done as necessary. Then the SEND department will place a student on the appropriate SEN stage and support will be initiated. If the information is from someone other than the parent/carer then the issues will be discussed with the parent.
- In Year 7 the SEND Department and the EAL Department work together to screen all students using the group reading tests and hand writing samples as well as observations to identify students who have SEND or EAL needs. A meeting is then organised with the SENDCO, Deputy SENDCO, EAL CM and the RML Manager to allocate identified students to appropriate interventions.
- The data collected is given to all staff during a Year 7 Information Staff meeting.

Record keeping

- Statements and other individual student records are kept in a separate secure office in paper form. Information is also currently held on a database available on the staff section of the school network.
- Running records of support work are kept by all SEND staff, and contribute to students' reviews and Annual Reviews of Statements, Higher Needs funding and the future to EHCs
- Student Passports are working documents and any adult working with students should continually record details of student progress and/or concerns. After each students review, Student Passports are distributed to departments and also kept in the two staffrooms.
- Standard forms are kept in the department office and examples of all currently used internal assessment and other forms are kept in the department handbook.
- Provision maps are also available for Years 7, 8 and 9 and this information is available to all staff via SIMs on an Intervention Marksheet. This is updated on a regular basis and is used as part of our overall system for tracking and monitoring of student progress as well as feed back to parents.

Monitoring

- Student progress is measured by progress in standardised and criterion-referenced tests, as well as progress in class, groups and individual sessions noted by learning support and subject teachers.
- Classroom planning should ensure that SEND targets are covered and that there is sufficient differentiation. The school provides opportunities for the SEND department and the subject departments to plan together.
- All Student Passports should be fully evaluated by documenting the outcomes in an area provided.
- Student Passports are reviewed three times a year. The SENDCo or Deputy SENDCo chairs each review.
- Areas of SEND are monitored regularly by the SENDCO, such as support allocation, student attendance at withdrawal groups, etc.
- Annual reviews involving parents, teachers, SENDCo, and appropriate external

agencies must allow the LA to monitor the progress of students with a statement, EHC or Higher Needs Funding.

- Years 7, 8 and 9 are monitored using the Group Reading Test 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.

Partnership with Parents

The SEND Department values the contribution of parents; it is considered to be of central importance. Thus parents are always invited to all reviews. Interpreters for parents are available whenever possible. We are also available for discussion with parents at the start of the school day or at lunchtimes or on the phone. SEND staff are also available at curriculum evenings. We aim to create a welcoming ethos for parents by inviting them into the SEND Department for coffee mornings and celebratory events.

Accessibility

- The school's Disability Action Plan (DAP) agreed by the Governors sets out the school's increasing commitment to making the environment more accessible to students with physical and learning difficulties. We currently have a bridge to span the two main buildings, a lift on the North site, ramps and handrails, notices and stairs painted to improve visibility. Some departments, for example, new science laboratories, hold specialist equipment for students with disabilities.
- We keep the accessibility of the building and classrooms under constant review and incorporate areas for improvement into the SDP.

Specialisms

- The school caters for a wide range of learning and physical difficulties and can accommodate students who are partial wheelchair users. 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.

Student Centred Planning

- 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 Signalong, pictorial questionnaires or gaining views from parents.
- Students' views are sought and recorded at all stages including initial assessment, and reviews including target setting. Further, since the key approach is personalised, the whole SEND team endeavour to gain ongoing student views through daily, qualitative contact.
- We aim to have three reviews a year which have the students' and parents' views central to the meetings.

Transition arrangements

A teacher from the SEND department has the responsibility for coordinating the transfer of students with SEND who have been given 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 on our new Year 7 students.

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.

The Year 9 Annual Review for students with statements EHC and Higher Needs Funding is known as a transition review in which the students' views on their plans for key stage 4 and post 16 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.

Continuing Professional Development

For all teaching and teaching support staff:

- Once or twice a year: twilight or staff development day sessions with external or internal presenters on SEND topics
- Autumn Term: after school session to discuss Year 7 students with SEND or EAL needs led by the SEND and EAL teachers
- Opportunities as an individual to attend externally run courses

For SEND staff:

- Staff development day (departmental) used for training with external and internal presenters organised by SENDCo
- Regular presenters at SEND departmental meetings
- Opportunities as an individual SEND specialist teacher, or LSA, to attend externally run short and long courses related to SEND.

Government Policies

SEND Code of Practice 2014
Disability Equality Act 2010

Abbreviations

DfE- Department for Education
 SEND – Special Education Needs & Disability
 SENCo-Special Educational Needs & Disability Co-ordinator
 COP – Code of Practice
 AQA – Assessment and Qualifications Alliance
 LA – Local Authority

*The SENDCo is Ms Raminder Virdee,
 ** The Deputy SENDCo is Ms Sagree Naidoo
 *** The SEND Governor is Ms Ruth Martin

Appendix A

Specialist Teachers in the SEND Department

Raminder Kaur Virdee SENCo B.A (Honours) Humanities, M.A in Education, Post Graduate Diploma in Psychology and SEN	<ul style="list-style-type: none"> • Exam Access Arrangements • Visual Impairment • Dyslexia • RML • Signalong
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	<ul style="list-style-type: none"> • Teacher Training
<p>Sagree Naidoo Deputy SENDCo BA (Honours) Geography and P.E, P.G.C.E in Ed</p>	<ul style="list-style-type: none"> • Managing LSA's • SLCD • Selective Mutism • Inclusion of students with ADHD • Synthetic Phonics – Ruth Miskin • P-Scales • Signalong
<p>Susan Foley B.A French and Librarianship, EAL Diploma</p>	<ul style="list-style-type: none"> • Visual Impairment • Hearing Impairment • Entry Level exam training English • Ruth Miskins Literacy
<p>Frankie Clark BEd (Honours) P.E</p>	<ul style="list-style-type: none"> • Careers Education Transition to KS5 • SEN Work Experience • P.E • Training in WJEC Life Skills and Personal Development Entry Level • ASDAN Transition Challenge • Autism • Ruth Miskins Literacy
<p>Madeleine Sarley Pontin BA (Honours) Middle Eastern Archaeology, MA Special and Inclusive Education (AMBDA) Post Graduate Certificate in Cultural Leadership</p>	<ul style="list-style-type: none"> • Dyslexia • Visual Dyslexia • Dysgraphia • Intensive Interaction Therapy • Sensory Education • P Scales AFI and Moderation • PMLD
<p>Dave Spilsbury BEd (Honours) P.E and Special Needs, TEFL</p>	<ul style="list-style-type: none"> • Exam Access Arrangements • Key stage 2 and 3 transition • MLD • Ruth Miskins Literacy • Entry Level Maths • OCR Life Skills Co-ordinator • LSA Mentor • Adult Numeracy and Literacy Co-ordinator
<p>Christine Wekesa BA (Hons) Marketing MA Inclusive Education Postgraduate Diploma in SEND Inclusion</p>	<ul style="list-style-type: none"> • Literacy • Numeracy • Personalised programmes • Study skills