

## Highcliffe School Special Educational Needs & Disabilities Policy (SEND)

### CONTENTS

- Compliance with statutory policies
- School Information regarding SEND
- Aims and Objectives of the school regarding SEND
- Roles and Responsibilities within the school structure
- Admission Arrangements
- Facilities in supporting SEND
- Identifying SEND and Disabilities
- Managing the SEND provision in our school
- Monitoring and Evaluating the SEND provision and impact on our students
- The SEND Register
- Supporting students with medical needs
- Storing records and information regarding SEND
- Complaints
- Links to other school policies
- SEN information report

### COMPLIANCE

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

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)

### SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in Highcliffe School.

The designated teacher responsible for coordinating SEND provision for students/young people is: Mrs Melanie Strachan who can be contacted at the school.

The Academy Director/Governor with oversight of the arrangements for SEND and disability is: **Gary Moore** who can be contacted at the school.

### AIMS AND OBJECTIVES

Highcliffe School has high aspirations for all students including those identified as having SEND in our school. We strive to ensure that all students achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Version 06 – December 2018

### Our Aims:

- To create an atmosphere of encouragement, where students develop into independent and resilient learners.
- To identify individuals who need extra help and support.
- To enable each student to take part and contribute fully to school life.
- To develop individuals' self-esteem and confidence.
- To provide access to and progression within an appropriate curriculum.
- To involve students in planning to address and monitor their special educational needs and or disability.
- To work in partnership with parents to support students learning and health needs.
- To provide quality training for staff that suggests strategies that help them to support students with special educational needs and disability.

### Our Objectives:

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provide in the SEND Code of Practice, 2014
- To employ a Special Educational Needs and Disabilities Co-ordinator (SENDCO) who will work within the bounds of the Inclusion Policy
- To provide support and advice to all staff who work with students with special educational needs.

## **ROLES AND RESPONSIBILITIES**

The Academy Trust will exercise their duty and have regard to the Students and Families Act 2014 and the Equality Act 2010. This will include ensuring that Highcliffe School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.

The responsibility for oversight of the schools SEND policy is with the Curriculum Committee of the Academy Trust which reports to the full board.

The Academy Trust will ensure that a SENDCo is in place with the following purpose:

To work closely with the Senior Leadership Team and colleagues in the strategic development of the school's Special Educational Needs (SEND) policy and oversee the day-to-day operation of that policy with the aim of raising SEND student achievement and progress.

- SENDCo: Mrs Mel Strachan
- Teacher responsible for Looked After Students: Mr N O'Connor (Assistant Headteacher)
- Teacher responsible for Pupil Premium: Amy Egglestone

### **a) Strategic Direction and Development of SEND Provision in the School (SENDCo)**

- Exercise a key role in the development of SEND policy / provision throughout the school.

- Using professional knowledge, external agencies, guidance, medical reports, testing, teacher/staff feedback and other information to identify students with the need for SEND support/provision.
- Support all staff in understanding the needs of SEND students and ensure the objectives to develop SEND are reflected in the School Progress Plan and department plans.
- Monitor and evaluate the impact of SEND provision by teachers and TAs throughout the school, including work sampling, lesson observation, student voice activities.
- Analyse and interpret relevant school, local and national data with the RSL to advise the head teacher and governors on student progress, and provide a SEND development plan.
- Work with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Liaise with pastoral staff for students with SEND experiencing behavioural problems, offering support and strategies for Individual Support Plans and Common Assessment Form (CAF's) to engage external agencies.

### **b) Teaching & Learning (Teachers, Learning Support Assistants and Senior Staff)**

- support the accurate and timely identification of students for SEND support
- provide effective ways of bridging barriers to learning through:
  - assessment of needs
  - disseminate the most effective teaching approaches for types of SEND
  - monitoring and recording student achievement and progress
  - target setting and provision mapping
  - working effectively with external agencies, parents, staff and students in partnership
- collect and interpret specialist assessment data to inform practice.
- work with senior leaders, teachers, and pastoral staff to ensure all pupils learning is of equal importance and that there are realistic expectations of students.
- support staff in identifying and acquiring appropriate facilities and resources to support the learning of SEND students.
- provide professional guidance to staff to secure good teaching for SEND students, through both written guidance and meetings.
- advise on and contribute to the professional development of staff, including whole school INSET provision and regular updates for Learning Support Assistants.

### **ADMISSION ARRANGEMENTS**

Highcliffe School is its own Admission Authority as an Academy but continues to use the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all students, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Highcliffe School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Highcliffe School liaises with the local authority, health services and parents / carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website.

<http://familyinformationdirectory.dorsetforyou.com/kb5/dorset/fsd/service.page?id=FbjMSeOaz-M>

## **FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Academy Trust in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support students with disability as defined by the Act.

The school has a range of specialist SEND facilities in place including (but not limited too):

- A lift to the second floor areas in the main building.
- Wheelchair access to the vast majority of the school site and to all curriculum areas.
- The ability where appropriate to vary the curriculum to meet the needs of a student.
- Assistance where appropriate during examinations (in line with external regulations)
- Dedicated SEND area.
- Two school minibuses providing wheelchair facilities.
- A private medical room and trained first aiders.
- Assistive Technology where appropriate.

## **SEND INFORMATION AND LOCAL OFFER**

The statutory local offer sets out the provision the school can provide for students along with the resources and strategies available. This document sets out what the school defines as Special Educational Needs as well as SEND provision. The school aims to support students in becoming independent and resilient learners. The document also provides information on some commonly asked questions that parents may have when choosing an educational setting for their child.

The school complies with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents / carers, governors and staff.

The local offer can be found on the schools website or at [www.dorsetforyou.com/local-offer](http://www.dorsetforyou.com/local-offer) using the search engine to find our school or other Dorset schools.

## **IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- i. Communication and Interaction.
- ii. Cognition and learning.
- iii. Social, emotional and mental health difficulties.
- iv. Sensory and/or physical needs.

Students may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Highcliffe School staff use a wide range of tools to assess the amount and level of SEN support required. These include:

The school has a very comprehensive transition programme, KS2 to KS3, which enables the school to be well informed about the needs of the students coming into the school. Students with SEND needs have profiles on our network system and this provides staff with the necessary

information to plan for the students accordingly. In addition, on transition we conduct both Literacy Screening and Cognitive Ability Tests, to give us further information on the needs of our students.

Student progress is constantly monitored by both teaching and support staff and causes of concern are followed through, with interventions being provided, as appropriate, in discussion with parents/carers.

The school works in partnership with parents and dialogue regarding SEND requirements and concerns is a crucial method of identifying SEND Educational Needs.

Parents are asked to discuss any issues and concerns firstly with the subject teacher or form tutor and then with the Head of Achievement, SENDCo, Assistant Headteacher, Headteacher, SENDCo governor, as appropriate.

Learning needs are managed either by using 'additional support' or by having an Education, Health & Care Plan (EHCP). The majority of students with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the students in their class, including where they access support from Learning Support Assistants or specialist staff.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all students, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a student may have special educational needs. If a student has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a student does have SEND, the decision should be recorded in the school records and the students' parents / carers will be informed in writing that special educational provision is being made.

The SENDCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for students identified with SEND.

Staff monitor the progress of all students to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Some examples of other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Pupil Premium
- Looked After Students
- Service students
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

## **MANAGING SEND PROVISION IN OUR SCHOOL**

Where a student is identified as having SEND and or a disability, Highcliffe School adopts a process of “Assess, Plan, Do, Review”. This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents / carers and students to agree, action and monitor individual progress over time so that special educational needs for all students are addressed appropriately, effectively and with good outcomes.

In school we have an ‘continuous assessments’ system which can be viewed by a parent at any time. Each year group will have subject parents’ evenings, to enable parents to meet with staff and other information evenings will be held, such as the Year 7 'Settling In' evening, together with evenings providing information and support in the choice of GCSE subjects.

Teachers will also be regularly assessing their students, in the form of home study and other more formal testing.

Students with SEN will have an interactive provision map which keeps teachers and support staff up to date with the current interventions around that student, as well as this there is an SEND profile which identifies the student’s strengths and needs alongside particular strategies that are suited to that particular student. This can be shared with parents to keep them up to date with their child’s learning as well as giving them the opportunity to participate in future planning.

Teaching and support staff are instrumental in helping to identify trends in students learning, they provide timely feedback on students success within in lessons and more specifically on the effectiveness of strategies being used. This evidence feeds into our process of “Assess, Plan, Do, Review, which helps us to maintain the most effective strategies for our students were needs have been identified.

This feedback loop facilitates the informal identification of barriers to learning on a short term basis and allows the school to be proactive in removing these and responding to the changing needs of our students. Where specific needs are identified the school will look to parents to be involved in the removal of barriers to ensure that strategies at home and within school are cohesive.

If provisions within school are not removing barriers to learning or having a sufficient impact on levels of progress then the school will look to involve outside agencies for advice, guidance and specific specialist interventions.

If staff are working with external agencies regular review meetings will be held in school with parents/careers, to monitor progress. Students in Care will have Personal Education Plan meetings and students with Education, Health and Care Plans will have Annual Reviews

Support is provided to staff in giving them strategies to best work with the students in their classrooms.

We also have trained ELSAs, supervised by the Educational Psychologist, to support our students with more complex emotional problems.

Funding received into the school budget is used at the discretion of the Academy Trust to fulfill their duties with regard to making provision for students with SEND needs.

The SEND (and where appropriate Pupil Premium) budget is used to finance the additional support provided to students with SEND and to provide resources to support their learning. These resources might include reading schemes and materials, software to assist literacy and numeracy skills and resources for the Pastoral Leads, Learning Support Assistants and ELSA's (as appropriate) to work with students on emotional issues.

The budget is also used to finance particular interventions, such as catch up reading, handwriting and spelling groups.

Support is provided in school on a needs-led basis, as far as is possible and decisions are made by the SENDCo, in discussion with other staff and parents. It would be determined by the learning or emotional needs of the student and would be discussed with parents and also external agencies, if appropriate. The support is regularly monitored and reviewed, with the aim of support being to encourage and facilitate independent learning.

## **MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY**

The SENDCo will work in collaboration with all members of staff to ensure that the provision being provided is the most effective for the students it is targeted at. Teaching and support staff will regularly provide feedback on students learning, this will include evidence of work and the effectiveness of strategies and provision that have been employed.

The 'continuous assessment' system will be used to look at a student's performance across the year as well as to compare students' progress to that of their peers. Other useful data which can feed into building a better picture of a student's needs will include attendance, attitude to learning, behaviour, commendations/demerits, health and well-being.

The key people in monitoring and evaluation of Special Educational needs include: Heads of Achievements, Pastoral Leads, Attendance officer, Parents, Senior Curriculum leaders and the Assistant SENDCo.

The SENDCo will use the above information of the students need to coordinate appropriate strategies to develop a student into an independent and resilient learner. These strategies will be monitored and evaluated through the use of provision plans which will be created using evidence from the classroom. These will provide information on strategies and methods that support a student's learning.

Monitoring and Evaluation will be done through a process of "Assess, Plan, Do, Review" this feedback loop will take into account the views of staff, parents and students in developing the most appropriate and cohesive plan for the removal of learning barriers.

It may be appropriate to bring outside agencies into this process and use them as another mechanism to evaluate provision being provided as well as give specialist recommendations and suggestions on how to develop a student's learning.

Governors will also be involved in the process by assisting in gathering evidence and contributing to the schools self-evaluation by producing an annual SEN impact report.

## **THE SEND REGISTER – Appropriate and Flexible**

A student will be removed from the SEND Register if it is deemed that they are able to access the curriculum independently without the need for support that is 'additional to and different from' their peers. It is possible that some students may require support for particular aspects of their learning which may be due to their underlying learning issues. All students will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some students it is possible that they could be placed on and off the register (a flexible approach is needed in many cases) of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A student with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a student no longer requires the special education provision as specified in the EHC Plan.

However a student's progress will continue to be monitored by through school's tracking systems.

## **STORING AND MANAGING INFORMATION**

All data including data stored electronically is subject to Data Protection law.

All paper records (and subsequent scanned documents) will be held in line with the school's policy/protocol on security of information and in line with the Data Protection Act.

## **SUPPORTING STUDENTS WITH MEDICAL CONDITIONS**

Highcliffe School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (*DfE April 2014*). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that Highcliffe School are expected to make reasonable adjustments in order to accommodate students who are disabled or have medical conditions. (See the schools policy on "Supporting students at school with medical conditions" on the schools website.)

## **TRANSITION ARRANGEMENTS**

Highcliffe School is committed to ensuring that parents / carers have confidence in the arrangements for students on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

For students with a current Statement of Special Educational Need, the local authority and Highcliffe School aim to move all with Statements on to Education, Health and Care Plans by 2018. Students for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

## **TRAINING AND RESOURCES**

Training needs are identified through a process of analysis of need of both staff and students as and when required. This may include external courses or internal sharing of good practice.

The SENDCo will provide information on specific needs for new staff.

The school's SENDCo networks across local schools for personal training and the sharing of practice.

Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Academy Trust Directors also attend SEND training courses delivered by Dorset Governor Services.

## **SEN INFORMATION**

Highcliffe School presents its SEN information in three ways:

- i. by information placed on the school website which can be found at [www.highcliffeschool.com](http://www.highcliffeschool.com)
  - ii. by following the link from the school website to the local authority's Local Offer website;
  - iii. through information contained in this policy which is also published on the school website.
- All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

The schools website includes:

- ✓ The SEND Policy
- ✓ The school's SEN Information
- ✓ Link to Dorset's Local Offer website
- ✓ The policy for Supporting students at school with medical conditions
- ✓ The Accessibility Plan
- ✓ Link to the Equality information – possibly held elsewhere on the website under its own tab
- ✓ Link to school admissions information

## **ACCESSIBILITY**

Highcliffe School publishes its Accessibility Plan on the school website; this information can be found at [www.highcliffeschool.com](http://www.highcliffeschool.com) Further information about our school's accessibility can be found on the local authority's *Local Offer* website.

## **COMPLAINTS**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCo or other senior member of staff as appropriate.

Highcliffe School publishes its Complaints Policy on the school website; this information can be found at [www.highcliffeschool.com](http://www.highcliffeschool.com) or requesting a copy by contacting the school office.

## REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually.

## SCHOOL POLICIES

All school policies can be found on the schools website at [www.highcliffeschool.com](http://www.highcliffeschool.com) including:

- Supporting students at school with medical conditions
- Accessibility Plan
- Equality / equality information and objectives
- Safeguarding
- Anti-bullying
- Data protection

### **Glossary:**

SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Co-ordinator role
ELSA	Emotional Literacy Support Assistant
KS2, KS3, KS4	Stage of Education (Key Stage)
DfE	Department for Education
RSL	Raising Standards Leader – Assistant Headteacher
LSA	Learning Support assistant
EHC or EHCP	Education Health and Care Plan

## **SEND INFORMATION REPORT**

Highcliffe School is an 11-18 mixed Academy located in Dorset. There are typically 1200 students on roll in main school and 220 on roll in the Sixth Form.

Highcliffe is passionate about supporting pupils to reach their potential, so that students leaving Highcliffe will be able to look back and know they gained all they could from their education and wasted nothing. The information report below is focused on the provision for the school, if you wish to learn more about the school as a whole please consult the school's website.

At Highcliffe School our provision and practice is in line with the 2014 SEND Code of Practice. As a result the provision we provide is given on a needs lead basis and follows the model of assess, plan, do and review. This means that when concerns are raised about a student's attainment across subjects, the school will undergo a period of investigation, seeking to clarify the learning difference of the student. Once this has been established, the best course of action can be identified and carried out. After a period of time the impact of that action can be assessed against a variety of success criteria.

The school has well established transitional programmes both from KS2 to KS3 and from KS4 to KS5. This is tailored to the individual but can include meetings with previous or future settings and transition projects such as visits and workshops to Highcliffe as well as visits to future settings.

All students starting Highcliffe in year 7 will undergo a range of baseline assessments including C.A.T. tests and Literacy Screening which look at the core skills of reading and spelling. These assessments in conjunction with KS2 data identify students who may require a range of interventions or support.

Literacy Screening is also completed by all students in Year 9, this gives a clear set of data to map progression of students and check that they are falling in line with age related expectations. Again, this data is used as part of the evidence gathering process to allocate support and interventions.

The school will endeavour where possible for interventions to take place outside of lesson time to maximise the potential for students to succeed in lessons and minimise social interruption. Therefore interventions usually take place during morning tutor time, the frequency and duration of the intervention is dependent on the type and progress made but typically these sessions will be once or twice a week for no longer than 6 weeks.

The school holds the role of cooperation between a variety of parties as paramount to the educational success of any student with SEND and values the opinions of both the parent and the child in the decision making process. Outside professionals can be particularly important for supporting some needs such as physical or sensory (including hearing and sight).

## Objectives of Highcliffe School:

For us at Highcliffe School, identifying a student's educational differences creates opportunities for learning rather than boundaries. Our aim is for all students to obtain their academic and social potential; this can only be achieved by equal partnership between School and parents/carers. School is a learning environment where students should feel safe, supported and sufficiently prepared to continue their studies at home.

For any student to succeed they must feel confident to take risks in their learning – getting something wrong is a vital part of the learning process. To this end, we aim to develop students as independent and resilient learners so that they can do their very best in any learning situation.

We recognise that the support needed for a student with educational differences can be delivered by a wide range of professionals including, but not exclusively, the classroom teacher, Learning Support Assistants and outside agencies. As a mainstream Secondary School, the ultimate goal will always be to keep the student integrated in a full curriculum with their peers.

Our provision and practice is in line with the 2014 SEND Code of Practice. The SEND register is dynamic and students may on occasion only spend a short time on it before being removed. In line with the Code of Practice and the School's own beliefs, the students' views are central to the support they are offered, whether it is during a lesson or at an extra-curricular club.

At Highcliffe School we feel passionately about supporting students so that they can fulfil their potential and leave us with as many doors open to them as possible, allowing them to make their own decisions about their future.

*"We are very grateful and appreciate the level of work put into helping our daughter by the Learning Support Department."*

**A Highcliffe School parent.**

*"Thank you so, so much for sorting this out so quickly. I am trying very hard not to get worried about things. You solving this so quickly means I can relax. Thank you very, very much."*

**A Highcliffe School Student**