

# Testwood School Special Needs Policy



Key Responsibility area:	Carol Sim
Last Review:	January 2022
Next Review:	January 2024
<b>Article 23</b>	(children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families
<b>Article 25</b>	(review of treatment in care) If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances
<b>Article 30</b>	(children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

## Revision History

Version	Date	Amendments	Initials
V2.0	01.05.20	Governors changed to Trustees	JB
V3.0	9.01.22	New funding arrangements explained	CSI

## Introduction

This policy sets out our approach to supporting *children/young people* with special educational needs (SEND). For more information about how we support *children/young people* with SEND please also see our *Local Offer for SEND / SEND information report* that is updated annually.

The policy is divided into sections:

1. Leadership and Management of SEND
2. The kinds of special educational needs that are provided for in our school
3. Identification and Assessment of SEND
4. Working in partnership with parents/carers
5. Involving *children/young people*
6. Assessing and reviewing outcomes
7. Transition
8. The approach to teaching children with SEND
9. Curriculum and learning environment.
10. DDA and SEND accessibility
11. Training and continuing professional development (CPD) for staff
12. Evaluating the effectiveness and impact of SEND provision
13. Inclusion
14. Emotional and social development and well-being
15. Involving specialists
16. Funding for SEND – **New system - Banding**
17. Data Protection

## Leadership and Management of SEND

### The SENDCo

Our SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual students with SEND, including those who have EHC plans. Our SENDCo provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. Our SENDCo is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our students with SEND receive appropriate support and high quality teaching. (6.88, 6.89)

*Our Assistant Headteacher/SENDCo is Carol Sim*

### The Trustees

The Board of Trustees fulfils its statutory duty towards *children/young people* with SEND or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the Trustees, ensure:

- arrangements are in place in school to support students with medical conditions (3.66)
- An SEND information report is published annually (6.79)
- There is a qualified teacher designated as a SENDCO for the school. (6.84)

In addition, our board of trustees works with the SENDCO and Headteacher in determining the strategic development of the SEND policy and provision, including establishing a clear picture of the resources available in the school.

The board of trustees also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives. (6.87, 6.97, 6.90, 3.8, 1.27, 1.28,). This is also available in the Access Arrangements Policy

### 1. The kinds of special educational needs that are provided for in our school

The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** – this includes *children/young people* with speech language and communication needs (SLCN) and those with an Autism Spectrum Condition (ASC) including Asperger's Syndrome.
- **Cognition and learning** – this includes *children/young people* with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes *children/young people* with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other *children/young people* may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** - this includes *children/young people* with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and

physical disability (PD).(6. 28-6.35) *Children/ young people* with any of these needs can be included in our school community.

## 2. Identification and Assessment of SEND

A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision ***different from or additional to that normally available to students of the same age.***

We assess each student's current skills and level of attainment on entry to the school. In addition each department makes regular assessments of progress for all students. Teachers will then seek to identify students making less than expected progress given their age and individual circumstances.

This is progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to less than expected progress will always be high quality teaching targeted at the student's area of weakness.

In identifying a child as needing SEND support, the *class/subject teacher*, working with the SENDCO, will carry out a clear analysis of the student's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability. (6.15, 6.17, 6.23, 6.45)

Difficulties related solely to limitations in English as an additional language are also not SEND. Persistent disruptive or withdrawn behaviours do not always necessarily mean that a *child/young person* has SEND. (6.21, 6.24)

At Testwood we are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. (6.20)

We recognise that parents/carers know their children best and listen and understand when parents/carers express concerns about their child's development. We also listen and address any concerns raised by *children/young people* themselves. (6.20)

Where it is decided to provide a student with SEND support the decision will be recorded in school records and we will formally notify parents/carers. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report. (6.43, 6.48, 6.73, 6.83)

SEND support will be reviewed and amended depending on how effective it has been in achieving the agreed outcomes.

At Testwood a clear process is used when, despite the appropriate targeted support, a child/young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are also often likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the *child/young person*, the *child/young person* has not made expected progress, consideration will then be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents/carers. (6.63)

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the *child/young person's* SEND. An EHC needs assessment will not always lead to an EHC plan. (6.63)

The purpose of an EHC plan is to provide special educational support to meet the special educational needs of the *child/young person*, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level. (9.2)

### **3. Working in partnership with parents/ carers**

At Testwood we are committed to working in partnership with parents and carers. We:

- Have regard to the views, wishes and feelings of parents and carers
- Provide parents/ carers with the information and support necessary to enable full participation in decision making.
- Support parents/ carers in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Try to meet with the parents/ carers of *children/young people* at least three times regularly

If there are any disagreements with parents/ carers about SEND support for their *child/young person*, we will work with them to try to resolve these. If parents/ carers have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website: (1.1, 6.64, 6.65. 11.71)

### **4. Involving children/young people**

At Testwood we are committed to involving *children/young people* with SEND in decisions about their learning. We:

- Have regard to the views, wishes and feelings of *children/young people*.
- Provide *children/young people* with the information and support necessary to enable full participation in decision making.
- Support *children/young people* to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood. (1.1)

## 5. Assessing and reviewing outcomes

At Testwood we record evidence of student progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. Alongside which we record details of additional or different provision made under SEND support. This forms part of regular discussions with parents/carers about the *child/young person's* progress, expected outcomes from the support and planned next steps. (6.72, 6.73)

SEND support takes the form of a four part cycle: assess, plan, do and review. 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 approach. (6.44)

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed termly (6.43, 6.53) and formally provided and discussed for the Trustees each term.

Where the impact of intervention and support programmes has clearly shown evidence that a student is able to make strong and sustained progress without the need of further additional support, a student may be removed from the school's SEND register. Parents/carers will be informed of this decision.

### Reviewing an EHC plan

EHC plans are used to actively monitor *children/young people's* progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child/young person and their parents/ carers, and will take account of their views, wishes and feelings. The review will focus on the child/young person's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents/ carers, a school representative, a Local Authority SEND officer, a health service representative and a Local Authority social care representative will be invited to the review meeting.

Before the meeting we will:

- Give notice to all parties at least one month before the meeting and seek advice and information about the child
- SEND out any advice or information gathered to all those invited at least two weeks before the meeting.
- Prepare and SEND out a report of the meeting to everyone invited within two weeks of the meeting. (9.166, 9.168, 9.176, 6.56)

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews. (10.20)

## 6. Transition

The great majority of *children/young people* with SEND or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for extended transitions between phases of education,

key stages and preparation for adult life. We will agree with parents/ carers and students the information to be shared as part of this process; sometimes through producing a Transition Partnership Agreement. We support *children/young people* so that they are included in social groups and develop friendships. This is particularly important when *children/young people* are transferring from one phase of education to another. In Year 6, our SENDCO begins a robust process where they will meet with all of the feeder Primary School SENDCOs, Alongside this information is received on all of the students with SEND and meetings can then take place if needed with together their parents/ carers and teachers to ensure that the transition from primary to secondary school is as seamless as possible.

(6.57, 8.7, 8.8)

If a *child/ young person* has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15 February in the calendar year of the transfer. (9.179)

*At Testwood we ensure that students from Year 10 and Year 11 are provided with independent careers guidance. For students with EHC plans, reviews from Year 9 will include a focus on preparing for adulthood and we will cooperate with the Local Authority to support the development of a post -16 study programme tailored to their needs. (6.13, 8.26, 9.184)*

## **7. The approach to teaching children with SEND**

We set high expectations for all students whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of *children/young people*. Some children/young people need educational provision that is **additional to or different from** this and we use our best endeavours to ensure that such provision is made for those who need it. (1.24, 6.12)

## **8. Curriculum and learning environment**

All students have access to a broad and balanced curriculum. In the details of the curriculum provided in each year, we include details of how the curriculum is adapted or made accessible for students with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to student achievement. We do what is necessary to enable *children/young people* to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND. (6.12, 6.82, 1.34)

## **9. Training and continuing professional development (CPD) for staff**

At Testwood we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered. (6.37, 6.77)

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. (6.50)

The quality of teaching for students with SEND, and the progress made by students, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. (6.4)

## **10. DDA and SEND accessibility**

Compliance with the DDA (2005) is consistent with the school's aims and equal opportunities policy.

The school recognises its duty under the DDA (2005)

- a) Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- b) Not to treat disabled users less favourably
- c) To take reasonable steps to avoid putting disabled users at a substantial disadvantage The school recognises and values parents'/carers knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents'/carers and child's right to confidentiality.
- d) To make reasonable adjustments to the environment, teaching and learning resources for a student's needs to be met.

To achieve these Testwood School will:

### **a) Education & related activities**

The school will continue to seek and follow the advice of Hampshire services, such as Specialist Teacher Advisers (STAs) and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### **b) Physical environment**

The school will take account of the needs of students and our adult users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### **c) Provision of information**

The school will make itself aware of local services, including those provided through Hampshire for providing information in alternative formats when required or requested

## **11. Evaluating the effectiveness and impact of SEND provision**

We maintain an overview of the programmes and interventions used with different groups of students to provide a basis for monitoring their effectiveness and impact. This helps us to develop the use of interventions that are effective and to remove those that are less so. (6.74, 6.76, 6.7)

## **12 Inclusion**

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Students with SEND engage in the activities of the school

together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity. (8.8)

### **13 Social and Emotional Mental Health**

We support the social, emotional and mental health of *children/young people* with SEND and disabilities by providing extra pastoral support (ELSA, Social Skills and key workers) arrangements for listening to their views and implementing measures to prevent bullying. (4.32) We make provision for students' spiritual, moral, social and cultural development.

### **14 Involving specialists**

We will always involve a specialist where a *child/young person* makes little or no progress over a sustained period or where they continue to work at levels substantially below those of students at a similar age despite evidence-based SEND support delivered by appropriately trained staff. Parents/carers are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions. (6.59)

We work with parents/carers and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the *child/young person's* progress. Together, we agree the needs of the *child/young person*, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents/carers and teaching staff. (6.59, 6.62, 3.7, 3.25)

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after. (10.7)

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly. (6.61, 3.13)

### **15 Funding for SEND**

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold. (6.99)

A new system has now been introduced by Hampshire whereby they have moved away from a provision of hours to a banding system. It is the allocation of funding that has now changed. This Banding Framework Document is available on the Hampshire SEND website.

#### **4 Bands**

1. SEND Support – No funding as no EHCP
2. Targeted A + B Top up 1 (Provision of some support across the day)
3. Enhanced A + B Top up 2 (Provision for most of the day)
4. Exceptional – Top up 3 (highest Level of Support)



In some circumstances, parents/carers may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision. (9.95, 9.98)

## **16 Data Protection**

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents/carers *or the young person*, except for specified purposes or in the interests of the *child/young person*. (9.211)

See our Data Protection policy for more information.

**If you have any questions about this policy, please contact the Assistant Headteacher/SENDCO or Headteacher**

This policy should be considered alongside and in conjunction with the Behaviour Policy available on the school website: <https://www.testwoodschool.co.uk/wp-content/uploads/2023/06/Behaviour-for-Learning-Policy-v4.0.pdf>

This policy was approved by the Trustees and will be reviewed bi-annually.