



Denefield School

Special Educational Needs and Disability (SEND) Policy

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| Approved by Trust Board on | 17 May 2023 |
| Date of next review | May 2024 |
| Review cycle | Annual |
| Policy control sheet updated | Yes |
| Type of policy | Statutory |
| Policy owner | AHT Inclusion and SENDCO |
| Location of policy | Website |

Special Educational Needs and Disability Policy

Status:

Statutory

Aims:

To ensure all students with Special Educational Needs and Disabilities (SEND):

- feel safe and happy at school;
- are able to access the curriculum and achieve their potential;
- have access to high quality intervention to accelerate their learning;
- have access to personalised provision as appropriate; and
- are equipped and ready to achieve post-16.

To ensure that there is an ethos of empathy and tolerance amongst all staff and students of students with SEND, in line with our CHARACTER values.

Purpose:

This policy outlines how we, at Denefield School, will meet the needs of students with SEND and fulfil our responsibility as outlined in the SEND Code of Practice 2015, to ensure that all students with SEND are able to access the curriculum and achieve their potential.

As defined in the SEND Code of Practice 2015, 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her', in that they require provision that is different from, or additional to, that which would generally be made for other students of the same age. We are committed to helping every student to access a high-quality education which meets their ability, interests and aspirations and that enables them to enjoy success in their learning. This includes high attainers as well as students with SEN or medical needs.

The four broad areas of need as outlined in the SEND code of practice 2015 are (also see appendix 1):

1. Communication and Interaction;
2. Cognition and Learning;
3. Social, Emotional and Mental Health; and
4. Physical Disabilities.

Roles and Responsibilities:

The Headteacher will:

- ensure all staff are aware of this policy and that they follow the guidance provided;
- ensure training is available for all staff regarding the teaching, learning and welfare of all students with SEND; and

- support the implementation of any reasonable adjustments as outlined in the SEND Code of Practice 2015 to meet the needs of students.

The Trust Board will:

- ensure this policy is in place, updated and reviewed annually;
- ensure the school make this policy freely available to parents and report to parents annually on the implementation of SEN policies; and
- conduct visits to the school and meet regularly with the Assistant Head Inclusion and SENDCO to ensure the policy is implemented.

The Assistant Head Inclusion and SENDCO will:

- ensure this policy is updated annually and implemented;
- ensure the SEND register is updated regularly and published to all relevant staff;
- ensure appropriate training is offered to staff on all aspects of working with students with SEND;
- ensure appropriate personalised intervention and support in place for students with SEND;
- ensure information is shared appropriately with all staff to enable students with SEND to access the curriculum;
- ensure all meetings and decision making are student centred;
- liaise and seek advice from external agencies and professionals to ensure the best personalised intervention is in place for students with SEND;
- work in partnership with parents/carers, external agencies and professionals to ensure that the best, most appropriate intervention is in place for students with SEND to reflect the 'plan, do, review' cycle, updating the student passport and tracking impact and progress over time as and when is needed;
- deploy appropriate staffing and funding in place for students with SEND; and
- conduct annual reviews for students with an Education Health and Care Plan (EHCP).

Curriculum and Standards Leaders will:

- ensure that programmes of study and the methodology used in each subject are accessible to all students and that these are delivered through high quality teaching;
- ensure all class teachers within their curriculum and/or subject area have read this policy;
- ensure that class teachers within their curriculum and/or subject area have implemented the strategies for students with SEND in their teaching as outlined in the student passport;
- discuss the needs of all students regularly with their teams, and liaise with the Assistant Head Inclusion and SENDCO if these needs are not being met or if students are not achieving their potential, in order for a plan of support to be implemented; and

- refer students to the Assistant Head Inclusion and SENDCO if they feel concessions may be needed for exams.

Classroom teachers will:

- ensure they adhere to this policy;
- use the wave 1 support in class to support all students with SEND;
- respond and consult and act upon advice from the SEND TEAM and when necessary the student passport to inform their teaching and plan appropriately to meet the needs of students with SEND in their classes, so that they can access the curriculum;
- provide quality first teaching that meets the needs of every individual student;
- be vigilant to student needs and refer to the SEND team for further investigation if there is evidence of an undiagnosed SEND need or potentially require wave 2 or 3 support;
- attend any training provided on specific students or SEND in general and ensure any advice given is implemented; and
- complete paperwork as requested to support EHCP reviews and any assessments of a student's needs.

Heads of House will:

- be aware of students with SEND in their House;
- consider a student's SEND when implementing the Behaviour and Discipline Policy;
- personalise consequences and interventions as appropriate to meet the needs of students with SEND;
- provide wave 2 interventions to support the behaviour of students with SEND;
- work in partnership with parents/carers, Assistant Head Inclusion and SENDCO, external agencies and professionals to ensure that the best, most appropriate intervention is in place for students with SEND;
- liaise with the Assistant Head Inclusion and SENDCO when addressing concerns with students with SEND and refer to the SEND team for further investigation if there is evidence of an undiagnosed SEND need; and
- ensure meetings are student-centred.

Tutors will:

- be aware of students with SEND in their tutor group;
- work closely with the house team to ensure that behavioural interventions are supported and monitored;
- be vigilant to student needs and refer to the SEND team for further investigation if there is evidence of an undiagnosed SEND need; and
- use the strategies outlined by the SEND team and/or in the student passport to ensure students with SEND access the pastoral programme.

Parents/Carers will:

- work in partnership and share appropriate information with the school to ensure appropriate provision is in place to secure their child's progress;
- support their child at home with their learning through the use of strategies agreed;
- support the school in implementing appropriate interventions for their child and promoting their attendance to such interventions; and
- attend review meetings for their child.

Students will:

- attend meetings and share their views;
- engage in intervention and support strategies in place; and
- work to the best of their ability to achieve their potential.

Arrangements for monitoring and evaluation of SEND:

Academic progress and engagement for learning are tracked termly. If a student is identified as not making expected progress and a special educational need is identified then appropriate intervention will be put in place. The types of intervention available are outlined in appendix 2.

All staff are encouraged to liaise with the SEND team at any stage if they feel a student may have a SEND.

Where a student continues to make less than expected progress, a graduated approach is taken and specific intervention is identified and put in place in partnership with parents/carers. This is then reviewed termly to demonstrate impact, in line with the 'plan, do, review' cycle.

If, despite intervention, a student continues to make less than expected progress, advice may be sought from external agencies and professionals. This could then lead to a request to the relevant local authority for an Education Health and Care Assessment.

For those students who have an Education Health and Care Plan (EHCP), reviews are held at least annually. They may be held more frequently depending on the need of the student.

In some cases, students with particular identified special educational needs have a student passport. This is a one-page document that outlines a student's learning needs, outcomes, barriers to learning, strengths, support in place and strategies to use to support quality first teaching. These are always student centred, and form the basis of the 'plan, do, review' cycle. The student passports are shared confidentially with teaching staff and other relevant members of staff. The student and parents/carers are also invited to contribute to the planning and reviewing of the passport at least annually, to promote

a positive and successful partnership and ensure appropriate provision is in place to secure student progress.

Who/What was consulted:

SEND code of practice 2015
Senior Leadership Team
SEND Team
Guidance Team
Faculty Leads
SEND Trustees
Local authority advisor for SEND
The Key
Accessibility Plan

Admissions arrangements for students with Education Health and Care Plans (EHCP):

In line with the government school admissions guidelines, a place will be offered to any student who applies or names Denefield School as their preference in the student's EHCP, providing we are able to make any reasonable adjustments in line with the SEND code of practice 2015 in order to meet the special educational needs of that individual. This is reviewed in line with the school's accessibility plan.

Complaints procedure:

A complaints policy is in place and this should be followed in the first instance. After this, if parents remain unsatisfied, they can appeal to a SEND tribunal against local authority decisions and EHC Plans. For support in appealing, SENDIASS can help. (For West Berkshire please visit; <http://www.westberkssendiass.info/> and for Reading please visit; www.readingiass.org).

Linked Policies and documents:

- Admissions policy
- Attendance and Punctuality policy
- Behaviour and Discipline policy
- Curriculum policy
- Equality policy
- Learning and teaching policy
- Safeguarding and child protection policy
- SEND information report to Parents
- Use of Reasonable Force policy
- Exclusion policy

Appendix 1:

Definitions of Areas of Special Educational Need 1) Communication and interaction

Students with SEN may have difficulties in one or more of the areas of speech, language and communication. These children and young people need help to develop their linguistic competence in order to support their thinking, as well as their communication skills. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.

Those with speech, language and communication needs (SLCN) cover the whole ability range. They find it more difficult to communicate with others. They may have problems taking part in conversations, either because they find it difficult to understand what others say or because they have difficulties with fluency and forming sounds, words and sentences. It may be that when they hear or see a word they are not able to understand its meaning, leading to words being used incorrectly in or out of context and the child having a smaller vocabulary. It may be a combination of these problems. For some children and young people, difficulties may become increasingly apparent as the language they need to understand and use becomes more complex.

Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.

2) Cognition and learning

Children and young people with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts, even with appropriate differentiation. They may also have other difficulties such as speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being.

Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and co-ordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care.

A child or young person with a Specific learning difficulty (SpLD) may have difficulty with one or more aspects of learning. This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) and dysgraphia (writing).

3) Social, mental and emotional health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.

A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

4) Sensory and/or physical needs

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range. Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010.

Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Appendix 2:

Behaviour @ Denefield

Wave 1

QFT in the classroom

What this looks like;

| | | | |
|---------------------------------|--|---|---|
| Tutor report | Daily tutor checks | Lesson on a page | Adaptive teaching |
| Behaviour curriculum assemblies | Behaviour curriculum tutor sessions | Use of strategies on student passport | Staff briefings weekly on culture reminders |
| Clarity of instruction | SEND staff training (1 per term) | Stage system- stage 3 removal and consequence | Regular check ins |
| Inclusion room | Questioning to check understanding (wait time and talk partners) | Behaviour on a page (Clarity of expectations and consistency of response) | QFT staff training (1 per term) |
| Staff induction | Parental meetings/phone calls | Detentions | Student support plan |
| S4L sessions | Home-school agreement | | |

Wave 2

Short term intervention

What this looks like;

| | | | |
|-----------------------------|----------------------|-------------------------|--|
| DHoH Report | HoH Report | Inclusion room | Learning plan on provision map |
| No5 counselling | ACE behaviour module | Homework Club | Self-regulation intervention |
| Additional careers sessions | ELSA | CAMHS referral | Educational Psychologist referral and assessment |
| Literacy assessment | Dyslexia screener | Youth worker | RAW mentoring |
| EHA referral | School nurse | Cooking/drawing therapy | Reintegration meeting |
| EDI re-education sessions | Behaviour agreement | | |

Wave 3

Long term intervention

What this looks like;

| | | | |
|--------------------------|--------------------------|---|---|
| ACE programme | Fresh start/managed move | Learning plan on provision map with regular reviews | Icollege and Cranbury College programmes (REPS) |
| ICE- internal suspension | ACE behaviour module | EHC Assessment Request | Offsite Alternative Provision |
| External suspension | | ASD Advisory teacher | SEND learning interventions |

SEND @ Denefield



Wave 1

QFT in the classroom

What this looks like;

| | | | |
|------------------------|--|--|---|
| Seating plans | Scaffolding | Identifying misconceptions and addressing them | Behaviour on a page (Clarity of expectations and consistency of response) |
| Key terms list | Modelling | Use of strategies on student passport | Chunking |
| Clarity of instruction | SEND staff training (1 per term) | Dialogue with TA | Regular check ins |
| Knowledge organisers | Questioning to check understanding (wait time and talk partners) | Regular knowledge recall | QFT staff training (1 per term) |

Wave 2

Short term intervention

What this looks like;

| | | | |
|-----------------------------|--------------------------------|----------------|--|
| Fresh Start | Spelling club | ELSA | EAL |
| No5 counselling | ACE behaviour module | Homework Club | Subject interventions |
| Additional careers sessions | Learning plan on provision map | CAMHS referral | Educational Psychologist referral and assessment |
| Literacy assessment | Dyslexia screener | Youth worker | Coping with worries |
| Tutor doctor | Academy 21 | RAW mentoring | Break and lunch club (Edison) |
| Swings and smiles | EHA referral | School nurse | Cooking/drawing therapy |

Wave 3

Long term intervention

What this looks like;

| | | | |
|---------------------------------|---|-------------------------|--|
| SLP programme | ACE programme | TA support in classroom | Core Booster (KS4) |
| Out of MFL literacy group (KS3) | Learning plan on provision map with regular reviews | EHC Assessment Request | Offsite Alternative Provision |
| Exam concessions | Scribing/Reader | ASD Advisory teacher | Berkshire sensory consortium (HI and VI) |
| Break and lunch club (Edison) | | | |