

SEN policy and information report



PAULET
HIGH SCHOOL &
6th FORM COLLEGE



SECURING SUCCESS
THE LEARNING HUB

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Mrs. Hayley Cooper-Percival

She will:

- Work with the Mr. McArthur (Headteacher) and Mrs. Garb (SEN governor) to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of the Paulet SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/ carers, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents/ carers are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

4.2 The SEN governor

The SEN governor, Mrs. Garb will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Help to raise awareness of SEN issues at governing Body meetings
- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this

4.4 Class teachers

Each subject teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision

- Ensuring they follow this SEN information report and the SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties

5.2 Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents and carers.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Initially students may be placed on the SEND Register under a monitoring code (M). This allows us to put intervention in place, monitor its effectiveness and further assess the student's needs.

If a student is then deemed to need something different or additional they will be placed on the SEND Register at SEND Support (K).

Those students who are in receipt of an Education Health Care Plan will automatically be placed on the SEND register (E)

5.3 Consulting and involving students and parents/ Carers

We will have an early discussion with the student and their parents/ carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' / Carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents/ carers.

We will formally notify parents/ carers when it is decided that a student will receive SEN support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/ carers
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed $\frac{1}{2}$ termly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents/ carers and students which information will be shared as part of this.

Students with EHC plans will have the opportunity to meet with a Careers advisor – Mrs. E Hardy. Parents/ carers can choose to attend this meeting if they wish

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following interventions:

- Zones of regulation
- The magic belt
- Rapid plus
- Fresh start
- Beat dyslexia
- Springbody.
- Small group literacy support
- Small group numeracy support
- Reading buddies
- EAL Workshops
- Times Table Rock Stars
- Handwriting

- Homelearning Club
- Touch typing
- Potential access to counselling from a qualified practitioner
- Potential access to listening service
- Wellbeing champions
- Meet and greet in the morning
- Emotional regulation pathway – wellbeing hub

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Paulet High School strives to offer all students a dyslexia, Autism, Attention Deficit, attachment, communication friendly environment
- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Aids such as laptops, coloured overlays, visual timetables, larger font are all easily available
- All reasonable adjustments are made, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Students are monitored and assessed to ensure that appropriate Examination Access Arrangements are in place
- The JTMAT has an Accessibility Plan Statement and Equality Information Advice and Guidance that are available on the JTMAT Website in the Policies section

5.8 Additional support for learning

Our SENCO is currently completing the NASENCO training through the university of Derby, she is part of the senior leadership team.

Our Assistant SENCO has 23 years experience in the role

We have 11 teaching assistants who are trained to deliver the range of interventions listed above.

We work with the following agencies to provide support for students with SEN:

- Autism outreach
- SENDs team (Hearing Impaired Team, Visually Impaired Team)
- Educational Psychology Service
- East Staffordshire Family Support Service
- CAMHS
- YESS
- Occupational Health Service
- Physiotherapy Service
- Eagles Nest

5.9 Expertise and training of staff

Our SENCO has 16 years of teaching experience and is currently completing the NASENCO training through the University of Derby. She is part of the senior leadership team.

We have a team of 11 teaching assistants, one of which is the assistant SENCO, she has 23 years experience in the role.

5.10 Securing equipment and facilities

Alongside the Senior Leadership Team, The SENCO manages her budget to ensure that students have the equipment and facilities that are needed.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Regular discussion with subject teachers and teaching assistants
- Reviewing the impact of interventions termly
- Student voice
- Discussion with parents/ carers
- Holding annual reviews for students with EHC plans

5.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

We endeavor for all of our extra-curricular activities and school visits to be available to all of our students. Reasonable adjustments to accommodate this, are made, additional staff are deployed and if needed and where possible, specialist equipment is provided

All students are encouraged to go on our residential trips (i.e. Y7 camp, Iceland, Paris, New York & Washington).

All students are encouraged to take part in enrichment activities such as sports day, school productions, enrichment days and special workshops

No student is ever excluded from taking part in these activities because of their SEN or disability.

A detailed plan is outlined in JMAT Equality Policy and Accessibility Plan; please visit the Policies and Procedures web page.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- We have a range of pastoral support practitioners, wellbeing team, form tutors and teaching assistants who work with students to help them to manage their social and emotional development
- Heads of Year offer support to students with SEND
- The wellbeing hub offers support for emotional regulation and mental health support
- We have a zero tolerance approach to bullying.

5.14 Working with other agencies

In order to ensure that our students have the support that they need Paulet High School will make referral to, and works closely with, a wide range of external agencies such as CAMHS, Educational Psychology Service, Autism Outreach and Family Support Service. We meet with the practitioners, provide any information that they require, support parents/ carers to attend meeting and provide rooms for meetings

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO, Mrs. Cooper-Percival, in the first instance. They will then be referred to the school's complaints policy. Should your complaint be about the SENCO and you would rather speak to someone else, please contact Mr. McArthur who is the SEN line manager.

The parents/ carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents/ carers of students with SEN

Staffordshire website: <https://www.staffordshire.gov.uk/education/home.aspx>

Independent Parental Special Education Advice (IPSEA) <http://www.ipsea.org.uk/>

Staffordshire SENDD Family Partnership Service (SENDDIASS)

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM>

5.17 Contact details for raising concerns

If you are concerned about the progress your child is making;

- That is subject related, please contact the subject teacher
- That is related to social aspects of school, contact the Form Tutor or their Head of Year
- That is related to examination access arrangements – Contact Mrs Cooper-Percival
- That is related to SEN provision, contact the SENCO or Assistant SENCO via office@paulet.co.uk or by telephone 01283 247900

5.18 The local authority local offer

Our local authority's local offer is published here: <https://www.staffordshire.gov.uk/Children-and-earlyyears/Childcare-providers-and-professionals/SENDD-Local-Offer.aspx>

6. Monitoring arrangements

This policy and information report will be reviewed by Hayley Cooper-Percival **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Admissions Policy
- Behavior for Learning
- Equality information and objectives
- Safeguarding