

COOMBE BOYS' SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

HEADTEACHER: Mr D Smith
SENCO: Mrs Tracy Newman
Assistant SENCO: Ms C Pomeroy
SEN GOVERNOR: Ms D Richards

Equality Analysis Impact

Title of Policy: SPECIAL EDUCATIONAL NEEDS POLICY

Considered at Governors' Committee meeting: **Pastoral Committee**

Date:

ADOPTED: June 2014

REVIEWED: June 2017

NEXT REVIEW: June 2018

Is there relevance to equality?

- 1 Does the policy have an adverse effect on employees, pupils or the wider community and therefore have a significant effect in terms of equality? **No**
- 2 Does the policy have an adverse effect upon a group with protected characteristics? (Age, Disability, Gender reassignment, Marriage/Civil partnership, Pregnancy/Maternity, Race, Religion or belief, Sex, Sexual orientation) **No**
- 3 Does the policy affect one or more of the equality objectives set by the school? (Please refer to the Equality Policy) **No**

If the answer to question 2 or 3 is yes, a full equality analysis will need to be completed by the SLT Lead before the next committee meeting.

Please detail the objective and explain the relevance of the policy to the objective and protected characteristics below.

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Overview

This policy complies with the guidance given in Statutory Instrument 1999 No. 2506. It has been written with reference to the following guidance and documents:

The SEND Code of Practice 0-25 years, 2014 which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

Implementing the Disability Discrimination Act in schools and early years settings.
DfES 2006

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)
DfES 2001

Removing Barriers to Achievement DfES 2004

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At Coombe Boys' every student matters. We believe that each individual needs a personalised academic pathway and pastoral support tailored to their needs. We believe every student has an equal right to access the National Curriculum and that he or she has a right to benefit from the range of personal, social and extra-curricular activities. This is to ensure that they are equipped with the knowledge, skills and resilience necessary to be able to take advantage of all the opportunities open to them, now and in the future. Coombe's vision is that pupils, parents, staff and professionals all contribute to the positive educational experience of the child so that there is a collaborative relationship between all. Coombe's vision is that all pupils with Special Educational Needs can be included within a broad and differentiated educational programme which is appropriate for their needs, which ensures they make progress and achieve and which helps all pupils to reach their full potential, while at school. At Coombe we value the abilities and achievements of all its pupils, and are committed to providing, for each pupil, the best possible environment for learning.

1. Inclusion statement

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs.

This policy builds on our commitment to inclusion, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

2. Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEN
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments)

Regulations, Section 49

- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies:

Behaviour Policy

Teaching and Learning Policy

Assessment, Recording and Reporting Policy

Homework Policy

Equalities Policy

Accessibility Plan

The School's Development Plan

3. Definition of SEN

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision, which is significantly additional to or different from the other learners in the class, to be made for them, in order for the child to meet their age-related potential. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and is personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

4. Admission Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need unless we are unable to meet that need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

5. Management of SEN within School

The Headteacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO. The SENCO's name is Mrs Tracy Newman. The SENCO has Qualified Teacher Status.

All school staff have a responsibility for pupils with SEN. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have a statement of special educational needs. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions.

Coombe Boys' School is a mainstream secondary school for boys (and girls in years 12 and 13).

All children and young people at Coombe Boys' School are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training and as such are prepared for a world of opportunity.

At Coombe Boys' School we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, physical/ sensory needs and social, emotional and mental health needs. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met in most circumstances as long as sufficient information is provided prior to transfer to Coombe Boys' School.

The school also currently meets the needs of pupils with a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: specific learning difficulties, speech, language and communication needs. Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

6. Information about the policy for identification and assessment of pupils with SEN

At Coombe Boys' School subject teachers and departments monitor the progress of all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points including CAT testing and reading age testing.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are Rapid Plus reading scheme and Springboard maths for pupils who have not yet reached level 4 on entry to year 7, and social skills programmes for targeted groups in Key Stage 3.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point because the pupil requires

additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Teachers are informed of effective strategies to be used with pupils via our "Pupil Passports", which are reviewed with pupils and parents three times a year (at Academic Mentoring meetings and at the annual Parents' Evening) and via our SEN register. Additional support which has been offered, such as catch-up reading programmes or teaching assistant support (in-class or 1:1) is planned in line with the 2014 Code of Practice and follows the "graduated approach" model of "Assess, Plan, Do, Review", recommended in the 2014 Code of Practice.

Our Educational Psychologist (EP) from Kingston Educational Psychology Service works closely with the SENCo and pastoral team to support pupils who are identified as needing additional support in the weekly pastoral/ SEN meetings. The EP works with families, individual pupils, runs intervention groups and offers INSED for staff. We also have a Young People's Health Link Worker, who supports us in our provision for students with mental health needs.

7. How we evaluate the effectiveness of the provision made for pupils with special education needs with or without a statement of special educational needs / Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with or without a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

8. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

9. The school's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet 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. This is special educational provision.

In meeting the requirements of The National Curriculum Framework the school employs some additional teaching approaches, as advised by internal and external assessments e.g. ELSA (Emotional Literacy Support Assistant) support, one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The subject teachers will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

Pupils with additional medical needs will have a Healthcare Plan managed by the SENCo. The staff in the School Office will administer medicine if necessary, according to the plan. The school has 2 disabled toilets and facilities to store equipment in the disabled toilets. There is a lift in the Fisher Building to help with access. Students with medical or physical disabilities have full access to these facilities. Disabled parking exists directly outside the school doors. Coombe also has a wheelchair to assist access for students. All stairs have hand rails. Classroom floors are carpeted, and all rooms numbered. Enlarged maps are

available for students, staff or visitors with a visual impairment. The hall has a hearing loop. All staff have had training offered regarding visual and hearing impairments and accommodation in class. Students with a visual impairment may have specialised equipment in addition to enlargement of materials.

10. How the school adapts the curriculum and learning environment for pupils with special educational needs

At Coombe Boys' School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

11. Identifying SEN in schools

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review key staff regularly report to the Governing Body and work with all stakeholders to identify key areas for development.

12. Additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEN pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEN and evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child or young person lives.

The Headteacher has the final say in the use of the personal budget within the school.

13. Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at Coombe Boys' School are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. The extra-curricular clubs and activities are advertised on the school website, in school assemblies and via Parentmail. A wide variety of activities are planned both at lunchtimes and after

school in order to ensure pupils of all abilities and backgrounds have access to enrichment activities.

14. Support that is available for improving the emotional and social development of pupils with special educational needs

At Coombe Boys' School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, active tutorials, assemblies and tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following support: access to our Educational Psychologist, ELSAs, an Advocate in the Spring Term, external referral to CAMHs.

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents/carers and pupils' views. Include here how pupils are able to contribute their views, particularly in relation to provision for them and how they can best be supported. Include measures to prevent bullying.

Children and young people with SEN are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. Peer support systems are in place in addressing bullying behaviour, as well as raising awareness of SEN for everyone in the school community.

15. The name and contact details of the SEN Co-ordinator

The SENCO at Coombe Boys' School is Mrs Tracy Newman who is a qualified teacher and has successfully completed the postgraduate National Award for SEN Co-ordination Mrs Tracy Newman is available on 02089491537 or enquiries@coombeboysschool.org

16. The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Coombe Boys' School are invited to discuss the progress of their children three times a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

Pupil passports are reviewed at least once a year, with a high emphasis on the importance of pupil views.

17. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at name of school are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the SENCo, Assistant Head of that Key Stage, Deputy Head or Headteacher to resolve the issue before making the complaint formal to the Chair of the GB. (See the Complaints Policy on the school website)

18. How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service for 39 sessions (each session is 3 hours) per year
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service
- Membership of professional networks for the SENCO e.g. SENCO forum
- School Nurse and KU19
- School Health Link Worker

19. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

KIDS SENDIASS (KIDS Kingston SEN and Disability Information, Advice and Support Service), a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities (0-19/25).

KIDS aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. KIDS aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEN policy and practice.

They can be contacted on :
HELPLINE: 020 8831 6179
Website: www.kids.org.uk

20. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Coombe Boys' School we work closely with our feeder primaries beforehand in order to seek the information that will make the transfer as seamless as possible.

Transition

Pupils who are identified as achieving below the expected level of progress at the end of Year 6 may be selected to receive additional support from our Transition Co-ordinator. The focus of this intervention is to give intensive support in Literacy and Numeracy.

Transition work for all SEN pupils begins in Year 6 with information being shared between their Primary School and our SENCo. A formal information sharing day, facilitated by Achieving For Children, is held in the summer term of each year which will be attended by SENCO and any other key staff. SENCo will also use the following to support the transition of our SEN learners:

- Attend year 6 Annual Reviews (where appropriate)
- Meet with prospective parents and pupils
- Offer the opportunity of extra induction sessions
- Identify areas of the curriculum that will need to be modified/supported to help ensure progress.
- Share information with staff and identify strategies for ensuring pupil progress.

We also contribute information to a pupils' onward destination by providing information to the next setting. The SENCOs within the Coombe Federation work closely together to share information when pupils transfer within the Federation, and we work with other FE establishments to exchange information.

21. Information on where the local authority's local offer is published

The local authority's local offer is published on www.afclocaloffer.org.uk and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

We will publish information on our website about the implementation of the Code of Practice for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014

In line with the recommendations in the SEN Code of Practice 2014, the SENCO is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN in conjunction with Heads of Year, relevant SEN staff, class teachers, form tutors and outside agencies, when appropriate.
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and Educational Psychology services, Health and Social Services, and voluntary bodies.

The SENCO is responsible for reporting to the Headteacher and the governor with responsibility for SEN on the day-day management of SEN policy. The name of the governor with responsibility for SEN is Mrs Mary Henderson.

22. Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the Leadership Team to track student data, using whole school tracking data, RAISEonline, Progression Guidance and other internal systems.

We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, SATs, CATs, reading ages, annual pupil assessments, twice yearly Academic Mentoring Data, end of year teacher assessments.
- the use of London SEN criteria.
- the completion of teacher concern forms. Staff record any concerns on PARS and these are monitored closely.
- following up parental concerns
- following up teacher concerns and identification
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services, such as EWO, SALT, EP.

The SENCO maintains a list of pupils identified through the procedures listed. This list is reviewed constantly. Staff are updated of changes via the weekly bulletin and the updated list is disseminated to all staff at least termly and after SEN reviews. A detailed analysis of the list takes place at the SEN reviews, which take place termly, with Heads of Year, Educational Psychologist, EWO, School Health and Pupil Support Assistants.

For some pupils a more in depth individual assessment may be undertaken by the school, this may include in-school reading and writing assessments, Maths assessments and dyslexia screening. Speech and Language therapists and the Educational Psychologist may also carry out some assessments.

23. Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers provide Quality First Teaching. They work to meet individual learning needs by differentiating their lessons, providing feedback on class and homework.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The provision map records a graduated response to individual need.

In addition to Curriculum Support, the range of provision includes:

- in class support for small groups with an additional teacher, Teaching Assistant (TA)
- small group withdrawal with TA
- individual class support with an TA
- individual withdrawal for pre-teaching with TA
- further differentiation of resources
- Peer Mentors
- Lunch Club
- Social Skills groups
- Provision of alternative learning materials/ special equipment
- Group support – e.g. Transition groups (year 7 only)
- English and Maths progress clubs or one to one support
- Staff development/training to undertake more effective strategies
- Counselling/ ELSA programmes
- Access to Specialist Teaching ,Educational Psychology Service or other support services for advice on strategies, equipment, or staff training (e.g. HI and VI)
- Alternative provisions, such as Anstee Bridge, Pupil Referral Unit

Teaching Assistants (TAs) play a major role in the support of pupils with SEN. The rationale for the deployment of TAs is based upon the students' identified need and can be class and subject based, one to one pre-teaching, support outside the classroom or other.

24. Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between the student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

25. Record Keeping

The school records the steps taken to meet pupils' individual needs. The SENCO maintains the records and ensures only a limited access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

26. Individual Educational Needs Planning

All pupils at SENS (Special Educational Needs Support) will have provision which identifies targets and any provision made that is 'additional to' and 'different' from usual classroom provision if students have a 'learning difficulty'. Extra support is available for some students who do not have a learning difficulty. Many of these students are placed on the Coombe monitoring list as opposed to the SEN register, according to their level of need.

For pupils with statements or EHCP's, provision will meet the recommendations on the statement or EHCP.

In subjects where all children have curriculum targets these are used to inform pupils' targets and progress. Curriculum targets are recorded in pupils' diaries.

Strategies for ensuring pupils' progress contain information on:

- Short and long term targets
- Teaching strategies
- Provision
- Review dates
- Success and/or exit criteria
- The outcomes recorded at review

The SENS provision will be discussed with the pupil and the parent. Regular reviews with parents and carers will be sought as well as pupils' views.

27. Code of Practice graduated response

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will intervene as described below.

Coombe has a clear and precise identification and referral process for needs regarding SEMH, devised by SENCO, Educational Psychologist and pastoral staff. This defines the need, progress indicators, short term targets and desired outcomes.

28. SEN Support (SENS)

SENS is characterised by interventions that are different from or additional to the normal differentiated curriculum. Intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress over a long period
- Demonstrate difficulty in developing literacy or numeracy skills

- Show persistent social, emotional or mental health difficulties which affect learning
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. Teachers will remain responsible for planning and delivering individualised programmes in class and in tutor time. Other staff (TAs) working with students will ensure staff are aware of updated strategies and will meet students regularly to monitor progress. Parents will be informed of the action and results.

Parental consent is sought before any external agencies are involved.

29. Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SENS, the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The interventions at SENS
- Current and past individualised intervention programmes as part of the school's provision map
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and Educational Psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports if appropriate
- Any other involvement by professionals

30. Education, Health and Care Plans (EHCPs)

EHCPs will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/pupil consultation
- Sets out the intervention programme
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

31. Reviews of EHCPs

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and may invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Assessment Team
- The Educational Psychologist
- Any other person the SENCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase Transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

32. Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for the child
- making parents and carers aware of the KIDS SENDIASS services. This information is shared with parents at Parents' Evenings and at all SEN Support review meetings and annual review meetings.

33. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning (self-assessment and self-evaluation, assessment for learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets
- discuss their learning with allocated support staff and tutors

In addition pupils who are identified as having SEN are invited to participate in:

- Progress reviews and setting of learning targets
- Regular meetings with named adults, such as the SENCO and parents
- Attending sessions with Pupil Support staff, TAs or Targeted Youth Support workers if appropriate
- Annual reviews and SENS reviews

34. Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils at School Action Plus any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Educational Welfare Service
- Speech and Language Therapists and Teachers
- Targeted Advisors
- Social Services
- School Health

The SENCO will maintain links with other SENCOs through the SENCO network meetings.

Links with Other Services

Effective working links are maintained with:

- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

35. Links with Other Schools/Integration Links

As a Federation, we collaborate with Coombe Girls' School for SEN training purposes and post-16 provision, and with Knollmead Primary School for SEN training purposes. We have strong links with our feeder primary schools to ensure a smooth transition from KS2 to KS3 as well as other secondary schools in the borough, where training is shared.

36. INSET

In order to maintain and develop the quality of our provision, staff need to undertake appropriate training. We hold regular training sessions on the following:

- Whole Staff (and annual cross-federation) training on SEN, eg on strategies for supporting young people with ASD.
- SEN NQT sessions yearly
- SEN Beginner teacher sessions
- Drop-in Teaching and Learning training – previously on Dyslexia, mental health and emotional well-being, Speech, Language and Communication Needs.
- We also hold “Solution Circles” with the SENCO, (where appropriate supported by the EP) and all staff who teach or support a specific student with SEN. During these sessions, we use a solution-focused approach to work towards meeting the needs of the child.

37. COMPLAINTS

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the SENCO. The school’s complaints policy outline procedures. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Addendum

Children Looked After Policy

Introduction

The national outcomes for Children Looked After in terms of educational achievement and subsequent life chances are significantly lower than other children of similar ability and it therefore follows that **these students need special treatment and positive discrimination in their favour** if this situation is to be improved. At Coombe Boys’ School we put in place strategies that allow these children to succeed in all aspects of life in line with children of similar abilities.

Guidelines

Definition of Children Looked After

Children Looked After are those in public care and are either:

- Subject to a Care Order or Interim Care Order, living either at home or away from home
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility
- Remanded into care.

(A private agreement is not public care i.e. when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After. Children living in these informal arrangements may be vulnerable.

Designated Teacher for Looked After Children

The Designated Teacher (DT) for Children Looked After at Coombe Boys’ School is Mrs Tracy Newman, Assistant Headteacher and SENCo. She has received E-PEP training and is in close contact with the Headteachers of the Virtual Schools for Children Looked After in Kingston and other boroughs. The responsibilities of the DT are as follows:

- To be a champion for Children Looked After within the school and to ensure that they are receiving special provision
 - To provide an annual report on the provision for, and progress of Children Looked After to the Governing Body
 - To lead on the Electronic Personal Education Plan (E-PEP) for all Children Looked After and hold termly review meetings with the Team Around the Child.
 - To make it clear to staff and other school stakeholders that Children Looked After require special treatment and positive discrimination and that is school policy
 - To challenge negative stereotypes of Children Looked After if they exist and to insist on the highest of expectations in terms of Looked After Children achieving their potential
 - To give Children Looked After the highest priority regarding admissions to the school even when there is oversubscription
 - To avoid as far as possible the exclusion of a Child Looked After
 - To provide CPD for staff on issues pertaining to Children Looked After and to ensure that designated staff attend regular external training provided by the LA and national bodies.
 - To act as the first point of contact regarding Children Looked After for external agencies, including the LA Virtual School
 - To ensure that the pupil premium for Children Looked After is deployed efficiently and effectively, is focussed on raising achievement and is monitored and evaluated
 - To ensure that staff who need to know are aware of the Children Looked After; to make staff aware that extra support should be given to this group of students to help them achieve their academic potential and further their personal and social development
 - To ensure that sensitive information related to Children Looked After remains confidential at all times
 - To liaise with carers, Social Services and the LA Virtual Headteacher so that all possible support is given at the times of transition:
1. all relevant information is collected and Children Looked After receive a smooth induction into the schools
 2. additional support is given to support Pathway Choices
 3. students receive all possible guidance and assistance in terms of their Post 16 pathways to ensure that they progress to education, employment or training
- To ensure they are following an appropriate curriculum and that there is access to alternative provision if felt necessary
 - To check that they know their targets and get feedback termly on how they are performing in relation to these targets and how they can improve and do better (using the same process as for the student body as a whole)
 - To use the school's data tracking on at least a termly basis to indicate if a student is underachieving and ensure that intervention strategies put in place and are monitored, including full access to any booster support that is available in the school or externally through the Virtual School
 - To ensure students are entered for public examinations in all cases unless it is totally inappropriate
 - To ensure they have all possible individual assistance in developing their basic skills including reading
 - To make sure that students on the SEND register receive all possible support to meet their needs and able students have access to the school's More Able provision
 - To check that they complete homework and coursework on time and to a good quality and that intervention occurs if this is not the case
 - To keep comprehensive and up to date files on each student and to ensure that these are passed on should the student move school
 - To ensure reviews occur on time and to play the lead educational role at these meetings

- To meet regularly with the Children Looked After to check progress and to listen to his/her views about both in school and out of school issues
- To check with staff on a continuous basis how the students are doing and to intervene quickly at the first sign of a problem eg behaviour issues, poor effort etc.
- To monitor attendance on a weekly basis and to seek support from the Education Welfare Service if necessary.
- To ensure that strategies for students who are not achieving, behaving poorly or not attending are implemented and then monitor the success of their implementation
- To ensure that students have access to enterprise and work related education, including Aim Higher and link activities with further and higher education
- To make sure students are given specific help in developing the social, personal skills that will give them better life chances
- To encourage students to be fully involved in extra-curricular and extension activities
- To keep the Leadership Team and Governors apprised of all data, developments and progress of Children Looked After.