

Special Educational Needs and Disability Policy



Our Special Educational Need and Disability Co-ordinator (SENDCo) is Mrs Karen Barker Karen.Barker@jmhs.hereford.sch.uk and she is responsible for all children with special educational needs or disabilities (SEND) at JMHS. She is a member of the extended leadership team.

Aim:

We are a fully inclusive comprehensive school who ensures that all students can achieve their potential academically, personally, socially and emotionally regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs. At JMHS we aim to provide a personalised approach to learning with the relevant support and adjustments made to learning that will maximise your child's progress both within and outside of the classroom.

Objectives:

1. To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed to allow them to maximise their achievements.
2. To ensure that all students with SEND are offered full access to a broad, balanced and relevant curriculum.
3. To work in partnership with parents and to take the views and wishes of the student into account.
4. To provide a SENDCO who will work within the SEND policy and within the guidance provided in the SEND Code of Practice, 2014.
5. To provide support and advice for all staff working with special educational needs students.

Identifying Special Educational Needs:

The School's core curriculum is inclusive and differentiated and thereby allows most students to achieve their potential without additional support, i.e. the curriculum is based on the Quality First Teaching principles of:

- Setting suitable learning challenges;
- Responding to students' diverse learning needs;
- Overcoming potential barriers to learning.

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. A process of identification, assessment and provision in accordance with the Code of Practice has been established. This process recognises that there is a continuum of Special Educational Needs; that every child is different; and the needs of the whole child are taken into account when identifying SEND and planning appropriate action/support. The four broad areas of special education needs, as set out in the SEND Code of Practice, are:

- **Communication and interaction** - Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and learning** – Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD),

profound and multiple learning difficulties (PMLD), as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties** - These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** - Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

It is important to recognise that there are many factors that can impact on progress and attainment that are not SEND, such as:

- Disability
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Servicemen/women

The Graduated Approach to SEN Support:

The first response to less than expected progress is through our subject teachers delivering excellent targeted classroom teaching – known as Quality First Teaching. This means that:

- The teacher has the highest possible expectations all students in their class.
- All teaching is based on building on what the student already knows, can do and can understand.
- Different ways of teaching are in place so that the student is fully involved in learning in class.
- Specific strategies (which may be suggested by the SENDCo or outside staff) are in place to support the student to learn.
- The student's teacher will have carefully checked the student's progress and will have decided that the student has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students is the first step in responding to students who may or may not have SEND. Additional intervention and support cannot compensate for a lack of high quality teaching. Our school regularly reviews the quality of teaching as detailed in our teaching and learning policy. Teachers are supported with their knowledge of the most frequent SEND encountered and suitable strategies to support these through regular training materials, student case studies and staff INSET training.

Where a student is identified as having SEND, action will be taken to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier 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 'Assess, Plan, Do, Review' graduated response. This graduated response is detailed below:

- **Assess** – All information about the student is gathered from the teacher, parent, student and relevant professionals to identify the areas of need.
- **Plan** – Relevant outcomes are set and suitable provision is put in place in consultation with the parent, student, class teacher and any professionals involved. Student strategy guides are created/amended to reflect newly identified needs and planned provision.
- **Do** – Class teachers modify their teaching to incorporate the students' needs, plus any intervention or support is planned and carried out.
- **Review** – Student progress is reviewed regularly through whole school monitoring systems and via intervention progress summaries. Formal reviews of Education and Health Care Plans (EHC's) are on an annual basis in line with statutory guidance in the SEN Code of Practice.

Managing students needs on the SEND register:

Students are initially placed on the SEND register at SEN Support and follow the graduated response detailed above. Full details of provisional can be found on our School offer, available [here](#). The SEND register is regularly reviewed by the SENDCo and Assistant SENDCo using information from the graduated response detailed above and progress data as part of the whole school monitoring systems. Inclusion on the register is fluid and fully communicated with parents. Each cycle of the graduated response will lead to one of the following outcomes:

- Students is removed from the SEND register (see below)
- A change of provision within school is made as progress is still not sufficient
- Referrals to external professionals are made to support the individual as more specialist support is required.
- An application for an Education, Health and Care (EHC) Plan is made to the Local Authority due to continued lack of progress after all suitable provision by the school and external agencies has been made.

Criteria for exiting the SEN register:

If a student makes sufficient sustained progress, as evidenced through whole school monitoring systems, assessment records and feedback from teachers, then the student is removed from the SEND register. Parents and students are informed of this move. Support is still provided through Quality first teaching and a student strategy guide if appropriate.

Admission Arrangements:

The Academy Trust will ensure that students with SEND are admitted on an equal basis with others in accordance with its admissions policy.

Supporting students with medical conditions:

The school recognises that students at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. The schools Managing Medicines policy for can be found [here](#).

Some students may also have a special educational need and may have a statement* or Education, Health Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and evaluation of SEND:

The school is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body reports annually to the parents upon the quality of education provided for and the achievements of students with SEND. The school employs a range of methods to gather data for analysis.

Training and resources:

The funding from Statemented*/EHC students and the delegated funding for students is used to:

- Fund the access curriculum classes with one specialist teacher and a trained TA for each access class.
- Fund departmental TA's and HLTA's to provide support in each curriculum area for students with SEND who are not in access classes.
- Provide small group and individual personalised support for targeted students.
- Identify and fund ongoing staff training as well as new staff/Initial Teacher Training induction.
- Provide suitable resources for students with SEND.
- Allow access to outside agencies and professionals to aid the identification and support of students with SEND.
- Allow the school's SENDCo to regularly attend the LA's networking meetings and SEND training events in order to keep up to date with local and national updates in SEND.

The Role of the SEND Governors - Our SEND Governors comply with all of the duties imposed upon them in;

- Part 4 of the Education Act 1996 as amended from time to time;
- The SEND Code of Practice 0-25 (2014);

They are responsible for ensuring that the necessary support is made for any child who attends the school who has SEND, ensuring the schools SEND policy is up to date and review the progress of students with SEN in line with national policies.

The Role of The Head Teacher - Our head teacher is Mr Andrew Evans Andy.evans@jmhs.hereford.sch.uk and he is responsible for the day to day management of all aspects of the school, this includes the support for children with SEND. He gives responsibility to the SENDCo and class teachers to support all students with SEND but is still responsible for ensuring that your child's needs are met.

The Role of Teaching assistants – Our team of teaching assistants support students within lessons as well as delivering targeted intervention and support.

Dealing with complaints:

The school Concerns and Complaints Policy can be found [here](#).

Bullying:

SEND students are often more likely to be bullied due to their increased vulnerability. A link to our schools Anti-Bullying Policy can be found [here](#)

Reviewing the SEND Policy:

The policy will be reviewed on an annual basis by the Governors' Learning and Teaching committee following consultation with students, parents and staff.

Policy reviewed April 2016

Policy approved at Teaching, Learning and Progress Committee 3 May 2016

Review date: Spring 2016

SIGNED (Headteacher)..... *Andrew Evans* Date *10th May 2016*
ANDREW EVANS

SIGNED (Chair of Governors)..... *Kevin Welford* Date *10th May 2016*
KEVIN WELFORD

*Statements for SENs are being replaced by Education, Health and Care (EHC) Plans in accordance with the SEND Code of Practice 2014. The government has set the deadline for conversion of Statements to EHC Plans as April 2018.

John Masefield High School and Sixth Form Centre
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