





CANSFIELD

ACHIEVING EXCELLENCE TOGETHER

SEND Policy

<u>Approval Date</u>	22 nd September 2022
<u>Policy Review Date</u>	September 2023
<u>Chair of Governors</u>	
<u>Headteacher</u>	

1. Principles

The vision statement of Cansfield High School encapsulates the spirit in which we regard the importance of learning and our commitment to inclusivity: 'Our vision is that every member of our community will harness the power of education to realise their potential and achieve their dreams'.

This policy is required by law in order to identify how the curriculum principles of the school apply to those pupils who have additional needs during their secondary education. Whilst official documentation refers to special educational needs and disability (SEND), we believe in the concept of learning support which we feel conveys the essence of the work undertaken through this policy. At Cansfield we believe in the principles of entitlement for all pupils with regard to equality of opportunity and access to a broad and balanced curriculum.

Each pupil is an individual, with a different starting point as they enter high school. Some pupils may require more support than others. Progress may be small steps, but nevertheless each step should be celebrated. Success will build confidence and motivation. Pupils with additional needs are to be fully integrated with their peers and have access to all areas of experience and extra-curricular opportunities. Parents and carers also play a key role regarding decision making and effective communication to ensure their children thrive at Cansfield.

All teachers have a duty to ensure that all pupils have an equal opportunity to reach their potential in every area of the curriculum and that their relative progress will be recorded, valued and reviewed.

The SEND Policy sets out and acknowledges that for some pupils access to skills and learning will be achieved only by the allocation of specific additional resources: their progress may be achieved more slowly and by different means. It is our responsibility to deploy these resources carefully and effectively involving all those who may assist.

While the policy focuses on those pupils requiring additional support, it is in essence a policy for the whole school and every pupil.

This policy complies with the statutory requirements laid out in the following documents:

- *SEND Code of Practice 0-25 (2014)*
- *Special Educational Needs and Disability Regulations (2014)*
- *School SEND Report Regulations (2014)*.
- *Statutory Guidance on Supporting Pupils with Medical Conditions (2014)*
- *The National Curriculum (2013)*
- Section 69(2) of the *Children and Families Act (2014)*
- *Teacher Standards (2012)*
- *Children Act (1989)*
- *Children Act (2004)*

It also adheres to other policies that Cansfield High School abides by, including:

- Safeguarding, Child Protection and Early Help Policy
- Supporting Pupils with Medical Conditions Policy
- Accessibility Plan

2. Staffing

The policy was created by the SENCO in consultation with the Headteacher, the Governing Body and pastoral team.

The designated person in charge of SEND is the SENCO, Mrs Helen Cashman (National Award for SENCO). The advocate for SEND on the Senior Leadership Team is the Headteacher, Dr Baker, who holds both the National Award for SEN Coordination and the Advanced SENCO Award.

3. What do we mean by Special Educational Needs and Disability?

The definition of additional needs is 'where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age' and 'has a significantly greater difficulty in learning than the majority of others of the same age'.

Pupils have difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age
- Have a medical condition or disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Have social, emotional and mental health needs which impact on their progress
- Experience communication or interaction needs that affect their ability to access the curriculum

The four categories of need as outlined in the *SEND Code of Practice (2014)* are:

- Communication and interaction
- Sensory / physical and / or medical
- Cognition and learning - including specific learning difficulties / dyslexia
- Social, emotional and mental health

It is often the case that although needs and requirements can be organised into areas, individual pupils have needs which span two or more areas.

At Cansfield High School we aim to achieve the best possible outcomes for all of our pupils. This means inclusive quality first teaching for all, with a learning environment which is encouraging and sensitive to individual needs. We see education as more than academic performance, however. It is also about fostering qualities of independence, self-advocacy, positive self-esteem and a respect for others.

4. Aims and Objectives

The key aim of the policy is to ensure that the school aims are delivered for pupils who need special consideration and additional support. In addition, we aim to:

- Ensure equality of access to the curriculum and an experience of school for pupils with special needs as far as is practicable.
- Apply the principles of the *SEND Code of Practice* so that all who have responsibility for delivering educational opportunities to pupils understand clearly how the policy can be made real.
- Respond imaginatively and sensitively to the needs of every pupil with special needs and / or disability.
- Ensure that the views of the child should be sought and taken into account.
- Recognise that parents (and those with parental responsibility) have a vital role to play in supporting their child.

The specific objectives are to:

- Develop systems, structures and intervention measures in order to implement, manage and monitor the Special Education Needs and Disability Policy.
- Ensure that pupils with special needs and / or disabilities have their needs correctly assessed and understood.
- Ensure that pupils with special needs and / or disabilities have access to appropriately differentiated materials and methodologies and have their needs addressed.
- Apply resources efficiently and effectively in order to deliver the Special Education Needs and Disability Policy for pupils.

- Focus on and celebrate what pupils with special needs and / or disabilities can do and to create opportunities for further development.
- Facilitate training of adults to apply the policy effectively.
- Review the Special Educational Needs and Disability Policy regularly and evaluate success in order to produce recommendations for further developments.
- Ensure there is close cooperation between all of the agencies and stakeholders concerned and that a multi-disciplinary approach is adopted in order to resolve issues
- Ensure that the Special Educational Needs and Disability Policy is a living document in school.

5. Identification of Special Educational Needs and Disability

Cansfield High School follows the graduated approach, as outlined in the *SEN Code of Practice (2014)*. This approach outlines four key stages of a cycle to support pupils within the classroom:

- Assess
- Plan
- Do
- Review

Early identification of need is imperative; however, identification of need can arise at various stages of school such as:

- On transfer from primary school at the end of Year 6.
- On transfer from another high school.
- Teacher assessment / identification / referral.
- Re-integration of a pupil from an alternative educational setting.

It is anticipated that all prospective parents and carers will have read our Local Offer so that all necessary arrangements can take place in order for a smooth transition and that we can successfully meet a pupil's needs.

6. Transfer from Primary School

Information is provided to the SENCO and Senior Leadership Team during Year 6. Pupils may already be on the Code of Practice SEND Register and this notification is automatically transferred. If invited, we may also attend the Annual Reviews of pupils in receipt of an Education and Health Care Plan (EHCP). We listen to the views of teachers, parents, other professionals as well as the child.

7. Transfer from Another High School

Transfer documents and information may include information about learning difficulties and special needs including disability. Pupils may be tested by the SENCO to provide baseline information for teachers. Consultation with parents is also carried out.

8. Teacher Assessment / Identification / Referral

There is a robust reporting system that enables all staff to report a concern that they have about a student in school. Teachers are encouraged to pass on concerns to the SENCO who may provide specific advice, support or carry out further investigation. There may be concerns about lack of progress in class, formal assessments or physical difficulties.

There may be further identification through standardised assessments such as Cognitive Ability Testing (CAT) testing, progress tests, reading, spelling and numeracy assessments as well as other assessments such as self-esteem and learning styles measurement.

9. Integration and Re-Integration Avenues

The SENCO will attend meetings with specialist schools and other agency staff and parents with a view to developing an integration or re-integration programme. Access to EHCPs, test data and other relevant material will be requested. Pre-admission visits will be arranged and a planned and phased integration / re-integration plan developed with consideration given to temporary part-time attendance and outreach support if available. A review date should be set to discuss the level of support and whether the placement is appropriate.

The aims of the early identification process are to ensure that Cansfield High School knows the action to take in order for the child to make progress. It may be the case that the child is identified as being in one or more of the broad area of need categories, but the needs of the whole child are our concern, not just any special educational needs or disability the pupil has.

10. School Identification

Early in Year 7 all pupils will sit CAT tests, progress tests, reading and spelling tests. Information from these is shared with staff and some children might have further testing to identify the nature of their difficulties. Those pupils who have a reading or spelling age below age related expectations will begin a personalised intervention programme, which could include access to online catch up tools such as IDL, interventions with a learning support assistant such as Soundwrite or access to additional lessons for targeted support.

Each term the progress of all pupils is analysed and this data scrutiny may highlight pupils who are making progress at a slower than expected rate. This group of pupils may be the subject of further interventions as outlined later in this document.

11. What is not SEND?

The following are not special educational needs but may impact on progress and attainment:

- Low attainment in specific or all subjects, although this could be an indication of an undiagnosed or unidentified educational need.
- Attendance and punctuality.
- Health and welfare.
- Behaviour.
- English as an additional language.
- Being in receipt of a Pupil Premium grant.
- Being a Looked After Child.
- Being a child of a serviceman / servicewoman.
- Disability (schools have a 'reasonable adjustment' duty under Disability Equality legislation – disability per se is not SEND).

However, as a school we would expect to be able to identify when one of the above is beginning to have an effect on progress and attainment. We would then begin the graduated approach to SEND as outlined below.

12. A Graduated Approach to SEND Support

The 2014 SEND Code of Practice advises a graduated approach to SEND provision. This means that quality first teaching in the classroom is the first step in responding to pupils who have or may have SEND. Class teachers should plan and differentiate their lessons to meet the needs of all pupils. They can expect the support of the SENCO who can advise on suitable strategies for a pupil or groups of pupils.

Class teachers are responsible for the progress of all pupils in their class, including those who have support from specialist staff or intervention programmes. As part of their professional standards, teachers are required to provide high quality first teaching. This involves differentiating the curriculum so all pupils can access the curriculum and make progress. They should expect advice and support from the SENCO. The

performance management of teachers should highlight any areas of concern and suggest strategies to improve the teaching of pupils with SEND. This will be part of the INSET programme for all staff.

Teachers will keep records of the progress made by all pupils. There is evidence to start the assessment process for SEND if a pupil, despite high quality first teaching:

- Is making progress at a significantly slower rate than their peers from the same starting point.
- Is failing to close the attainment gap.
- Widens the attainment gap with their peers.

While the ASSESSMENT part of the cycle is underway, the views of parents and pupils will be sought. Further testing and strategies will be undertaken to highlight the particular problem the pupil is facing. High quality assessment should lead to the next step on the cycle: PLAN. An individual plan of intervention will be developed. Some pupils may have this in place from entry: for example, those with reading or spelling ages below their peers. Others may become part of this process at any time during their time at Cansfield High School.

There will be a timescale of delivery for the plan. For some pupils this might be an intensive course lasting only a few weeks. For others, it might be a longer timescale. However, personalised targets will be set for the DO part of the cycle with a time set to REVIEW the intervention. Here we will ask has the intervention been successful or do we need to change the type of intervention. Throughout this process, parents will be kept informed so they can support our work at home.

For some pupils it may be necessary to ask for outside advice. We work closely with the following agencies who can provide advice, support and further testing as appropriate:

- Targeted Educated Support Service (TESS Team)
- Educational psychologists
- Health specialists
- Speech and language therapists
- Physiotherapists
- Occupational therapists
- CAMHS
- Specialist Sensory Education Team (SSET) for pupils with hearing or visual (sensory) impairment
- Behaviour Support Service
- Autism Outreach
- Specialist provision outreach support

In addition, important links are in place with the following organisations:

- The Careers Service
- The Local Authority
- Specialist services
- The business community
- Attendance Development Officer
- Social Care Services

We may find that some pupils have a higher level of need than can be provided from our own resources. In these circumstances it may be necessary to approach the Local Authority with a request for an EHC Plan. There is a timescale for this process set by the Local Authority and we would do this as quickly as possible.

13. Managing SEND Support

All pupils in the category SEND support as well as those in receipt of an EHC Plan will be subject to a termly review. This will be delivered by the SENCO and members of SLT together. Decisions will be made according to the SEND criteria:

Key review criteria: Is progress based on the SEND Code of Practice as follows? Are all pupils able to make adequate progress which:

- Is similar to that of peers starting from the same baseline.
- Matches or betters the child's previous rate of progress.
- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.

Review decisions:

- Is the pupil responding to the level of support given?
- Is the pupil achieving the targets / outcomes that have been set?
- Do we maintain, withdraw, increase or decrease SEND support?
- Should alternative (non-SEND) support be given?
- Should the pupil be exited from SEND support?

If the decision is made that the attainment gap is closing and a pupil can exit the SEND Register, progress would still be monitored on a regular basis.

Teachers are made aware of the needs of the pupil through their Pupil Passport. These documents are reviewed at least termly, as is the SEND Register.

Where we feel it is necessary for a pupil to have additional SEND support, the views of the parents and the child will be sought in order to best inform the planning process. In drawing up the Pupil Passport, targets will be set which should aid progress. This could be in the form of intervention outside the classroom, advice from outside agencies or the provision of specialist equipment to aid learning in the classroom.

If we feel that the needs are higher than that which can be provided through the notional SEND budget, it may be necessary to apply for Element 3 for extra funding from the Local Authority High Needs block. The information for this process is found in the *High Expectations for All* document (<https://www.wigan.gov.uk/>) provided by the Local Authority and the process therein will be followed. A costed provision map would be completed as part of this process in order to best ascertain existing use of provision and where further resources may be needed. The views of parents and pupils are at the heart of this process and feed into the referral process for an EHC Plan. The views of other professionals, such as an Educational Psychologist will be sought, as well as the views as other professionals across Health and Care if this is necessary.

Following regular teacher data input onto the SIMS database and other intervention assessments, the Pupil Passport will be reviewed.

Cansfield High School is an inclusive school and all children can participate in every activity. Children with SEND will have appropriate support on any school outing, be it part of the curriculum or as a reward. We aim to praise honest effort and successes, however small.

14. Examination Concessions / Access Arrangements

Pupils are identified for exam concessions for annual internal and external exams and in Years 10 and 11 for GCSEs or equivalent examination qualifications. The JCQ regulations and guidance relating to candidates with particular requirements are adhered to. All exam concessions are approved by the school's Examination Officer. The results of any applications are made known to teaching staff as soon as possible to enable pupils to practise using their concessions.

Students will be assessed for exam access arrangements from Year 7, all staff are encouraged to report concerns about students who may be struggling with low stakes testing or assessments. This contributes to our assessment of their usual way of working.

15. Post-16 Provision

The SENCO will incorporate the following strategies to support pupils' post-16 provision and initiate pupils' preparing for adulthood pathway:

- All pupils can attend presentations given by all local post-16 providers in the authority.
- All pupils receive at least two one to one career sessions in Year 10 and 11 with the nominated Careers Advisor.
- Opportunities for trips to local colleges and university taster days are delivered.
- Travel training sessions are provided by Wigan LA for pupils with specific needs where appropriate.
- Post-16 provision is organised through annual Education and Health Care Plan reviews.

16. Supporting Pupils at School with Medical Conditions

Cansfield High School recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including school trips and PE. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Please also refer to the school's Accessibility Plan for additional information on the inclusive provision for pupils with disabilities.

Some pupils may also have special educational needs and may have an EHC Plan. This will bring together health and social care needs as well as their special educational provision and the *SEND Code of Practice* (2014) is followed.

The arrangements in place for supporting pupils with medical conditions are outlined in the school's Supporting Pupils with Medical Conditions Policy.

17. Monitoring and Evaluation of SEND

The SEND team is fully involved in the self-evaluation programme of the school. We regularly check our provision through Pupil Voice during reviews of Pupil Passports, yearly EHCP reviews, learning walks, work sampling, the views of parents as they contribute to annual reviews and parent's evenings. The work of the specialist Learning Support Assistants is reviewed annually by the SENCO via the appraisal cycle. Our work is scrutinised by the Senior Leadership Team and Governors. However, we can also evaluate the success of the work we do as it pertains to our pupils:

- Integration with peers to ensure inclusion through evidence of participation in group situations.
- Access to all areas of experience through evidence of participation in specific aspects of the life of the school; evidence of experience of all subject areas; evidence of appropriate differentiation (from changes recommended on review); evidence of reduced exclusions and increased behaviour awards and evidence of attendance levels.
- Ensuring access to the full range of the curriculum to enable the acquisition of knowledge, skills and understanding commensurate with ability and the celebration of success - through evidence of progress; evidence of tests of reading age / spelling / cognitive abilities / prior attainment; through course completion and attainment in external assessment; and progress onto and participation in further education, training and employment.

18. Inclusion

Pupils with SEND are integrated as fully as possible into the life of the school and have access to a balanced and broadly based curriculum, including the National Curriculum. We believe that it is vitally important to identify, address and overcome barriers to a pupil's learning and development.

19. Strategies

All pupils are fully integrated into the life of the school, belonging to horizontal tutor groups in the pastoral system. All staff are encouraged to differentiate work appropriately for pupils, allowing them to access the same curriculum as their peer group. Staff are supported in this endeavour by INSET and continuous advice and support from the SENCO. The school recognises and supports a pupil's right to follow the National Curriculum and will only dis-apply pupils from elements of the National Curriculum in rare and exceptional circumstances.

We acknowledge there are some students who have not met the learning targets of the Key Stage 2 curriculum on arrival at Cansfield. Those students will experience a bespoke and specific curriculum designed to bridge the gap between Key Stage 2 and Key Stage 3; thereby allowing all students to access the National Curriculum.

Opportunities are provided for pupils to use collaborative learning styles and a variety of methods for assessing and recording pupils' work are used. Multi-sensory approaches are encouraged in order to enable pupils to learn more effectively. Learning Support Assistants are used as support within classroom to support the teacher and reinforce strategies, allowing pupils access the curriculum and become resilient and independent learners.

Please also refer to the school's Accessibility Plan for additional information on the inclusive provision for pupils with disabilities.

20. Training and Resources

The training needs of the teaching staff are identified as part of each subject's development planning. To respond to these needs the SENCO contributes to the school INSET programme as required and invites external experts to attend to ensure the needs of our pupils are being understood and met within the classroom.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to discuss the systems and structures in place as well as a discussion about individual pupils.

The SENCO regularly attends the LA's SENCO cluster meetings in order to remain at the forefront of the latest SEND best practice and with local and national initiatives in SEND.

21. Roles and Responsibilities

The Headteacher has overall responsibility for the Special Needs and Disability Policy and also for liaison with the Governors. The day to day management of the Special Needs policy will lie with the Headteacher who will act as the line manager for the SENCO and as the point of contact with the Senior Leadership Team.

22. Governors

In cooperation with the Headteacher the school's Governing Body will:

- Determine school policy in respect of special needs and ensure that they have the means of monitoring its application and effectiveness.
- Ensure that the needs of pupils requiring special consideration are shared to all staff likely to teach them.
- Ensure that teachers at Cansfield High School are aware of the importance of identifying pupils with special needs and / or disabilities and that those needs are met in appropriately differentiated ways.
- Ensure that pupils with special needs and / or disabilities are integrated in all school activities as far as is practicable.
- Report annually to parents on the school policy and its implementation.
- Establish appropriate staffing levels and staff development in order to meet the needs of

- pupils with special needs and / or disabilities.
- Be fully involved in developing and monitoring of the quality and effectiveness of the school's SEND Policy and provision.
- Are knowledgeable and have up to date information about the school's strengths and areas for further development in relation to SEND provision.
- Know how funding, equipment and personnel resources are deployed and their impact on raising standards.
- Have a designated representative to take a particular interest in, and to monitor, the school's work in the context of special needs.

23. The Headteacher

The Headteacher will:

- Work closely with the SENCO to ensure strategic decisions take note of pupils with a SEND.
- Ensure that the Governing Body are fully informed about SEND / inclusion and any reforms.
- Lead and develop a vision for inclusion within the school by ensuring that the school improvement plan and subject plans include SEND and inclusion priority.
- Check the quality of teaching and learning with regard to SEND provision.
- Work with the SENCO and governors to ensure the school meets its responsibilities under the Equality Act with regard to reasonable adjustments and access arrangements.

24. SENCO

The SENCO will:

- Oversee the day to day operation of the SEND Policy.
- Coordinate provision for children with SEND.
- Advise on the graduated approach to SEND.
- Advise on the deployment of the SEND budget and resources to meet pupils' needs successfully.
- Liaise with parents.
- Liaise with other settings at transition.
- Be a key point of contact for the Local Authority.
- Ensure that all records are kept up to date.
- Support teacher planning on differentiation and learning approaches.
- Monitor the quality and effectiveness of the SEND Policy and provision.
- Advise on the deployment of learning coaches.
- Contribute to SEND INSET and monitor its impact on learning and progress.
- Maintain productive partnerships with parents / carers of pupils with a SEND.

25. Teachers

Teachers will:

- Be responsible for meeting the special educational needs of pupils.
- Measure and monitor the ongoing progress in learning for pupils with SEND, focusing on outcomes with high expectations for all.
- Identify and reduce barriers to learning and liaise with the SENCO.
- Differentiate the curriculum to provide maximum access.
- Discuss planning with support staff and work with learning coaches or other adults so as to ensure pupils with SEND make good progress in line with targets.
- Discuss progress of pupils with SEND with SENCO and support staff.
- Make use of a wide range of teaching strategies to reduce barriers to learning.
- Understand and follow the graduated approach to SEND.
- Ensure pupils know their targets.

- Teach pupils the skills with which they can become independent learners.

26. Learning Support Assistants

Learning Support Assistants will:

- Know about the special needs and / or disabilities of the pupils they support.
- Enhance access to the mainstream lesson.
- Use a variety of approaches to reinforce and extend learning.
- Make use of open questioning and encourage pupils to talk about their knowledge and understanding.
- Provide a balance between intervention and the encouragement of pupil independence.
- Record the nature and impact of support provided to pupils.
- Know what the objectives for the lesson are and the teacher's expected learning outcomes for pupils with SEND.
- Plan with teachers for effective differentiation of the curriculum.
- Discuss with teachers and SENCO the progress and achievement of pupils.
- Participate in the exam process by reading or scribing for pupils: be familiar with the rules regarding access arrangements.
- Actively work within Faculties to develop their understanding of the curriculum and enhance their subject knowledge.
- Work towards developing independent, resilient and confident learners.

27. Complaints Procedure

The school's position is to work cooperatively with parents and carers in order to ensure the best possible outcome for the pupil and to ensure that parents / carers and pupils receive their legal entitlement. In the first instance complaints about curriculum policy and delivery of the Special Needs policy should be referred to the SENCO in school. From here issues should be addressed to the Headteacher, Dr Baker. The school's Complaints Procedure will then be followed, full details of which can be found on our website.